Conceptualising the library collection for the digital world: a case study of social enterprise

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ABSTRACT

This collaborative research project, supported by the British Library, used a case study of the library collection for social enterprise to develop a conceptual approach to the library collection in the digital world, exploring stakeholder perceptions of collections, terminology and collection development and management processes.

A mixed-methods multiphase case study design was used to address the research questions. Three strands of data collection are described: a case study of the British Library's collections and content for social enterprise, searches for relevant material on 88 publicly accessible UK library catalogues, and an exploratory sequential study involving stakeholder interviews (19 interviews with 18 people) followed by two surveys of a larger stakeholder population (149 completed responses in total).

Findings from each strand are described and three core concepts of collection are identified: "collection-as-thing", "collection-as-process" and "collection-as-access". Conventional views of library collections may tend to focus more on the idea of "collection-as-thing"; this research emphasises the importance of taking a more dynamic view of collection.

Three models of collection are described: a revised collection development hierarchy which suggests links to different levels of strategic management; a model of interrelationships between the three concepts of collection; and a model which examines how collection adds value to content by providing context.

This research demonstrates that the concept of collection remains highly relevant in the digital world, although the onus is on libraries to embrace all dimensions of these three concepts of collection if they wish to add maximum value to the content they identify, select, hold, make accessible and to which they connect.

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GLOSSARY

ABRS	Automated Book Retrieval System – a British Library system for managing requests for material delivered to the Library's Reading Rooms
BIPC	Business and Intellectual Property Centre
BL	British Library
CENL	Conference of European National Librarians
CIBER	Centre for Information Behaviour and the Evaluation of Research
CILIP	Chartered Institute of Library and Information Professionals
COUNTER	Counting Online Usage of NeTworked Electronic Resources
DLS	Digital Library System – a British Library system for storing digital content
DSC	Document Supply Centre, part of the British Library.
EThOS	Electronic Theses Online Service
HEI	Higher Education Institution
IFLA	International Federation of Library Associations and Institutions
JASIST	Journal of the American Society for Information Science and Technology
JISC	Joint Information Systems Committee
JSTOR	Digital archive of academic journal content
LibQUAL+	Library quality evaluation tool, including online survey
MBS Portal British	Management and Business Studies Portal, developed and managed by the Library
MOOC	Massive Open Online Course
NESLi2	UK national initiative for licensing online journal content to academic and research institutions, managed by JISC
OCLC	Online Computer Library Center
OPAC	Online Public Access Catalogue
PIRUS	Publisher and Institutional Repository Usage Statistics
Primo	Resource discovery tool developed by Ex Libris
SEM	Social Enterprise Mark
SHEDL	Scottish Higher Education Digital Library
SUSHI	Standardized Usage Statistics Harvesting Initiative

UKRR UK Research Reserve

UKWA UK Web Archive

1. INTRODUCTION

This research is a collaborative project between the British Library and the University of Sheffield Information School, supported by a British Library Concordat Scholarship. It aims to develop a conceptual model of collection in the digital world, by using information for social enterprise in the UK as an exemplifying case study to explore broader issues relating to collection and collection terminology in modern library and information services. The project began in October 2010 and concluded in autumn 2013. The project has taken a pragmatic approach to addressing the aims and objectives of the research, using a mixed-methods research design with three main strands: a case study of the British Library's collections for social enterprise; catalogue searches of 88 other UK libraries; and 19 interviews with 18 people to generate ideas about collection in relation to social enterprise, which have then been tested using surveys of a larger number of library and information practitioners and people involved in social enterprise.

1.1 Project background

The British Library is the national library of the United Kingdom and, under legal deposit legislation, it is entitled to receive a copy of every printed work published in the UK. The Library was established following the recommendations of the National Libraries Committee (1969). It was underpinned in legislation by the British Library Act (1972), which described its aim as:

> "the establishment for the United Kingdom of a national library, to be known as "the British Library", consisting of a comprehensive collection of books, manuscripts, periodicals, films and other recorded matter, whether printed or otherwise."

"Collection" is therefore central to the British Library's legal purpose and, unusually, is defined in legislation, focusing on printed materials, film and "recorded matter". As of 2010 it had around 150 million collection items, including international materials and items in a wide range of different formats, and is a research library of global importance (British Library, 2010a: 1).

The research proposal, developed by the original project supervisor, Professor Sheila Corrall, emerged from a successful joint project undertaken by the British Library and the University from October 2009 to March 2010, involving a six month internship which led to the development of a number of guides for practitioners and researchers working in the field of social enterprise (University of Sheffield Enterprise, 2011), as well as to the creation of a detailed bibliography of relevant items from the British Library's collection (Walker, 2010). The field of social enterprise therefore seemed to provide a useful focus for a study about the concept of the library collection in the digital world.

The British Library's approach to collection strategy since 2006 was outlined in its Content Strategy (British Library, 2006). The Library has now published its Content Strategy for 2013-2015 (British Library, 2013b) which identifies the following key principles:

1. Presenting content activities in relation to subjects and disciplines (rather than world regions or formats);
2. Identifying priority subject areas within disciplines for more intense collecting and connecting activity;
3. Applying format expertise across subjects and disciplines;
4. Using legal deposit of UK publications as the basis of the Library's content development, especially following the introduction of non-print legal deposit and the start of large-scale harvesting of the UK web domain;
5. Selecting materials for acquisition, which are beyond the scope of legal deposit, based on their value to research;
6. "Connecting to content will become more important" – a preference is expressed for connecting to remote digital content, rather than holding materials locally;
7. Increasing focus on supporting inter-disciplinary / multi-disciplinary research;
8. Continuing investment in heritage items and acquisitions;
9. Conducting a review of the budget for acquisitions;
10. Prioritising collection of and connection to digital content rather than print;
11. Exploring new ways of using curator expertise and user and community engagement to add value to content;
12. Increasing the amount of Library content accessible online to remote users.

The ongoing work by the British Library to review and develop its approach to collection and content in the digital world illustrates the value of focussing an element of this study on the UK's national library. This is also supported by the Library's reorganisation in January 2013 into four divisions, including one called "Collections" (British Library, 2013a), a slightly revised version of its predecessor division "Scholarship and Collections".

1.2 Researcher perspective and motivation

My personal motivation for undertaking this research was based on interests developed during my MA Library and Information Studies course at University College London, particularly relating to collection development in the digital age, and on my previous work experience. I undertook a Graduate Traineeship at Gladstone's Library in North Wales – a special library built around the personal book collection of the 19th century politician and Prime Minister – which included placements with both the National Library of Wales, where I was based in the Legal Deposit unit, and with the local public library service. During my MA studies, I benefited from work experience in a media organisation's research and information department, and I have also worked in libraries at Imperial College London, Anglia Ruskin University and, more recently, at the School of Health and Related Research at the University of Sheffield. This has given me personal experience of library and information collections in a diverse and varied set of organisations.

My experience as a library practitioner gave me valuable insight into the practical aspects of current trends and developments in relation to library collections. At Imperial College I had a minor role in measuring journal backruns for deduplication as part of the UK Research Reserve (UKRR) project. At Anglia Ruskin I assisted users in accessing and using the Electronic Theses Online Service (EThOS) and assisted in the development and management of the library's collection for health and social care subjects – including engaging in discussions about linking to PDF and Word documents which are freely accessible on the web and about the acquisition of electronic books, the variety of supplier models and issues surrounding long-term access to these materials. I saw this PhD project as an opportunity to pursue my personal interests in these topics and as an opportunity to make a contribution to current debates on collection topics within the profession.

Also relevant to the development of my perspective on this project was my experience of working for some years in college administration at the University of Oxford. My perspective regarding the value of taking a broad approach to studying perspectives on collection from different types of organisation was informed by my personal experiences of working in one of the UK's oldest academic institutions, as well as in one of its newest universities. Similarly, my interest in including health social enterprise organisations which have spun out of the NHS stems partly from my personal experience of supporting library users working in medical and health and social care subject areas.

1.3 Collection in the digital world and definitions

Despite the relatively recent emergence, during the latter half of the twentieth century, of collection development and management as key areas of professional library practice, the concept of the collection has traditionally been central to, and even synonymous with, the idea of a library (Corrall, 2012a). However, technological changes fundamentally challenge traditional models of the library collection centred around the ownership and control of physical holdings or stock, as opposed to the much more fluid reality of what Brophy (2007: 120) terms "the 'information universe'" of the digital world. These changes include:

- the availability of information via the web;
- library subscriptions to electronic databases, e-journals and e-books;
- the proliferation of new formats;
- the development of mobile devices capable of accessing web-based content;
- the impact of crowd sourcing, social networks and cloud computing.

This research therefore examines the relevance of "collection" in the modern library and proposes new conceptual approaches to collection in a world increasingly characterised by the development and use of digital technologies, referred to here as "the digital world". Indeed, the British Library's use of the term content rather than collection suggests that collection may be more closely associated with the physical library and with ideas of items owned and held by a library, rather than electronic resources to which a library can provide access.

Collection development and management continues to be "about options – making choices" (Corrall, 1988: 2) but it can also be seen as being about problems. The term problem is used here in the expanded sense suggested by Dewey (1933: 121): "whatever—no matter how slight and commonplace in character—perplexes and challenges the mind so that it makes belief at all uncertain". From McColvin (1925) to Ranganathan (1957) to Gore (1976), discussions of the library collection are characterised by descriptions of problems and suggested solutions. However, the potential usefulness of a general problem-centred approach to the collection only rarely emerges. Schwartz (1989: 333) discusses the potential applicability of the "garbage can process" model to selection decisions, where "problems, participants, choice opportunities, and solutions" happen to be brought together in a particular context. Atkinson (1991: 42) expands on this to argue that the approach highlights "the instability and relativity" of collection development and management processes. Klein (1996: 140-144) describes the relationship between the emergence of interdisciplinary approaches and the need to address specific problems. In particular, she highlights how planning theory, based on assumptions of rationality, has been challenged by approaches which give greater emphasis to "the day-to-day problems of practice" (Klein, 1996: 142).

The word "problem" can be applied to a range of different interactions relating to library collections at a number of different levels. Large environmental problems – such as reductions to budgets, or the "problem of knowledge" (Schwartz, 2007) – may shape collection policies directly. Smaller problems – such as those encountered by library staff or users on a day-to-day basis – may remain localised and undocumented, forming part of the tacit knowledge built up by staff and potentially leading to a proliferation of different procedures for decision-making within a single organisation (Schwartz, 1989: 331-332). "Problem" also seems to provide a useful link word which can connect the user's motive for consulting, and aspects of the user's experience of, the library collection with the issues encountered by the librarian when developing, managing and facilitating access to the collection. Lee (2005) distinguishes between user and librarian perceptions of the collection, implicitly identifying the different problems which define these perspectives, such as problems of access versus problems of control. A problem-centred approach to the concept of the collection may therefore permit greater scope for recognising the "dynamic nature of the interaction between the user and the collection" and the importance of "the active involvement of users" which Lee (2005: 68) suggests may have been largely overlooked by earlier considerations of collection.

It may be argued that the history of terminology of collection activities reflects changing perceptions of the nature of collection problems. Before the later twentieth century, the core collection problems were described at a narrower level as “book selection” (McColvin, 1925) or encompassed in broader terms such as “library administration” (Ranganathan, 1959). The terms “collection development” and “collection management” subsequently emerged in response to different sets of problems, as is reflected in the history of the use of the terms (Johnson, 2004: 14-15). Corrall (2012a: 4-7) outlines the different approaches to using these terms, particularly the trend towards viewing them as synonymous, and the alternative argument for maintaining the distinction between the terms by treating them as complementary: “practitioners generally differentiate staff *development* from staff *management*” (italics from the original) and there is a persuasive case to continue to distinguish between collection development and collection management. Atkinson (1991: 31) also notes the trend towards “equal or at least parallel” use of the terms. Atkinson (1998: 10-11) advises that the terms “collection management” and “collection development” should be understood as representing distinct collection processes: “we need terms that separate... selection (collection development) from policies and actions that affect the status of an object subsequent to its selection.” He goes on to suggest that the potential loss of a collection development (materials) budget – as a consequence of greater end user involvement in materials selection – emphasises the importance of clearly distinguishing between the costs of developing and managing the collection (Atkinson, 1998: 10-11). For the purposes of this project the phrase “collection development and management” is generally used to describe the totality of library collection policies and practices, reflecting Johnson (2004: 2) by using the two terms “in tandem”. However, they are not used synonymously. Instead, the two component terms are defined following Atkinson (1998):

> Collection development: the “programs and processes by which library materials are selected”. (Atkinson, 1998: 10)
>
> Collection management: “the activity of adding value to – or deleting value from – objects subsequent to their selection”. (Atkinson, 1998: 7)

These definitions are quite precise in their treatment of the two concepts of collection development and collection management. The definition of collection development does not appear to consider items which have not been actively selected or the level at which selection might take place. For example, instead of all the individual journals within a Big Deal bundle being actively selected on their own merit, the subscription may be chosen for its overall coverage. However, both these definitions provide useful starting points for the discussion of collection development and management in this thesis.

It is also possible to conceive of a library where the nature of the relevant problems means the collection requires management, but not development – for example, collections located in heritage sites, such as those maintained by the National Trust (Fuggles, 1988). Less likely, but not impossible, is the example of a new collection in the early stages of development which is built up with less emphasis on how it will be managed for the long term. In a single library and a single financial year, the balance between collection development and collection management activities can shift according to the availability of financial resources and the routines and priorities of the parent organisation. The relationship between collection development and collection management can therefore be seen as more dynamic and fluid than seems to be suggested by definitions which subsume one within the other.

Broadus (1991: 18-19) suggests that increased interest in collection development policies in the 1960s and 1970s may have been due to the problems associated with defining collection priorities in sufficient detail for use with approval plans. Indeed, whilst collection development and management policies can be seen as “a framework within which individuals can exercise judgment” (Evans and Saponaro, 2005: 52) they can also be described at least in part as a series of statements about anticipated problems.

McColvin (1925: 109) provides a useful definition of the library as a “collection of active elements”, a function of which is to provide a “systematic union of the units of knowledge, whereby they gain in value and utility”. This may be seen as suggesting some of the dimensions in which problems relating to the collection may emerge: objects (“units of knowledge”), systems, and services (adding “value and utility”). Makri et al. (2007) compare the mental models of traditional and digital libraries held by a small number of postgraduates studying library and information studies or human-computer interaction. Although the emphasis is on the users’ mental models, and how these help or hinder access to information sources, they also describe the problems participants experienced in relation to individual objects (for example, where an individual copy of a book is located, time taken to locate it, assessing its relevance), to systems (linking out to different digital libraries, classmark browsing, catalogue use), and to services (different loan lengths, item requesting services, enquiry / training services, technical support).

1.4 Social enterprise

To focus this research, the relatively new interdisciplinary field of social enterprise is used to provide a case study of key issues. Social enterprises are “radically different” to other types of business (Pearce, 2003: 93). Since 1997, social enterprise has been promoted by successive governments as an alternative to purely public or private sector approaches to addressing social problems or delivering public services. Social enterprise can be seen combining particular strengths from public, private and voluntary sectors, providing “business solutions to social problems” (Teasdale, 2010) and includes organisations such as cooperatives or mutuals. The field is of interest to actual and potential social enterprise practitioners, to policymakers and to researchers. Public sector organisations, such as the NHS, have been encouraged to consider spinning out to form social enterprises, or to commission services from social enterprise providers (Department of Health, 2007).

For the purposes of this project, the definition of social enterprise devised by the UK government in 2002 will be used:

> “A social enterprise is a business with primarily social objectives whose surpluses are principally reinvested for that purpose in the business or in the community, rather than being driven by the need to maximise profit for shareholders and owners.”(Department of Trade and Industry, 2002: 7)

The problems which may lead social enterprises to seek information may be similar to the financial and management issues facing other types of business. Like small businesses, social enterprise stakeholders may “see ‘business problems’ not ‘information problems’” (Webber, 1999: 186).

Some of the particular challenges posed by social enterprise for library collection development and management include:

- its interdisciplinary nature;
- the diverse range of potential stakeholders;
- the significance of more transient content generated by the social enterprise community;
- the role of virtual communities and networks in the field.

1.5 Collection and information seeking behaviour

Further discussion of problem solving and decision-making is found in the literature of information behaviour (Case, 2012: 96-99). Although not the main focus of this research, aspects of the information seeking by, and the information behaviour of, people interested in social enterprise are explored in this thesis. Information seeking has been defined as “a conscious effort to acquire information in response to a need or gap in your knowledge” (Case, 2012: 5), whilst the field of information behaviour can be summarised as exploring how people “need, seek, manage, give, and use information" (Fisher et al., 2005a: xix). Examining aspects of this in this research should provide insight into the factors involved in the use or non-use of library collections for social enterprise. It may also highlight resources used or created, which libraries do not currently collect, but for which libraries may have a potential future role in facilitating access, or preserving.

1.6 Thesis structure and publications from this research

Following this introduction, Chapter 2 provides a literature review focusing on collection, social enterprise and a brief overview of key models relating to information-seeking behaviour. Chapter 3 provides a detailed methodology. Chapters 4-7 report on the findings of each of the strands of this project, referring back to the main research questions. Chapter 8 presents a discussion introducing three models of collection in the digital world. Chapter 9 summarises key findings and concludes the thesis.

Parts of the literature review have been submitted and accepted for publication in the second yearbook in the *Chandos Digital Information Review* series (Roberts, in press). This also included a version of the discussion of terms such as sharing, search and collection, found in section **8.2.1** of this thesis. Results from the interviews and surveys have also been briefly summarised in previous publications (Roberts, 2013a; Roberts, 2013b).

The initial model of a revised collection development hierarchy outlined in section **8.4** of this thesis (**Table 8.4b**) was first published in Corrall and Roberts (2012). The expanded discussion of this hierarchy draws heavily on material previously published in Roberts (2013b). A version of **Table 9.5.1** was also published in Roberts (2012a).

1.7 Research aim and objectives

Following the detailed review of the literature relating to relevant aspects of collections and social enterprise and outlined below in Chapter 2, and revisions to the initial aims and objectives described in the methodology (Chapter 3), the following final research aim was developed:

> To use a case study of the library collection for social enterprise to develop a conceptual approach to the library collection in the digital world, exploring stakeholder perceptions of collections, terminology and collection development and management processes.

The phrase "library collection for social enterprise" has been used to suggest a wider range of material than just content specifically about social enterprise. The preposition "for" has been used rather than alternatives (such as "on" or "about") to include both materials directly related to social enterprise and those on other topics which may be consulted by stakeholders in the course of their work relating to social enterprise. For example, a social enterprise practitioner may consult content relating to the purpose of the social enterprise (such as a social or environmental problem which the social enterprise aims to address), as well as materials on financial or management issues, which emerge in the course of running a business. This choice of phrasing was made in the very early stages of the research (November 2010), with the intention of adding further breadth to the project and to allow the project to reflect the information which people interested in social enterprise actually need and use rather than a pre-defined view of what constitutes a collection about social enterprise.

The objectives of this research are:

1. To describe the characteristics of the library collection for social enterprise.
2. To describe aspects of the use of the library collection for social enterprise.
3. To investigate the self-described information seeking behaviour of people interested in social enterprise.
4. To investigate stakeholder perceptions of the library collection for social enterprise.
5. To describe the wider issues relating to collections in the digital world, identified by this study.
6. To synthesise findings from 1-5 to provide a model of the concept of the collection.

These objectives progress from the descriptive, to more exploratory, investigative objectives, to a final more theoretical objective. In the context of library collections, “use” is used throughout this thesis to refer to a broad range of ways in which information, library services or resources may be utilised. Forms of use can be described by quantitative indicators (usage statistics) or through qualitative descriptions of particular examples of use of resources by individual participants. In this thesis, the term “usage” is used to refer specifically to usage statistics. These include statistics showing how many times documents or items have been accessed, requested, viewed or downloaded.

In addition to the explicit research objectives given above, the project has attempted to have a practical impact on the provision of information for social enterprise, both by raising the profile of social enterprise to the library community and by increasing social enterprise stakeholder awareness of the resources which libraries have to offer. In particular, the research has also sought to influence the British Library’s approach to developing and managing collections relevant to social enterprise, and may also have broader implications for collection development and management strategies within the Library. At a more basic level, close interaction with British Library staff and systems has provided opportunities both to engage in routine ongoing professional discussions within the Library and to offer a fresh perspective on aspects of the Library’s services and projects.

2. LITERATURE REVIEW

2.1 Introduction

This chapter begins by outlining the methodology used to conduct the literature review. It discusses key issues in defining “collection” and inter-domain differences between museum, archive and library approaches to the concept of collection. The literature review then follows the structure suggested by Evans and Saponaro (2005) and Cassell and Futas (1991), beginning with discussions of information needs assessments and community analysis, including some of the challenges posed by emerging geographically distributed communities of practice. It considers the use of collection policy documents to set priorities for the selection of library materials, and the process of selection. As this project relates to the British Library, the challenges posed to legal deposit in the digital world are also briefly discussed. The review then considers the impact of digital technologies upon access to library collections and collection data, approaches to collection evaluation and initiatives in collaborative collection development and management. This is followed by a brief discussion of issues relating to information seeking behaviour. The final section explores the background to social enterprise, its terminology, the current UK political context in which social enterprises are operating and the information needs of, and information services available to, people who are interested in this field.

2.2 Literature review methodology

Hart (1998: 27) identifies eleven reasons for a literature review. Using these as a starting point, this literature review aims to provide:

- a historical overview of the key topics and the development of knowledge in these fields;
- descriptions and analysis of the main theoretical debates and practical issues relating to each topic;
- discussions of methodological approaches to investigating these topics.

An initial literature review was conducted between January and April 2011, in three main sections, structured in the following way:

- Section 1:
    - Collection background and characteristics (how collections have changed)
    - Community analysis and libraries for communities of practice
    - Approaches to material selection
- Section 2:
    - Collection access issues
    - Approaches to collection evaluation
    - Collaborative collection management

- Section 3:
    - Social enterprise

A review of literature comparing public library and academic library collection provision for small and medium enterprises was completed as part of a Doctoral Development Programme module 'Systematically reviewing the literature', submitted in February 2011. This involved data extraction from 32 studies written between 1967 and 2009. Of these, only six articles which appeared to be most relevant to contemporary social enterprise have been included in the literature review in this thesis. Additional material, including material for the information behaviour section, was identified and added in 2013.

The main databases searched for material relevant to collection topics were LISA, LISTA, and Library Literature. Emerald Management Reviews and Web of Knowledge were searched for both collection and social enterprise topics. For social enterprise topics, the following databases were searched: ASSIA, IBSS, Social Services Abstracts and Sociological Abstracts. OpenDOAR and OpenSIGLE were also searched for relevant institutional repository content and relevant grey literature, respectively. The literature review covers a wide range of topics and search terms included very broad searches such as "collection development"; "collection management"; "collection" and "concept"; "social enterprise" and "information", and more specific terms, such as "collection" and "personalisation"; "collection" and "customisation"; "community of practice"; "collection mapping"; "conspectus". Relevant references from books and articles retrieved by initial searches were followed up and citation searches were used to locate later articles referring to particularly relevant items. The items already located also provided ideas for alternative search terms. Further searches were conducted on collections for interdisciplinary topics when preparing a paper for the Charleston Conference in November 2011 (Roberts, 2012a). Supervisor recommendations were particularly helpful in developing the initial approach to the literature review and when preparing the information behaviour section, which was added in 2013. Early copies of draft supervisor publications (Corrall, 2012a; Corrall, 2012b; Corrall et al., 2013), together with a copy of an unpublished literature review and results from a project on Business Information and the Internet (Webber, 2001) provided useful additional material.

The researcher's pre-existing personal knowledge of the literature on collection development and management, gained from modules undertaken as part of a Masters course at University College London in 2007-2008, and from professional experience of collection development and management work between 2008 and 2010, also informed the literature review.

Key journals relevant to collection development and management were identified, such as *Collection Building* and *Collection Management*, *Serials Review*, *D-Lib Magazine, Interlending* *and Document Supply* as well as broader academic journals relating to library and information studies topics, such as *Journal of Librarianship and Information Science*, *Journal of Documentation*, *Journal of Academic Librarianship, Journal of Information Science* and *Journal of the American Society for Information Science and Technology*. A much smaller number of journals relevant to social enterprise were also identified, including *Education, Knowledge and Economy: A journal for education and social enterprise*, *Social Enterprise Journal* and *Voluntas: International Journal of Voluntary and Nonprofit Organizations*. RSS feeds were set up for all of the journals identified. A complimentary personal subscription to the journal *Against the Grain*, provided to delegates of the Charleston Conference, has been an additional source of very useful information about collection development and management topics from practitioner, publisher and vendor perspectives.

Relevant materials were recorded using the EndNote X3 bibliographic management tool.

2.3 Problems of definition: collection in museums, archives, records, libraries and the web

Bawden and Robinson (2012: 78) begin their discussion of collections with a single dictionary definition. However, the term carries multiple meanings: the *Oxford English Dictionary* (2013) lists thirteen, including:

> "The action of collecting or gathering together"
>
> "The action of collecting money for a religious or charitable purpose, or to defray expenses, esp. at a religious service or public meeting; also *concr*. the money so collected."
>
> "A number of objects collected or gathered together, viewed as a whole; a group of things collected and arranged, including:
> …in a general sense; e.g. of extracts, historical or literary materials…
> …of scientific specimens, objects of interest, works of art, etc. *spec*. The range of clothes (as for a season, etc.) displayed by a fashion designer; a display of such apparel…
> …A quantity of anything, as water, which has collected into one mass; an accumulation."
>
> "The action of collecting or bringing under control (one's thoughts, etc.); the action of collecting oneself, or state of being collected; composure."

These definitions convey a range of ideas: collection as a process or activity; collection as something to which others are invited or expected to contribute; collection as a selected, structured group of objects; collection conveying an idea of something special or distinctive (this year's summer collection from a particular fashion house); collection as an unstructured aggregation of a substance; or collection as an abstract emotional or mental state. The British Standards Institution (2009: 2) defines the term collection as the "total body of items, or part thereof, held by a collecting organization". It deliberately sets out to bring together museum, library and archive approaches to collections. However, by focussing on the physical ownership of items, the definition seems problematic for libraries, in which digital resources form an increasingly significant, if not dominant, part of the collection (Atkinson, 1998: 16; Brophy, 2007: 57-58). Johnson (2004: 255-259) summarises debates regarding access to materials as opposed to ownership by the local library, observing the impact of journal price increases in catalysing interest in access-based solutions. Line (1995) advocates the increasing use of access over ownership mechanisms for older, less well-used material, but advises a continued emphasis on holdings for more recent publications. In the context of electronic resources Lagoze and Fielding (1998) define the collection as "a set of criteria for selecting resources from the broader information space", echoing Atkinson's (1996) discussion of the "process of importation" and the process of defining boundaries to a "control zone" in the online environment.

Despite the difficulties of attempting to create definitions which apply equally to museums, archives and libraries, there are potential connections between the approaches to collections in these fields. The complementary nature of museum and library collections is suggested in a definition of the two organisations, offered by Brown (1920: 487): "a museum is a collection of the objects which go towards the formation of a subject, just as a library is a collection of the literatures connected with a subject or subjects". Indeed, many donations from individual collectors which shaped modern museums and libraries included both texts and artefacts. Macdonald (2006: 84) remarks on what might appear to be the "eclectic and even haphazard" nature of early modern collections, including "corals, statuary, books, animal skeletons". Collections from Hans Sloane formed the basis of the British Museum and its library – the texts and artefacts "illustrated each other" (Esdaile, 1946: 17-19). Increasing specialisation between the library and museum saw the books and artefacts separated. Bawden and Robinson (2012: 78-79) define collection as "an organized set of information-bearing items chosen for a particular purpose in a particular context or environment, and usually unique to that situation", and distinguish between "collections of ideas, embodied in documents", such as a library, and "collections of objects, which may provoke ideas in the viewer", such as a gallery. Although this distinction echoes Brown (1920: 487), it is worth noting that documents are also objects (physical or digital), just as human-made objects generally do embody ideas.

Pearce (1995: 6-13) situates a discussion of the nature of museum collections and individual collection of artefacts within a series of possible psychological, philosophical and sociological discourses. A functionalist perspective examines the relationship between a group of objects and environment, making economic, social ("prestige"), ideological, and "material culture" statements (1995: 15). It could be possible to apply a similar analysis to a library collection – these too can involve “prestige” and “institutional capital” (Atkinson, 2006: 245). Developing library collections may also be seen as “a political task” (Perdue, 1978: 123) although Broadus suggests that the role of politics was “slow to be recognized” (1991: 10). Pearce (1995: 20-23) also observes the difficulty of defining the collection in a museum context, but selection plays a significant role. In a library context, Feather and Sturges (2003: 80-81) provide the definition:

> “A planned accumulation of selected artefacts... More broadly, it can also be taken to include all the information resources to which a library has access, including those available through physical and virtual networks.”

The initial phrase emphasises the importance of selection in the library collection, providing a perspective which echoes Perdue (1978: 123): “Collections, to qualify as such, are constructed by design”. However, the final sentence in Feather and Sturges’ definition – seemingly intended as a secondary interpretation – appears to conflict with this, suggesting that accessibility alone (rather than selection) may define the collection.

McColvin (1925: 109) implies that system in organisation, rather than specifically in selection, constitutes the library collection:

> “The library does not and cannot function as an entity, but only as a collection of active elements... This systematic union of the units of knowledge, whereby they gain in value and utility, is one of the functions of the library.”

This definition (which in its context seems almost incidental) suggests one significant difference between the library and museum collection – items in the library have at least the potential for activity based on what McColvin (1925: 179) later describes as their intrinsic (content) value. As Ranganathan’s (1957) First Law of Library Science declares, “Books are for use”. The greater role of use for content in library collections, as opposed to museums and archives, is echoed by Edwards (2004: 26-27). McColvin’s term “units of knowledge” – although relating directly to books – seems to have a particular relevance for the modern library. The idea of added value and utility through entry to the collection may also be seen as suggestive of later discussions of the privileging of sources through inclusion within a circumscribed domain of information services (Atkinson, 1996: 241-244).

Elsewhere, Atkinson (1998: 14-15) compares the characteristics of the library for use and the library as archive or repository, by contrasting the attributes of the library and the archive, summarised in **Table 2.3**.

Table 2.3: Comparison of library and archive attributes, based on Atkinson (1998: 14-15)

Library attributes	**Archive attributes**
Items for use	Items for preservation
Focused on user time perspective	Focus on the object time perspective
Short-term	Long-term
Present time focus	Focus on past and future
Exists as it is at the current time (synchronic)	Reflects development over time (diachronic)
Flexible	Stable

Garfield (1976: 123) also notes a contrast between the perceived preservation and use roles of archives and libraries, respectively: "To aspire to collect everything is characteristic of an archivist whose job is to retain materials that are seldom, if ever, used". Although this may provide a useful way of considering differences between archives and libraries, examples of each exist at different points on the spectrum of preservation and use. Many research libraries do include significant holdings of low use older materials, and take active responsibility for their preservation. Edwards (2004: 28-29) discusses the life cycle and continuum approaches to processes affecting collected objects, both concepts closely associated with records management (Shepherd and Yeo, 2003: 5,8-9). Both Manoff (2004) and Edwards (2004) encourage further examination of how the approaches to collections used by museum and archive or records professionals can apply to libraries. Some libraries already have explicit roles in the record management activities of their parent organisations (Jackson, 1988: 61-63; Atkinson and Morgan, 2007: 65; Griffiths, 2007: 111-112; Nixon and Allison, 2007: 122). Libraries without a records management role may have other responsibilities for managing institutional content. Content management is an increasingly significant role, potentially subsuming collection management (Budd and Harloe, 1997). Content management may include capturing and making available institutions' resources (Dempsey, 2003: 34), for example in institutional repositories or in projects to organise re-useable learning objects (Belliston, 2009: 285; Morris, 2009). Some of these developments may be seen as having been anticipated by Atkinson's (1996: 252-253) advocacy of the potential role for libraries in re-appropriating mechanisms for scholarly exchange.

A number of papers have suggested models of the library collection in the context of digital technology. Manoff (2000) explores some of the conceptual challenges posed to traditional ideas of library collections by electronic documents and particularly by the web. Heaney (2000) provides a useful model of the relationships between content, items, collections and catalogues, although his suggestion that “It is possible to envisage a 'Collection' consisting of one Item” (Heaney, 2000: 5) seems counterintuitive. Casserly (2002) outlines five questions to inform local collection decisions when building what Rusbridge (1998) termed the “hybrid library”, where print and digital resources coexist and are integrated “into a library reflecting the best of both worlds”. Casserly’s questions are informed by four themes from the print collection: ownership, place, control and permanence (Casserly, 2002: 579-581). Gorman (2003: 459) suggests four levels to the collection, from physical local items, to the physical collection available via interlending services, to local subscription-based electronic objects, and finally the freely accessible electronic collection. Gorman argues that “each level is less organized and harder to gain access to than its predecessor”, although this claim dramatically underestimates the immediacy and convenience of access to freely available web-based documents. More recently, Wickett et al. (2011) have applied formal logic to analyse the relationship between collections and sets.

Despite these papers, there have been relatively few previous empirical research studies into concepts of the library collection, although those conducted by Lee (2003a; 2003b; 2005; 2008) suggest possible conceptual frameworks, as well as providing useful examples of how research in this area may be conducted. Lee (2000) describes some of the problems with previous attempts to define the library collection, and proposes an approach to collections based on the perspectives of both the collection provider and the user. Lee’s subsequent studies have explored the relevance of this framework to various collections, collection processes and information seeking behaviour. Lee (2003a) uses a case study of the development of an interdisciplinary women’s studies collection in an American academic library to explore the role of political and social factors in the collection development process. Lee (2003b: 432) suggests a model of three types of information space used by academics to meet their work-related information needs, moving from their “immediate space” of the offices to the “outside space” represented by bookshops and other external information providers. The model locates internet access from office computers within the “immediate space”. A later article brings together studies of academics’ and librarians’ perceptions of the concept of the collection, highlighting the differences between these perspectives, particularly between the importance of “instant availability” to users and the largely managerial criteria suggested by librarians (Lee, 2005). Another study investigated the information seeking behaviour of undergraduate students, including their use of library collections and suggests how the structure of collections and the design of library catalogues could be improved, for example by taking account of the differing intellectual levels of items, as well as subject focus or physical location (Lee, 2008). Lee's work also provides an example of an individual scholar's movement from working on highly technical library-oriented topics – collection control, formula for material evaluation and methods of predicting likely levels of future use (Lee, 1993) – to a much more user-oriented approach, examining broader topics relating to information seeking behaviour (Lee, 2003b; Lee, 2008).

Use of the idea of collection in relation to digital sources, including the web and social media tools, shows how the term is used beyond library or domain-specific environments. This raises issues including scale – the web itself can be described as a "a vast collection of completely uncontrolled heterogeneous documents" (Brin and Page, 1998), whilst other sources may describe much smaller groups of material on particular topics as a collection (PLOS One, 2013). Docstoc, a document sharing website for small businesses, emphasises not only the topic-based nature of collections, but also the use of collections to "Organize and publish related documents" (Docstoc, 2013). Flickr (2013) provides detailed FAQs about its collections tool, a feature of its subscription accounts, describing how collections can include other collections or sub-groups of images called sets, and how collected content can be rearranged, summarising collections with the words: "Isn't this just sets of sets? Yes, but no. It's better".

2.4 Library collection development and management

Evans and Saponaro (2005) describe a cycle of collection development processes which begins with an assessment of the information needs of the library's user community (sometimes known as community analysis), followed by the development of appropriate policies to frame the library's approach to meeting these needs. Materials or resources are then selected, acquired and accessioned into the library and are made accessible to users. Over time, item use is monitored and the collection is evaluated. Items may be relegated to less accessible locations (such as off-site stores) or permanently withdrawn from the collection. Alternatively, they may be conserved and preserved, to keep them accessible for future users. This section explores some of these processes in more detail, with reference to the opportunities and challenges presented by digital technology.

2.4.1 Community analysis and communities of practice

Evans and Saponaro (2005: 20-46) examine the process of assessing the information needs of a community. Here the focus is on the public library context – "a community" based in a particular geographic area. An academic library generally serves people who belong to that academic institution, whether or not they are located near the library, although the library may also permit use by members of the general public or visiting scholars. Similarly, special libraries, including workplace libraries, serve members of a particular audience or interested in a specific topic. Finally, a national library serves multiple audiences – from users in the local area, to those living elsewhere in the country, to an even wider international audience. Evans (1976: 454) claims “Community analysis is as basic to library management as the physician’s diagnosis is to the practice of medicine”, whilst methods of carrying out community analysis include the use of census data (Kunz, 1976), tally sheets for librarian observations and customer surveys (Massey, 1976; Evans and Saponaro, 2005: 37-40) in public libraries, or course enrolment figures and informal conversations with academics in university libraries (Govan, 1976). More recently, Whipple and Nyce (2007) have explored the potential usefulness of ethnography in informing community analysis (in this case, in a community in Romania) suggesting that it allows “a more inclusive, user-centered analysis; one that emphasized discovery and interpretation over inference, deduction, and prediction” (Whipple and Nyce, 2007: 703).

2.4.1.1 Communities of practice and online communities

Although the community served by a library may be based around a particular area, this may also include numerous communities of practice, defined by O’Sullivan (2009: 183) as a community of people who “pursue collaboration in shared practice” and by Wenger et al. (2002: 4) as "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis."

O’Sullivan (2009) shows how the concept of a community of practice can be applied to influential historical groups – including the scholars of the Mouseion at the Library of Alexandria, the founders of the Royal Society and the creators of the Oxford English Dictionary. The groups use innovative contemporary technologies to communicate and share their work (O'Sullivan, 2009: 32); examples of modern communities of practice can be seen collaborating and sharing through Wikipedia. Historically, library and information services often develop for communities of practice, as was the case in medieval universities and at the Royal Society and other learned associations.

Modern communities of practice often have at least some online presence such as on bulletin boards or through email listservs (Cox, 2008: 327). In a public library environment, there may be significant issues about the provision of expensive resources for particular practice communities, such as business, particularly if the amount of resource usage is likely to be low (Wilson and Train, 2006: 51). This is not a new issue – McColvin (1925: 154) discusses the issues surrounding public library provision of materials for professionals. This perhaps highlights one respect in which public library collection provision differs from academic or special library provision where users are also, broadly speaking, members of congruent communities of practice.

Brophy (2007: 50,54) discusses the significance of knowledge management and support for evidence based practice in workplace libraries, as well as the importance of understanding the particular language and jargon in use within individual communities of practice. Although Budd and Harloe (1997: 15) discuss the usefulness of the term “knowledge” in comparison to “information”, McColvin (1925: 109) shows that both terms have been used within library literature for some time. Ranganathan (1957: 374), influenced by the development of documentation studies, discusses the organisational “inefficiency of keeping every worker informed properly of every new achievement of every other worker, which may be at least partly or remotely germane to the pursuit of many others” – suggesting a role for the library in the improved management of internal reports, and describing something which might seem quite similar to an idea of organisational knowledge management. Ranganathan (1957: 374) also generalises his use of the term “book” to encompass “the nascent micro thought in the research sphere”.

Davenport (2001) describes three examples of online communities not restricted to a single organisation and how these can facilitate knowledge creation. This includes a description of issues involved in creating “‘engineered’ communities of practice”, where small and medium enterprises need to work together across organisational boundaries (Davenport, 2001: 68), as well as the “floating communities” of consumers, which emerge through shared use of particular internet retail sites (Davenport, 2001: 70). These examples contrast with other studies of communities of practice, which tend to focus on communities within individual organisations. Although Wenger et al (2002: 219-231) do describe those communities which exist between organisations, between companies and customers and in wider society – “a constellation of communities of practice” (Wenger et al., 2002: 229) – the main case studies focus on communities within organisations. However, Lin and Hsueh (2006) provide a useful example of a distributed professional community of practice and show how technology can be used to support and automate information management processes within the community.

Communities of practice provide new opportunities for library and information professionals to engage with customers. Huwe (2006) argues that academic librarians should be more proactive in seeking to identify, join and contribute to local communities of practice, which may not be restricted solely to communities of students and academics, by embedding themselves into online community forums and networking tools, as well as using crossorganisational email lists to push out new content out to these wider communities. Urquhart et al (2010) also emphasise the importance of intensive engagement by library and information professionals with the communities of practice they aim to facilitate. Both these approaches suggest a potentially more proactive role for librarians in communities of practice than one focused only on managing information created by the community, such as that suggested by Wenger (2002: 103), who describes how a community of practice may:

> “realize they need to continuously gather, assess, and organize materials to keep the practice repository up-to-date and accessible to practitioners. Coordinators frequently take on this task, but when the community has a large body of information, the task can be overwhelming, and it becomes necessary to hire a librarian to fill this role."

2.4.2 Collection development and management policies

From the 1960s, collection development (and later collection management) gave rise to policy documents (Broadus, 1991: 18; Clayton and Gorman, 2001: 16). These policies may be separate or integrated into a single document (Clayton and Gorman, 2001: 18). Clayton and Gorman (2001: 17) define collection development as “a subset of collection management”. Evans and Saponaro (2005: 52) indicate that collection development policies should provide “a framework within which individuals can exercise judgment”.

Clayton and Gorman (2001: 17-18) suggest that the policy should be complemented by internal procedure documents indicating how the policy should be applied in practice. The perceived advantages of having such policies – for example, by providing an aid to prioritisation and communication – have frequently been set out (Clayton and Gorman, 2001: 19-21; Evans and Saponaro, 2005: 52-53). Johnson (1997) also shows how these principles can be applied to creating policies for electronic resources. However, other writers such as Snow (1996) criticise such policies as being unnecessary. Perhaps the most convincing argument of both their value and their limitations is Atkinson’s (1990: 98-99) suggestion that such policies are essentially exercises in political rhetoric. These and other policy documents – such as reading strategies which aim to manage customer expectations about material availability (Chelin et al., 2005) – may help to justify library resource allocations to the parent organisation, but may not necessarily aid communication or decision-making within a library. Although policies can help to establish a context for both collection development and collection management, it can still remain an “immense and extremely difficult” task to make explicit the knowledge which enables successful decision-making (McColvin, 1925: 71).

The contents of collection development policies vary widely depending on their intended audience and the type of library. Cassell and Futas (1991: 29) recommend that collection policies should cover at least nine topics, including: the needs of the library’s community; the

Table 2.4.2: Three examples of collection policy documents.

	Calderdale Libraries, Museums and Arts (2008)	**University of Sussex (2008)**	**National Library of Scotland (2008)**
Title	Stock Management Policy	Collection Management Policy	Integrated Collecting Strategy
Length	24 pages	8 pages	26 pages
Structure	- The Stock Management Policy will tell you [contents] - Introduction - Principles - Formats - Selection Policy - Procurement - The Supplier Specification - Stock Circulation - Stock Maintenance - Stock Revision - Stock Presentation and Promotion - Current Awareness - Staff Involvement - Customer Involvement - Requests - Donations - Withdrawals - Library Stores - Book Sales - Appendix [feedback from a focus group]	- Introduction - Scope - Users - Budget - Selection and acquisition - Resource description - Collections - Preservation - Stock editing - Access - Review of policy	- Executive Summary - Background and current challenges - Methods and principles of acquisition - Guiding principles for collecting - Material types and surrogates - Re-shaping the collections 2007-2012 - The distributed national collection - Conclusion
Key features	A colourful document with lots of pictures, perhaps being used as a promotional tool as well as policy statement. Clearly written and aimed directly at library users, addressing them in the second person ("How we present... materials to you"). The document also includes sections which could be useful for staff training (eg "Current Awareness" sets out the expectation that selection staff will maintain their own current awareness of new titles).	The "Introduction" refers directly to the University's mission statement. "Resource description" excludes freely available online publications. Policy due for review after 3 years. "Collections" contains 15 sections, some based on loan types ("Short Loan Collection"), some on format ("Microforms", "Online Resources") and some on type of material ("Statistics", "Special Collections").	Locates the library's collecting role within the national context, referring to the "collective collection" and the "distributed national collection" across Scotland. Emphasises the collection of Scottish material ("the uniqueness principle") aiming for comprehensiveness and the role of legal deposit in developing the collection. Briefly describes the history, role and legal context of the NLS. Emphasises preservation role of the Library, distinguishing between "passive preservation" and "active preservation".

users served; the library's philosophy, mission and aims; approaches to selection, evaluation and collection maintenance; a statement about intellectual freedom; when the policy will be reviewed; the approval of the policy by the parent organisation. However, in practice, collection policy statements take a variety of forms, with significant differences even in the terminology of their titles and focusing on topics of particular relevance to their individual libraries. The characteristics of three examples from UK public, academic and national libraries[1] are compared in **Table 2.4.2**.

These three documents suggest different perspectives on collection development in different sectors. The public library policy document is colourful and clearly designed to engage and communicate with library users. The terminology it uses focuses on "stock", suggesting an emphasis on turnover and use of materials (also echoed in the discussion of "stock circulation") and physical items, rather than access to electronic resources. The sections on "supplier specification" and "customer involvement" illustrate the role of supplier selection and customer-focused collection development in this public library service.

In contrast, the academic library policy document focuses on describing in some detail the library's collections by loan type and format, and discusses electronic resources as well as printed material. Although the term "stock" is also used, greater emphasis is placed on "collection" including a specific section describing the library's special collections. The policy also considers the library's curatorial responsibility for preserving collection items.

The national library policy both discusses the library's local collections and situates itself as a co-ordinator and collaborator within the nation's library landscape. Of the three policies summarised here, this document provides the strongest strategic vision for the library collection over a five year period. It favours the use of "collection" rather than "stock" and considers the impact of digital technology on the library, as well as discussing printed materials and, like the academic library policy, but in much more detail, it describes the library's responsibility for preserving materials. Unlike both the public library and the academic library policies, deselection, withdrawal or stock editing is not mentioned – there is an expectation that a national library will usually continue to hold materials it has collected.

[1] These three policies were amongst five examples selected by the researcher for a student discussion activity, which formed part of a collection development lecture delivered in October 2011.

2.4.3 Methods of selection and acquisition

2.4.3.1 Selection by library staff, library users or resource suppliers

McColvin (1925: 9) describes book selection as “the first task of librarianship”, discussing demand both in terms of volume (popular items demanded by many users) and value (“the most desirable” texts (McColvin, 1925: 32)) and argues that the public library has a role in generating or creating demand for material thought to be more valuable to the library user:

> “Are there not means by which we can assist in the improvement of demand, in the bettering of conditions, desires and tastes?” (McColvin, 1925: 85)

More recently, Usherwood (2007: 70) sums up this issue as a question “do you give the public what they want or do you concentrate on materials considered good?” and outlines three contemporary approaches to selection in public libraries as librarian selection (favoured by only a minority of respondents to his survey); customer selection (favoured by 25% of survey respondents); and supplier selection (preferred by 46%) (Usherwood, 2007: 27-28). However, mainstream approaches to selection may have limited usefulness in meeting the needs of minority communities using public libraries, with librarians needing to engage with both their user communities and with specialist suppliers in order to obtain materials. Listwon and Sen (2009) describe the role of the Polish Library in London in providing collection materials to meet the needs of members of the Polish community in Sheffield, whilst Chapman (2013) highlights the limitations of conventional approaches to material selection in public libraries in identifying and acquiring LGBT (Lesbian, Gay, Bisexual and Trans) fiction materials for children and young people.

In academic libraries, however, users such as academic staff have tended to have greater responsibility for selection decisions. In UK academic libraries, the current level of involvement of academic staff in selection decision-making may vary depending on the type of university – older Russell Group universities may favour greater involvement of academic staff in selection, whereas newer universities may favour librarian selection. In the United States of America, the transfer of responsibility for selection decisions from academics to librarians began in the 1960s (Atkinson, 1989: 507), although Atkinson (1996: 249) – writing before recent developments in relation to patron driven acquisitions – suggests that recognition of the particular role of the expert user in developing digital collections for academic communities may lead to the re-emergence of the user as selector.

The argument for a potential shift in collection responsibility to the user is supported by Nicholas (2008). Findings from the CIBER (Centre for Information Behaviour and the Evaluation of Research) research project, which examined deep log data from electronic library resources, suggest a comparison between online information use and online shopping. Nicholas (2008: 156) proposes academic libraries could provide credits for users to use in purchasing individual journal articles. Horava (2010: 149) describes the variety of opportunities for innovation in models for information resource provision including “patron-driven acquisition... pay-per-view systems, print on demand” but maintains the library’s collection management role remains. These developments may suggest a shift in roles relating to collection development, potentially moving away from academic staff as expert users or library subject specialists to university students.

2.4.3.2 Legal deposit

Legal deposit is defined by Larivière (2000: 3) as:

> “a statutory obligation which requires that any organization, commercial or public, and any individual producing any type of documentation in multiple copies, be obliged to deposit one or more copies with a recognized national institution.”

For legal deposit libraries, building the collection may be seen as an explicitly political activity. Partridge (1938: 3) observes that there was an early recognition of the potential to use legal deposit as a mechanism for censorship. In a modern context, legal deposit provides a method by which national libraries may be able to preserve the “published heritage” of their countries (Larivière, 2000: vii). Decisions are needed to enable a nation “to be able to live with its definition of materials to be deposited” (Larivière, 2000: 35).

Some of the potential challenges of legal deposit were apparent before the introduction of formal legislation. In the United Kingdom, the first step towards legal deposit came with the agreement between Thomas Bodley and the Stationers’ Company in 1610 (Partridge, 1938: 17). In what might be seen in modern terms as an impressive display of social capital, Bodley not only persuaded the Stationers’ Company to supply a copy of every book printed by their members to the library in Oxford, but also worked “’to stir up other men’s benevolence’” to donate books in order to develop the library’s collection (Wright, 1939: 359). However, soon after the agreement was made, Bodley discovered that the material being deposited was not of the quality he had expected – it included “riffe-raffe” and “baggage bookes” (Partridge, 1938: 20-21). Partridge (1938: 37) suggests that after the Copyright Act of 1709, which designated nine UK libraries for deposit collection and which linked the process of registration and deposit with legal protection of the copyright of a text, the items collected mostly included “the cheaper kind” of works. After the Imperial Copyright Act of 1842, Panizzi systematically pursued publishers who attempted to evade deposit, and used the copyright privilege to collect retrospectively the titles which were still in print but which had not been deposited when originally published (Partridge, 1938: 83-87).

The *Legal Deposit Libraries Act* (2003) provides the current legislative context for legal deposit in the UK. The legal deposit privilege is held by six libraries: the British Library has an entitlement to receive a copy of every work published in print in the UK within one month of publication. The other legal deposit libraries are the National Library of Scotland (where the library of the Faculty of Advocates receives legal material relevant to their members); the National Library of Wales; the Bodleian Library, Oxford; the University Library, Cambridge; and the library of Trinity College, Dublin. These libraries may request, and are then entitled to receive, any work published in print in the UK, subject to certain exceptions. This Act also established the framework for the legal deposit of non-print materials, including those published electronically; the secondary legislation required to implement this part of the Act passed into law in 2013 (*Legal Deposit Libraries (Non-Print Works) Regulations*, 2013), coming into force on 6 April 2013 (British Library, 2013c). These regulations enable the large scale archiving of the UK web domain, and facilitate the legal deposit collection of other non-print materials although, perhaps significantly for the study of social enterprise publications, there are a number of exemptions, including one for “micro-businesses” (defined as having “fewer than 10 employees”) (*Legal Deposit Libraries (Non-Print Works) Regulations*, 2013) .

This new role for the legal deposit collection of websites suggest a new potential convergence of issues regarding deposit and copyright – the legislation provides the Legal Deposit libraries with “permission, as an exception to copyright, to download copies of works directly from the internet for archiving purposes" (Department for Culture Media and Sport, 2011: 58,66).

2.4.4 Collection access

The conceptual basis for digitisation as a preservation method covers similar ground to the arguments for preservation microfilming made by Atkinson (1986). Decisions need to be made about printed items and their preservation needs, and this “discriminating activity”, like deselection, can be controversial (Atkinson, 1986: 348). The potential for controversy is well-demonstrated by Baker (2002), who provides an emotive account of library microfilming programmes conducted in the US during the late twentieth-century, giving examples of bound newspapers and books damaged by the process and of microfilm already unreadable through technological obsolescence. Problems with the quality of microfilm surrogates mean that digitisation projects, such as JSTOR, need to re-scan previously microfilmed material (Schonfeld, 2003: 73). However, unlike microfilming, digitisation can significantly enhance access to content. Digitisation is particularly useful for lower use materials, such as printed journal backfiles. The development of JSTOR in the late 1990s demonstrated a considerable difference between the use of printed backfiles and the use of those made accessible, searchable and linkable by digitisation (Schonfeld, 2003: 169-170,376). More recently, the JISC (Joint Information Systems Committee) / Research Libraries UK EThOS project to digitise UK research theses saw two months' demand and supply of digitised material outstrip that of conventional delivery for an entire year (Kent et al., 2009). Low-use special collection materials have also been digitised to reach a wider audience, including art and maps (Leslie, 2004), fragile and non-standard document types (Landon, 2009), newspapers (Tanner et al., 2009), maps from books (Kowal and Martyn, 2009) and ephemera (Lambert, 2006).

Although Project Gutenberg, the first major project to provide digital book content, began in the 1970s and included 28,000 texts by 2009 (Tomaiuolo, 2009), major systematic book digitisation projects such as the Google programme (which began in 2004) and the Open Content Alliance programme (which began in 2005) are more recent innovations (Leetaru, 2008). Leetaru (2008) also distinguishes between the "access digitization" offered by these projects and the "preservation digitization" favoured by libraries, which tends to be more expensive and which provides the level of technical security necessary to fulfil a preservation role. The potential impermanence of the Google collection may be one reason why the project should not be seen as a competitor to libraries (Dougherty, 2010), although this may not address the potential competitive advantage which the libraries providing Google content can appear to enjoy over others (Atkinson, 2006: 249).

Whilst digitisation facilitates distributed access to content, local Online Public Access Catalogues (OPACs) and collective union catalogues provide increasingly sophisticated ways for users to access information about items in a library's collection and, in some cases, provide a route by which material can be requested and accessed by library users (O'Beirne, 2001). In the British Library and other "closed stack" libraries, placing a request through an online catalogue may be the only route by which material can be accessed. Additionally, these catalogues provide detailed data about collections and how they are used (Lavoie et al., 2007: 107). By 1995, there were estimated to be 700-1,000 Internet-accessible catalogues (Tedd in Nisonger, 1997: 35). In 2009, the Online Computer Library Center (OCLC) union catalogue WorldCat included data from 70,000 library collections (Lavoie and Dempsey, 2009) and has been used in a series of studies to provide valuable insights into collection trends and characteristics. Lavoie et al (2005) used WorldCat data to explore the nature of the five library collections which provided early partners for the Google digitisation project. Their findings included indications of the degree of overlap between the five collections, and suggested that almost 50% of the works provided by these five US and UK libraries could be in languages other than English (English language materials tend to be more frequently duplicated between the collections). Lavoie and Schonfeld (2006) explored the entirety of the "system-wide collection" indicated by WorldCat, highlighting issues such as the apparent loss, or lack of collection, of a significant proportion of the estimated total historic book production – the so-called "book-gap". Lavoie et al (2007) describes how digital materials are catalogued, whilst Lavoie and Dempsey (2009) examines the characteristics of US books potentially in copyright, illuminating some aspects of the discussion about the Google project to digitise and make accessible such works. In addition to the relatively well-established data-sharing between libraries facilitated by OPACs and union catalogues, the more recent movement towards opening up UK public sector data for reuse has led the British Library to provide free access to its collection data in a range of formats (British Library, 2010b).

Opportunities also exist to enable customers to personalise and customise the way they view information resources. There are numerous examples of library and information service portals providing customisation options, including the My Library features of NHS Health Information Resources (NHS Evidence, 2011) and the British Library's Management and Business Studies portal (British Library, 2010c). Recommendations for a new distributed business information service for small and medium enterprises include suggestions for "customisable online services" (British Library, 2009: 67). However, findings regarding the usefulness of these technologies appear to be mixed. Kalyanaraman and Sundar (2006) suggest that customisation results in an improved user experience of web portals, although this research is based on assessing responses to a pre-customised site designed by the researchers to match user interests. Nichols and Mellinger (2007) found a "general lack of energy for customizing Web sites" when the responsibility for customisation was given to the undergraduate participants in their research. Shedlock et al (2010) distinguished between "personalization" – delivering pre-designed sets of resources on the basis of a particular speciality – and "customization", where the user was able to make further changes to suit their individual needs and which appeared to be less well used.

2.4.4.1 Collection access and the physical collection

This thesis does not specifically address the physical manifestation of collections – how they appear on the shelves, or where those shelves are located. The issue emerges most directly in relation to the British Library, in which most material is held in large secure stores on the Library's sites at St Pancras and Boston Spa. It is useful to note that holding materials in closed stacks was more common practice until relatively recently. John Cotton Dana (1914: 41) writes of his work at Cleveland public library in the late 1880s and early 1890s describing the library as "the first one of good size in our country, and I guess in the whole world, to practice open access" – that is, one of the first to move from closed stacks to making materials accessible on open shelves for users to browse.

Some approaches to collection evaluation and measurement do involve examining this physical manifestation of collection. For example, Baker and Lancaster (1991: 41) describe the “impressionistic method” of evaluating collections, in which library specialists familiarise themselves with the collection and physically examine the collection.

2.4.4.2 Collection access, open access and institutional repositories

Atkinson’s (1996: 252-253) discussion of opportunities for libraries to re-appropriate the mechanisms of scholarly communication may be seen as anticipating the emergence of institutional repositories and the development of open access initiatives.

Lynch (2003) describes the potential strategic role of institutional repositories as key elements in the scholarly communication chain in the digital world, giving the following definition:

> “a university-based institutional repository is a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members.” (Lynch, 2003: 328)

The Budapest Open Access Initiative (2002) set out the aim of opening up access to scholarly literature:

> "Removing access barriers to this literature will accelerate research, enrich education, share the learning of the rich with the poor and the poor with the rich, make this literature as useful as it can be, and lay the foundation for uniting humanity in a common intellectual conversation and quest for knowledge."

Two specific routes for providing access to this literature were proposed: “self-archiving” and “open-access journals” (Budapest Open Access Initiative, 2002).

In the UK, recent policy activity relating to open access publishing has been catalysed by the Finch report on open access (Finch Group, 2012). This has led to the adoption of a policy requiring peer-reviewed articles accepted for publication after 1 April 2013, which acknowledge Research Council funding, to be made publicly accessible using either Gold (open access publication, usually involving the payment of an article processing charge) or Green (self-archiving by the author in an institutional or subject-specific repository) open access routes (Research Councils UK, 2013).

Hagerlid (2011) demonstrates how national libraries – in this example, the National Library of Sweden – can effectively act as a catalyst for the large-scale national adoption of open access policies. Graham (2007) shows how the National Library of Australia expanded its role not only by including open access publications in its collections, but by providing web space for publishing open access journals using the Open Journal Systems software.

2.4.5 Collection evaluation

Collection evaluation has generally been divided into two categories: analysis of materials and analysis of use (Baker and Lancaster, 1991; Heidenwolf, 1994: 34; Clayton and Gorman, 2001: 169-180; Johnson, 2004: 270-290; Evans and Saponaro, 2005: 314-334). Butkovich (1996) describes use methods including surveys, “reshelving studies”, circulation, unobtrusive user observation, citation methods, and interlibrary loan use. Baker and Lancaster (1991: 41-71) describe material evaluation approaches including expert assessment, list checking, citation analysis (overlapping with Butkovich’s categorisation of this as a use method), quantity (the size of the collection, or the ratio of materials to users), and collection profiling. Both Heidenwolf (1994: 34) and Johnson (2004: 279) suggest that citation analysis (checking the library collection for a selection of items cited in particular subject journals) can provide a particularly useful evaluation tool for interdisciplinary subjects, although Johnson also advocates use-centred methods for assessing these collections. Studies also emphasise the benefits of using an appropriate combination of evaluation approaches in order to build a more complete picture of the specific collection (Baker and Lancaster, 1991: 39, 80; Butkovich, 1996: 366; Hyödynmaa et al., 2010). Tools used to assess printed collections may also be adapted to evaluate electronic materials. For example, Price (2007) used citation analysis of articles by academic staff from a single department to establish whether and how the cited materials could be accessed. As well as providing an indication of the value of particular electronic resources, this study also provided a snapshot of the actual information use of a selection of individual library users.

Another approach is conspectus, in which values between 0 and 5 describe the standard of a collection in a particular subject. A number of writers regard this as a tool for policy statement descriptions of collecting levels, rather than for evaluating a collection (Baker and Lancaster, 1991: 73; Clayton and Gorman, 2001: 41; Evans and Saponaro, 2005: 57). However, Johnson (2004: 275-277) does describe conspectus as an evaluation tool, potentially synonymous with “collection mapping” (treated separately by Baker and Lancaster (1991: 65-71)). Wood (1996) also regards the conspectus approach as both a tool for evaluation and for developing policy. Clayton and Gorman argue that conspectus is less relevant in the context of the provision of electronic resources, although they also show how conspectus could be amended to reflect a library’s coverage of electronic materials, with an emphasis on CD-ROM material (Clayton and

Gorman, 2001: 44-48; Clayton and Gorman, 2002). A more critical perspective was offered by Line (1997: 69), who summed up conspectus as time-consuming and generally not useful.

More recently, Hyödynmaa et al. (2010) describes how a Finnish version of conspectus has been combined with usage statistics for both print and electronic materials using a variety of methods including shelf scanning and electronic journal usage figures. Kim et al. (2009) created a visual representation of the density of use of material from particular subject areas within a special library, using network and cluster analysis of circulation data. Electronic resource usage data may be exploited in increasingly sophisticated ways, as demonstrated by the CIBER deep log analysis of electronic journal use (Nicholas and Huntington, 2006; Nicholas et al., 2008; Research Information Network, 2009). Findings from such data can be explored in greater depth using qualitative methods, as demonstrated by the Research Information Network (2011).

Flemming-May and Grogg (2010) describes the development of Project COUNTER (Counting Online Usage of NeTworked Electronic Resources) from 2002 to standardise usage statistics, followed by PIRUS or Publisher and Institutional Repository Usage Statistics, aiming to facilitate the sharing of statistics between publishers and repositories. At a practical level, SUSHI or the Standardized Usage Statistics Harvesting Initiative aims to rationalise and automate usage data collection from different publishers. Pesch (2007a; 2007b) provides further details about the SUSHI protocol and the specific challenges presented in gathering electronic usage data – especially in the contrast between these data, provided and controlled by publishers, and the library experience of collecting usage data about printed materials controlled by the library.

As well as very specific initiatives to facilitate the management of quantitative usage data from electronic resources, the generic library service evaluation tool LibQUAL+ (used in particular by academic libraries) provides a mechanism for surveying customers' perceptions of actual and desired levels of library collections ("Information Control"), as well as aspects of library service and place (Brophy, 2006: 44-48). This enables access to collections to be viewed in the context of the whole library system, leading to findings such as those described by Gerke and Maness (2010) apparently suggesting a correlation between customer perceptions of the library as place and the use of electronic resources.

New catalogue interfaces such as Encore or Primo encourage user involvement through tagging, rating and adding reviews to records (Stevenson et al., 2009: 70, 73) – aiming to emulate more user-friendly interfaces such as Amazon (Lewis, 2008). The open source resource discovery tool Summa provides search term suggestions based on the entries of other users – one particular implementation includes library subject staff in relevant results listings (Stevenson et al., 2009: 80-81).

2.4.6 Deselection

Johnson (2004: 139) traces an early example of a library withdrawing stock (deselection, or weeding) to 1883; Ranganathan (1957: 328, 380) and Dilevko and Gottlieb (2003) both refer to the Quincy plan of 1892 advocating the withdrawal or transfer of significant amounts of material and the equalisation of "the rate of weeding out and the rate of accessioning, after the size of the collection reaches an arbitrary norm" (Ranganathan, 1957: 328). Ranganathan's treatment of this proposal apparently alters between the first and second editions of his text – initially, he argues that it is impractical. However, the second edition includes reflections on the distinction between library "Child-Growth" and "Adult-Growth... growth by replacement of constituents without increase in over-all size" giving rise to the distinction between the "conserving library and service library" and meaning that the Quincy plan can be seen as an acceptable approach to managing the library collection (Ranganathan, 1957: 378-80). Slote's (1997: 48-75) literature review on deselection begins with Charles William Eliot's 1902 article distinguishing between "books in use, and books not in use".

Slote (1997: 3-5) sets out clear advantages of weeding or deselecting material, including increasing circulation, saving space and improving access to materials which are wanted for use. He makes a distinction between the "core collection" (material in use) and the unused "weedable part" of the collection (Slote, 1997: xix). An alternative perspective is offered by Jones (2007: 226): deselection represents an admission of a failure in the collection process or an item's loss of value. Slote also explores the reasons why librarians do not appear to weed as much as they should (Slote, 1997: 5-6), and the limitations of the subjective weeding strategies generally used by librarians (Slote, 1997: 21-26). Six standards for weeding are described (Slote, 1997: 16-17), intended to provide a collection which meets 95% or more of demand using a locally-established shelf-time indicator. These techniques are outlined in a great deal of practical detail: Slote provides staff training checklists and template forms for implementing each technique.

Significant debates about deselection in UK academic libraries took place in the 1970s. Enright (1975: 71) described the need to address "the problem of stock control" in academic libraries in order to preserve the value of the library, rather than to diminish it. Discussion was catalysed by the University Grants Committee (1976) which advocated a steady-state or zero growth approach to university library collections. The proposal met with a range of responses - Watson (1978: 15-16) observed that it was neither "the worst possible fate... nor the best possible compromise” suggesting that the government-led nature of the initiative meant that “debate about [the] problem is circumscribed by the need to respond immediately”. Durey (1978: 64) observed that the processes for maintaining a steady-state collection had already been in use in public libraries for some time. Beyond the UK, a range of perspectives on the problems of collection growth and possible solutions were described in Gore (1976). Automation was also seen as having the potential to improve the responsiveness of library collection systems, by providing management information about collection use (Corya and Buckland, 1976).

2.5 Collaborative collection development and management

Johnson (2004: 237) identifies three different aspects of library collaboration or cooperation: “resource sharing, bibliographic access, and coordinated collection development and management”. Atkinson (1990) suggests two methods of collaborative collection development – synergistic, where clear collection responsibilities are allocated to each partner library, and complementary, which is less prescriptive and enables libraries to contribute to collaborative collection development by selecting additional materials closest to its collection priorities. The potential tensions between local and collaborative collecting are clear (Atkinson, 1990; Line, 1997; Clayton and Gorman, 2001: 59-60). Hazen (1997) discusses the mixed results of several examples of collaborative collection development initiatives within the single specialised interdisciplinary field of Latin American Studies, demonstrating the diversity of American collaborative initiatives within a single subject area. Line (1997) criticises an apparent lack of emphasis on aims and evaluations of cooperative programmes, suggesting that more information is needed about individual initiatives and their outcomes. Both Atkinson (1990) and Line (1997) suggest that library collaboration in preservation and storage may be more successful than cooperative acquisitions initiatives.

However, electronic resource acquisitions provide particular opportunities for consortia dealing with library acquisitions. Providing a supplier’s perspective, Schonfeld (2003: 192-195) describes the difficulty for JSTOR of dealing with consortia aiming solely to reduce their purchase costs, whilst also indicating a willingness to make agreements with consortia which enabled JSTOR to make savings, such as JISC, representing UK higher education (Schonfeld, 2003: 254-255). More recently, the Scottish Higher Education Digital Library (SHEDL) initiative has developed on the NESLi2 framework of e-journal publisher licence negotiations conducted by JISC, aiming to provide a single shared “common information environment” for subscribed SHEDL members (Research Information Network, 2010). After only a year, use of the relevant e-journals appears to have increased significantly, whilst “cost per use” has declined (Research

Information Network, 2010: 30). The breadth of the journal content available also seems to be a particular advantage for interdisciplinary studies (Research Information Network, 2010: 33). This initiative seems to develop still further the trend, begun by Big Deal bundles, towards less locally specialised journal collections, as described by Price (2007). However, this is perhaps most pronounced in the Higher Education library sector – other sectors, such as health libraries, continue to rely on a significant degree of local selection of electronic resources, to complement a nationally defined Core Collection (Kelson, 2008).

Interlending and document supply provides another example of collaborative approaches to collections, which has become increasingly central to the provision of resources from beyond the local collection (Johnson, 2004: 255). McColvin (1925: 172) suggests that the role of a National Central Library "is to answer those demands which are insufficient to call for local provision". Miguel (2007) provides a brief history of interlibrary lending, from informal exchanges between monastery libraries to the formalisation of international interlending arrangements through IFLA (International Federation of Library Associations and Institutions). The formation of the British Library document supply service is also described by Miguel (2007) in its earlier form as the National Lending Library for Science and Technology (its reorganisation into the British Library Document Supply Centre (DSC) is omitted). Line (1997: 70) categorises this as "remote access" rather than interlending, and, because of the charges involved, does not regard the DSC as a cooperative service. Appleyard (2010) describes other services provided by the DSC, as requests for interlending and document supply services decline, including digitisation. However, perhaps the most significant recent DSC initiative in facilitating collaborative collection management has been the ongoing UK Research Reserve (UKRR) programme. Eight research libraries collaborated with the British Library during the first phase of the project to identify journals for deselection and to ensure that the British Library and two other participating research libraries held copies (Wright and Crawford, 2008). An expanded membership of 29 subscribed research libraries are participating in the second phase of the project, aiming to build a "collaborative collection" and to facilitate space-saving deselection decisions (Boyle and Brown, 2010). The programme also enables the British Library to improve its collection of journals for document supply, replacing missing issues from the collections offered for deselection (Wright and Crawford, 2008). The potential for the UKRR is significant, especially if its membership continues to expand with each five-year cycle (Boyle and Brown, 2010).

2.6 Information seeking behaviour

Although not the main focus of this research, the literature of information needs and use, information seeking and information behaviour more generally have been drawn upon elsewhere in this literature review (Webber, 1999; Bouthillier, 2003; Lee, 2005; Kalyanaraman and Sundar, 2006; Makri et al., 2007; Tamura et al., 2007; Lee, 2008; Nicholas et al., 2008; Tamura et al., 2008) and in the project methodology (Andrews, 1991; Kuhlthau and Tama, 2001; Bouthillier, 2003; Lee, 2005; Makri et al., 2006; Makri et al., 2007; Tamura et al., 2007; Lee, 2008; Tamura et al., 2008; Makri and Warwick, 2010), perhaps reflecting the sentiment expressed by Case's (2012: 371) rhetorical question: "Is there *any* topic in information studies that has nothing to do with "information behavior"?"

The origins of information behaviour as a field of study are generally traced to library use or user studies, beginning in the early part of the twentieth-century and gathering pace from the 1950s, when studies of "information need and use" became more frequent (Saracevic, 2011: xxvi; Case, 2012: 6, 272-273). The term information seeking was more widely adopted in the 1980s, "referring to a set of processes and strategies dynamically employed by people in their quest for and pursuit of information" (Saracevic, 2011: xxvii). Since the 1990s, the broader term of information behaviour has been used to encapsulate both the purposive, dynamic act of information seeking and other more passive behaviours, such as the opportunistic acquisition of information and information encountering (Erdelez, 1997; Erdelez, 2005) or behaviours relating to selecting, filtering or avoiding information (Case, 2012: 109-113).

Key information behaviour models are summarised in Case (2012: 133-161) and in Fisher et al. (2005b). Wilson (1981: 4) provides a diagrammatic representation of the relationships between eleven concepts of significance to information seeking. These include the user, the identified need, the user's information seeking behaviour (including information exchange with other people; demands on information systems and other sources), failure in the information seeking process, information use (including information transfer) and satisfaction or non-satisfaction of the need. This article suggests possible information seeking paths for individual users, situated in their own "life-world", including through technology or mediation contained within information systems, or through professional or peer groups (Wilson, 1981: 6). It also suggests two motivations for research into information seeking behaviour – firstly, to improve the design of information systems and secondly to explore the reasons behind people's information seeking behaviours – as well as suggesting a move away from the use of the term information need "to speak instead of 'information-seeking towards the satisfaction of needs'." (Wilson, 1981: 7-8) The article advocates a "wider, holistic view of the information user" (Wilson, 1981: 10). Wilson (1999) summarises five models presented over the intervening years, and proposes an alternative approach, depicting information seeking as a problem solving process, citing models by Kuhlthau and Ellis to support this depiction of an essentially linear process moving from "problem identification" to "solution statement", connected by multiple experiences of "uncertainty resolution" (Wilson, 1999: 266-267).

Kuhlthau's model is based on extensive research since 1983 in which "real people with real tasks" have needed to seek information (Kuhlthau, 2005: 230). First described in Kuhlthau (1991), the model has six stages: initiation, selection, exploration, formulation, collection, and presentation and describes the changes in participants' thoughts, feelings and actions over the course of the search process, including, for example, increased uncertainty in the initial stages, and greater confidence in the later stages (Kuhlthau, 1991: 367; Kuhlthau, 1993). The focus of the model is on searching for information relating to tasks, rather than broader problem situations (Kuhlthau, 1991: 369; Kuhlthau, 2005: 232).

Another useful model is provided by Dervin's sense-making approach, which is not limited to problem solving or specific tasks, but to any situation in which people try to make sense of their experiences. Rather than resolving uncertainties, sense-making is presented as a "gap-defining and gap-bridging" process (Dervin, 2003: 279). Dervin's sense-making approach is described as "a set of metatheoretic assumptions and propositions about the nature of information, the nature of human use of information, and the nature of human communication" (Dervin, 2003: 270) and as "a methodology seen as useful for the study of human sense-making (and sense-unmaking) in any context" (Dervin, 1999: 729). Key concepts include focussing on the individual's perspective on the "gappy reality" (Dervin, 1999: 730), or discontinuities, of human experience and "verbing", or refocusing "attention away from nouns and substances to verbs and processes" (Dervin, 1999: 732), as a way of bridging those gaps.

Kuhlthau's terminology of selection, collection and presentation seems to resonate strongly with collection development and management activities, whilst explorations of personal information collections or "personal anticipated information needs" (Bruce, 2005) may have greater relevance to discussions of formal collection development and management processes – where the emphasis is on anticipating the information needs of, and developing a collection for, a community – than has previously been discussed.

2.7 Social enterprise – background, context and information needs

In order to explore some of the very broad issues affecting collection in the digital world, this research focuses on the relatively new interdisciplinary field of social enterprise. This field was chosen because of its interdisciplinary nature, the broad range of potential stakeholders such as people involved in running social enterprises, academics researching aspects of social enterprise, and policymakers, as well as library and information practitioners serving users interested in social enterprise. This section of the literature review provides some background information about social enterprise in the UK, the current political context of the field, potential information needs and sources relating to social enterprise, which also describes relevant studies relating to the provision of business information by library and information services. Other aspects of social enterprise in the UK and internationally are not discussed in this review.

2.7.1 Social enterprise background and vocabulary

Definitions of social enterprise differ depending on context. Two main approaches to defining social enterprise are:

- Social enterprise as something that an individual social entrepreneur may do (Nicholls, 2006; Bornstein, 2007);
- Social enterprises as organisations with a social purpose which display particular characteristics (Pearce, 2003; Defourny and Nyssens, 2006).

Teasdale (2010: 4-5) summarises these perspectives by making a distinction between the use of the term "enterprise" as a verb to describe a type of action, or to refer in a concrete sense as a noun to an organisation.

Kerlin (2010: 167-169) offers a summary of the development of social enterprise in several regions, describing a range of different catalysts including reductions in state funding for social services and, in other countries, the need to compensate for a weak economy. The international dimensions of social enterprise are described by exploring how prompts from the market, state, civil society and from international aid intersect (Kerlin, 2010: 172). Borzaga and Defourny (2001) describe the diversity of social enterprise provision across the EU, focusing particularly on the provision of social services and work integration schemes: in the UK, the roots of social enterprise are traced to the Rochdale pioneers (Borzaga and Defourny, 2001: 253). The enterprise-led focus of US and, increasingly, UK approaches to social enterprise (Defourny and Nyssens, 2006: 12; Birch and Whittam, 2008: 446) is contrasted with an alternative prioritisation of social purpose (and social as well as trade-based funding) in continental Europe (Defourny and Nyssens, 2006: 12).

The language of interdisciplinary subjects is often characterised by "insinuating ambiguities" (Bliss, 1952: 102) and this seems to be true of the vocabulary of social enterprise. Parkinson and Howorth (2008) and Birch and Whittam (2008) discuss some of these ambiguous terms; Parkinson and Howorth (2008) suggest a tension between UK policy rhetoric which emphasises the entrepreneurial aspect, and the significance attached to social or community-focussed language and values by social enterprise practitioners. Teasdale (2010: 9) suggests that the term social enterprise was favoured by the Labour government following the 1997 election as a way of avoiding more politically loaded terms, such as those associated specifically with the co-operative movement. The meaning of the term appears to have expanded relatively rapidly between 1999-2005, with an increasing focus on “business solutions to social problems” (Teasdale, 2010: 11-13). However, by 2010, new divisions had emerged, such as those surrounding the Social Enterprise Mark criteria, and its potential exclusion of co-operatives, finally leading to the conclusion that “social enterprise is a label rather than a specific organisational form” (Teasdale, 2010: 14-16). From this summary of the development of social enterprise in the UK since 1999, it is possible to argue that the key contradictions identified by Di Domenico et al (2009: 897-899) between corporate and social enterprise organisations – relating to their objectives, ownership, governance and accountability – also exist between different types of social enterprise. Spear et al (2009) identify four main types of social enterprise: mutuals, "trading charities", "Public-sector spin-offs", and "New-start social enterprises" (2009: 265-266), each facing distinct challenges. Evans (2007) considers whether activity in the informal economy could be translated into social enterprise activity, echoing Pearce (2003) in describing the qualities of a “third system” characterised by “reciprocity” rather than the “redistribution and profit maximisation” which characterises public / private systems (Evans, 2007: 387).

2.7.2 Political context

Teasdale (2010) notes the significance of the changing political agenda on the development of social enterprise. The Conservative party’s Big Society vision has resulted in a number of new policies since the formation of the coalition government in May 2010. Indeed, a statement about the role of this vision in the policy direction of the government was amongst the first documents published by the coalition government and included a commitment to “support co-ops, mutuals, charities and social enterprises” (Cabinet Office, 2010). The government’s policy suggests some continuity from the previous Labour government’s encouragement of social enterprise. For example, the Department of Health (2007) encouraged social enterprise provision of services to the NHS; the Department of Health (2010: 5) expressed the aim to create “the largest social enterprise sector in the world” through NHS reforms. However, Errington (2007) suggests a degree of suspicion towards social enterprise provision of services to the NHS, because of its perceived “private sector” connotations, negative associations with tendering and contracting, and concerns about individual employment conditions. Other policy initiatives intended to support social enterprise and other types of social venture include the proposed “right to buy” and the “right to challenge”, aimed at enabling local groups to purchase community assets or to seek to take over local public services, respectively, and the “right to provide” to enable public sector employees to form spin-off organisations to provide their services (Cabinet Office, 2011: 30). Encouraging mutualisation may be one way to deliver public services more effectively and with greater scope for innovation (Office for Public Management, 2010a; Office for Public Management, 2010b). Teasdale et al (2013) suggest that the political agenda of successive UK governments has led to inflated estimates of the scale of the social enterprise sector, facilitated by artificial adjustments of definitions of social enterprise and expanded samples for gathering statistical data.

2.7.3 Social enterprise information needs and sources

Some generic business issues – such as management and financial issues – face both social enterprises and other types of businesses. Social enterprise practitioners may also need information relating to their social purpose or “niche focus” (Smallbone et al., 2001: 25). Worth Media (2005: 2), in a report published by the then Department of Trade and Industry, describes a “‘silo’ approach” to information by social enterprise practitioners, focusing on the purpose of the business. The document does not mention libraries as a potential source of information, but library collections – with a mixture of general and specific information, and tools for connecting customers to other resources – should be well-placed to contribute to meeting these information needs.

Previous studies of business information provision therefore have relevance to this project. Bakewell and Roper (1984) used a combination of interviews with library professionals in London, North West England and North East Wales, and a material-based evaluation of the library collections using a list of 161 business information sources. This report highlighted the importance of regional information centres for business. Head et al (1995) described the unobtrusive testing of 17 Scottish public library business information services by undergraduate library studies students. The intention was to evaluate service provision – rather than library collections – but assessment of the information resources also formed part of the evaluation. Vaughan (1997) summarised responses to questionnaires sent to small and medium businesses regarding their preferred information sources and library use. A low response rate was a significant issue with both questionnaires – only approximately 19% of small businesses and 6% of medium businesses replied. A key recommendation from this study was that library business services should organise events to provide “opportunities for personal contacts and networking” and to move beyond the apparent perception of the library as “a warehouse of information” (Vaughan, 1997: 74). Webber (2001) reported on the findings of a fifteen month project (1997-1998) on Business Information and the Internet, undertaken by the University of Strathclyde and South Bank University, funded by the British Library, and involving 29 small and medium enterprises, showing a rising trend in the use of electronic resources, especially the internet. Convenience, currency and usability were key factors in determining use of the internet as an information source (Webber, 2001). Bouthillier (2003) used a grounded theory approach to analyse 11 interviews conducted with managers of small business about their information needs and suggested considerable diversity in individual approaches to information seeking – the concept of "habitus" as described by Bourdieu is used to frame the study's findings.

Wilson and Train (2006) described two pilot studies, which used a mixture of qualitative interviews and quantitative surveys to evaluate regional approaches to public library provision of business information, illustrating the importance of political agendas and alignment with regional economic development strategies in raising the profile of, and giving new direction to, public library business information provision. An entirely qualitative approach was used by Tamura et al (2007; 2008) to investigate the impact of library business information services. The study's conclusions echoed Vaughan (1997) in indicating the importance of services which facilitate "connections to relevant people and organizations" as well as providing access to information and advice and support (Tamura et al., 2008). The British Library (2009) combined a range of methods, including 12 workshops with 7-15 participants, 80 interviews and an online survey which received 50 responses, to examine stakeholder perceptions of issues in information provision for small and medium enterprises. Unusually in the studies cited here, interviewees appear to have included one representative from a social enterprise (British Library, 2009: 86). The report proposed a model which would link online and onsite business information services, intended to provide greater integration of information services and to increase desktop accessibility of electronic resources, connecting information provision across public, academic and national library sectors (British Library, 2009). This approach may potentially address some of the issues associated with the perceived inconsistency in public library provision of business information and a lack of clear national policy direction regarding business information which were identified by Wilson and Train (2006).

Deacon and Golding (1991: 72-73) point to the potential contradictions between encouragement towards charging for specialised public library services, and the role of the library as a community information service. Usherwood (2007: 39-41) discusses the problematic nature of an increasing emphasis on income generation or charging for services in public libraries more generally. In addition to charging for specific library services, such as business information – which might be unlikely to earn significant income (White, 1992), or partnerships with the private sector (Oakeshott and White, 1991) some public libraries have also adopted social enterprise approaches – such as the community trust model used by Hounslow (Simpson, 2000; Allen, 2001; Higgins, 2005; Edmonds, 2012: 133) – to their own services.

Deacon and Golding (1991: 76) used four descriptors to categorise the information needs of voluntary organisations: “national information”, “local information”, “practical information” and “issue information”, with funding information being most in demand, before observing that “information needs can often be latent” (Deacon and Golding, 1991: 86). At the same time, as Dees (2008: 131) observes, the knowledge which might be most useful for social entrepreneurs – based on the experience of other social enterprises – may be largely tacit and difficult to share. Grey literature, such as reports or official publications, may also be useful to people interested in social enterprise, although management of these types of material pose significant challenges to libraries, including uncertainty about the authority of the documents, material transience, difficulty locating materials and lack of bibliographic control (Tillett and Newbold, 2006). Newbold and Grimshaw (2010) explore the particular challenges of managing born-digital grey literature, including restrictions on archiving, potential loss of access to web-based documents, the preservation role of online repositories and the impact of the abrupt switch from print to electronic publication of government documents. Datasets may also be of use to people involved in social enterprise, although emerging approaches to data curation have focussed on the academic context (Research Information Network, 2008; Buckland, 2011a).

As well as outlining proposals for investment support for social economy organisations, the Cabinet Office (2011) provides a useful summary of barriers to securing investment for social enterprises. One issue highlighted is “imperfect information” (Cabinet Office, 2011: 58). The information needs described here are specific, including: "Information asymmetry between borrowers and lenders", "Lack of information on social return", "Confusion over terminology”, "Imperfect knowledge about existing investment provision" and "Lack of information about government policy" (Cabinet Office, 2011: 58). Libraries are not identified as having any potential role in meeting these information needs – instead, the document suggests the “creation of a single web portal or gateway... [potentially] connecting social ventures to expertise offered by other social ventures, private sector organisations, universities or the general public" (Cabinet Office, 2011: 34). The Big Society Bank would have initial responsibility for providing this portal (Cabinet Office, 2011: 42). This would seem to sideline currently available Business Link web services (Business Link, 2011), as well as library and information services. However, the limitations of Business Link provision for social enterprise have been illustrated in earlier research – Smallbone et al (2001: 41) found that only 25% of

Business Link services made specific provision for social enterprise, and a minority identified "distinctive support needs" for social enterprise. Pearce (2003: 93-94) also observed that Business Links have not been the main source of support and information for social enterprises, with the most successful arrangements relying on social enterprises to provide support to other social economy organisations.

Previous research about information needs and use in social enterprises is limited, although one current project has been examining information literacy and information needs of social entrepreneurs in the West Midlands, working with third sector organisations, social enterprises and entrepreneurs, two universities, a Local Enterprise Partnership and a students' union (Walton, 2013). That project identifies information needs which include broader principles of social enterprise ("businesses doing social enterprise but totally unaware that they are"), financial management, personnel management, marketing and mentoring, and concluding that "there is a clear need for a targeted information service that is both advocate and provider" (Walton, 2013). Sodhi and Tang (2011) explore four types of supply chain flows, including "information flows – market information to improve operational efficiency" (Sodhi and Tang, 2011: 147) of social enterprises working with micro-entrepreneurs. In this example, a commercial company in India provides next-day market pricing information to villagers via a web portal, enabling farmers to get a fair price for their produce (Sodhi and Tang, 2011: 149).

Goldstein et al. (2010) provide a complexity science model of the role of collective interest in addressing a problem, combined with the role of information in catalysing social innovation. Complexity science covers a range of related fields which include systems theory, cybernetics and chaos theory. In this article, information is defined as "a difference which makes a difference" (Goldstein et al., 2010: 106), based on earlier definitions by Gregory Bateson, including: "A difference which makes a difference is an idea. It is a "bit," a unit of information" (Bateson, 1972: 271-272) and "A "bit" of information is definable as a difference which makes a difference" (Bateson, 1972: 315). Goldstein et al. (2010) explore how differences between individual's information about an issue, and how they share their information may contribute to successful social innovation; even if there is a collective will to address a particular social problem, social innovation may not be possible if "relevant information to address the problem is too widely dispersed and therefore not accessible" (Goldstein et al., 2010). In both Sodhi and Tang (2011) and Goldstein et al. (2010), although quite specific aspects of the role of information in relation to social enterprise are discussed, no mention is made of any potential role for library or information services in providing or facilitating access to this information.

As a community of practice, social enterprise is also supported by a range of online communities such as Social Enterprise UK (Social Enterprise UK, 2013), the Guardian Professional Network (The Guardian, 2013), which aims to “connect, promote, network and assist social enterprises to achieve more of what they do" as well as providing access to “the largest online directory for social enterprises”, and the Royal Society of Arts Social Entrepreneurs Network (RSA Fellowship, 2013).

2.8 Conclusion

This chapter has summarised some of the key issues in collection development and management. It has provided some insight into the emergence of collection development and management as areas of specialisation within library practice and has discussed the challenges and opportunities presented by the digital world. Conventional approaches to library processes such as community analysis may not satisfactorily identify all potential user communities, especially those which form around communities of practice, communities of interest or online communities. Collection policies based on approaches to managing owned and physically held print collections may not reflect or address the complexity of collection in the digital age. There may be significant and potentially growing differences between the collection processes of libraries in different sectors.

The literature review has briefly summarised aspects of information seeking behaviour research and has provided some background to the field of social enterprise and aspects of information behaviour and provision relating to this field. This chapter has also provided the basis for revisions to the research aims and objectives and for the development of the research questions, which are described in more detail in the methodology described in Chapter 3.

3. METHODOLOGY

3.1 Introduction

The development of the research aim, objectives and research questions, together with the broad themes identified from the initial literature review, are described. The philosophical context of the project is set out, followed by a more detailed description of the methodology, covering three strands of data collection: a case study of the British Library's collections for social enterprise; catalogue searches of a range of UK libraries; and a series of interviews aimed at developing theoretical approaches to the concept of collection, followed by surveys to explore the potential wider applicability of these approaches. Methods of analysis, ethical issues, project costs and the limitations of this study are also discussed.

3.2 Developing the research aim, objectives and research questions

This section describes the development of the research aim, objectives and questions through three main phases:

- an initial phase at the very beginning of the project (November 2010);
- a second phase, during and following on from the literature review (April 2011-June 2012);
- a final phase, refining some of the questions in the light of comments from a conference in summer 2012.

3.2.1 Initial research aim, objectives and questions

The first decision to be made related to the overall scope of the research project. A narrowly focussed study might look at just one library, one sector, or one collection. A more broadly focussed study would attempt to examine relevant issues across multiple organisations, sectors and collections, from a range of different perspectives. As the research has been funded by a British Library Concordat Scholarship, a strong argument existed for making the best possible use of the opportunity to relate the study to that specific library. However, this was tempered by an awareness that the unique character of that library and its collections could significantly limit the extent to which findings could be interpreted as representative of, or applicable to, a wider range of libraries.

The decision was taken to adopt a broad approach to the topic and this was reflected in the initial draft aim for the research, originally formulated in November 2010:

> This research will use a case study of library collections for social enterprise to examine current issues in the development, management and exploitation of library collections more generally. The case study will examine issues relating to formats, collection development and management processes, access, stakeholder perceptions and terminology.

The term “case study” has been used in the statement of the research aim to reflect an underlying assumption that a study of the concept of collection in relation to the subject area of social enterprise can legitimately be considered to be an “exemplifying case” (Bryman, 2004: 51). This reflects Stake’s (2005: 443) observation that “Case study is not a methodological choice but a choice of what is to be studied". Although the study has been carried out using a mixed-methods research design, the topic of library collections for social enterprise was chosen as a case to provide insight into current issues affecting library collections, including:

- the challenges posed by interdisciplinary subjects;
- terminological fluidity;
- new types of community, including communities of practice and virtual communities;
- format issues, especially associated with the proliferation of relevant formal and informal digital publications.

To support the research aim, eight initial research objectives were also articulated. These initial objectives are shown in **Appendix 1**. 13 research questions were also drafted at that stage, following White’s (2009: 65) suggestion of a maximum of 12-14 research questions. These are shown in **Appendix 2**. These questions differed in their scope and, in some cases, overlapped (for example, question 9: “How could collaborative arrangements between libraries facilitate greater access to social enterprise material?” and question 10: “How could access to and use of the library collection for social enterprise be maximised?”).

3.2.2 Literature review and refining the aim, objectives and questions

The initial literature review provided insight into broad themes relating to library collections, collection development and management, with a cross-cutting interest in how these aspects of library collections have been affected by the increasing role of digital technology, and social enterprise. The key themes identified in the literature review were:

- definitions of collection;
- community analysis and communities of practice;
- collection development and management policies and politics;
- legal deposit;
- issues relating to collection access, including publicly accessible catalogues, digitisation;
- collection evaluation, including conspectus and collection visualisation;
- deselection of materials;
- collaborative collection development and management;
- information seeking behaviour;
- social enterprise background and vocabulary;
- the political context of social enterprise;

- social enterprise information needs.

The research aims and objectives were further refined in the light of the initial literature review. By April 2011, the overall aim of the research was:

> To use a case study of the library collection for social enterprise to develop a conceptual approach to the library collection in the digital world, exploring stakeholder perceptions of collections, terminology and collection development and management processes.

The research objectives were:

1. To develop a conceptual approach to the library collection based on the study of collections for social enterprise.
2. To describe the characteristics of the library collection for social enterprise.
3. To describe aspects of the use of the library collection for social enterprise.
4. To investigate the information seeking behaviour of people interested in social enterprise.
5. To investigate stakeholder perceptions of the library collection for social enterprise.
6. To investigate library processes relating to collections for social enterprise.

In December 2011, the same research aim and objectives were articulated in the researcher's upgrade report, with the single difference that objective 1 was moved to the end of the list of objectives and articulated slightly differently:

> To synthesise findings from 1-5 to provide a model of the concept of the collection.

These objectives were expressed as research questions in June 2012 (question 6 is the main or overarching research question):

1. What are the characteristics of the library collection for social enterprise?
2. How is the library collection for social enterprise used?
3. How do people interested in social enterprise seek information?
4. How do stakeholders perceive the library collection for social enterprise?
5. How do library processes relate to collections for social enterprise?
6. What constitutes the concept of the collection in the digital world?

3.2.3 Final research aim, objectives and questions

Feedback from a conference presentation in late June 2012 led to a further revision of the research aim, objectives and questions. The final research aim for this project was:

> To use a case study of the library collection for social enterprise to develop a conceptual approach to the library collection in the digital world, exploring stakeholder perceptions of collections, terminology and collection development and management processes.

The final objectives for this project were:

1. To describe the characteristics of the library collection for social enterprise.
2. To describe aspects of the use of the library collection for social enterprise.
3. To investigate the self-described information seeking behaviour of people interested in social enterprise.
4. To investigate stakeholder perceptions of the library collection for social enterprise.
5. To describe the wider issues relating to collections in the digital world, identified by this study.
6. To synthesise findings from 1-5 to provide a model of the concept of the collection.

Three of these objectives were envisaged as being primarily descriptive (1, 2, 5), and were thought likely to provide relatively specific enumerative answers, whilst two others (3, 4) were envisaged as more exploratory, investigative objectives, likely to contribute at a more abstract level to the final theory building objective (6). The research questions were also re-articulated, with significant changes shown below in italic text:

1. What are the characteristics of the library collection for social enterprise?
2. How is the library collection for social enterprise used?
3. *What are the characteristics of the self-described information seeking behaviour of people interested in social enterprise?*
4. *What are stakeholders' perceptions of library and information collections and terminology?*
5. *What does this study suggest about the wider issues relating to library and information collections in the digital world?*
6. What constitutes the concept of the library collection in the digital world?

The alteration to research question 3 was made to indicate the limitations of this study in exploring people's information seeking in relation to social enterprise, relying as it does on people's responses to interview or survey questions. Research question 4 was reworded to make better grammatical sense. Research question 5 was reworded to articulate the intended underlying meaning of examining broader library and information issues (articulated as "library processes" in the previous version of the question) in the context of the specific case of social enterprise, and to strengthen the link to the research aim's focus on the concept of collection in the digital world.

3.3 Philosophical context

Within the field of information studies and librarianship, research may be divided between that conducted for a practical purpose and purely theoretical work. Busha and Harter (1980: 8) make the distinction between "basic research" conducted "for its own sake" and "applied research... aimed at solving practical problems." This is echoed by Powell and Connaway (2004: 2), who also describe the potential interplay of both types of research within the field of librarianship. The philosophical framework for this research study should therefore reflect the highly practical nature of librarianship as a field.

Hjørland (2009: 1526) compares four different epistemological approaches: empiricism, rationalism, historicism and pragmatism and defines pragmatism as “the ideal of basing knowledge on the analysis of goals, purposes, values, and consequences”, going on to argue for the value of historicist and pragmatic approaches to research and concept building within the field of information science. The philosophical perspective offered by pragmatism therefore seems particularly appropriate for this study.

Pragmatism emerged in the late nineteenth and early twentieth century from the work of Charles Peirce, John Dewey and William James (Malachowski, 2004: xx). Central to pragmatic thought is the so-called Pragmatic Maxim:

> "Consider what effects, that might conceivably have practical bearings, we conceive the object of our conception to have. Then, our conception of these effects is the whole of our conception of the object" (Peirce, [1904]: 402)

This is perhaps defined more succinctly by James (1907: 150), who described “the pragmatic method... to try to interpret each notion by tracing its respective practical consequences.” Inquiry should be directed to assessing the practical effects of ideas or concepts, rather than being a purely theoretical or intellectual exercise. Pragmatic approaches are therefore based on addressing and, attempting to identify solutions to, particular problems. Dewey (1933: 121) defined a problem as: “whatever—no matter how slight and commonplace in character—perplexes and challenges the mind so that it makes belief at all uncertain”. Creswell and Plano-Clark (2011: 38-47) also suggest the value of a pragmatic approach for research objectives which are “problem centered” and “Real-world practice oriented,” and suggest that this approach enables data collection to focus on “what works” (Creswell and Plano Clark, 2011: 40-42). Library collection development and management is an area of professional practice characterised by an abundance of problems requiring solutions, from anticipation of customer demand, to management of format proliferation, to political and strategic decision-making about the positioning of collection services within the library and the wider organisation. Sometimes the approach to addressing these problems is somewhat ad hoc, as suggested by the “garbage can process” model where “problems, participants, choice opportunities, and solutions” are brought together, which is described by Schwartz (1989: 333).

Another key pragmatic idea defined by Peirce is that of abduction, described as taking place alongside induction and deduction in the process of inquiry:

> "Abduction is the process of forming an explanatory hypothesis. It is the only logical operation which introduces any new idea; for induction does nothing but determine a value, and deduction merely evolves the necessary consequences of a pure hypothesis. Deduction proves that something *must* be; Induction shows that something *actually is* operative; Abduction merely suggests that something *may be."* (Peirce, [1934]: 171)

By defining this additional logical process which facilitates the "framing of explanatory hypotheses" (Wiggins, 1999: 11), pragmatism may be seen as promoting an approach to inquiry which requires the researcher to move "back and forth between induction and deduction" (Morgan, 2007: 71). Morgan (2007: 71) identifies three key features of the pragmatic approach to inquiry in the social sciences: abduction (rather than being purely inductive or deductive); intersubjectivity (rather than pure objectivity or pure subjectivity); and transferability (rather than strict generalisability or solely contextual findings).

Creswell and Plano-Clark (2011: 43-44) show how pragmatism can support a mixed methods approach to research, with some writers suggesting that it might be a "'best' worldview" for these studies, encouraging the use of a combination of qualitative and quantitative methods. Pragmatism also allows for flexibility in the analysis of data – for example, by using quantitative as well as qualitative techniques in the analysis of qualitative data – in a way which "exploits the inherent duality of the data" (Feilzer, 2010: 6).

The mixed methods approach is based on the view that "a strict qualitative–quantitative dichotomy is not necessary or productive for answering research questions" (Tashakkori, 2009: 288). Appreciation of the value of combining qualitative and quantitative approaches in research is not limited to explicitly mixed methods researchers. In library and information studies, combinations of qualitative and quantitative methods offer a number of advantages including enabling triangulation to "address different aspects of the same research question" and to "compensate for inherent weaknesses in each approach" (Gorman and Clayton, 1997: 32). Qualitative methods alone may be seen as unduly subjective; quantitative methods may not capture nuance arising from context or personal experience in the way in which qualitative methods can (Creswell and Plano Clark, 2011: 12). The practice of collection development and management may also be seen as an inherently mixed-methods activity, where information gathered from conversations with customers or documentary sources (qualitative) combines with statistics regarding usage or numbers of requests (quantitative) to inform professional decisions about the collection.

Examination of previous studies relevant to this topic demonstrates the use of a range of different methodologies to address research questions relating to library collections. **Table 3.3** compares the approaches of some relevant studies. These studies cover a broad range of research topics including concepts of collection, user's mental models of collections and aspects of their information behaviour, descriptions of the characteristics of collections and their use. Generally appropriate approaches are used to address each of these topics, including case studies, interviews and document analysis; and quantitative methods such as analysis of catalogue data, deep logs of electronic journal activity and surveys.

Table 3.3: Comparison of studies and methods

Study	Research topic	Methodological approach	Findings
Lee (2003a)	"to develop general theory and principles in collection development that are applicable beyond collecting in any particular formats."	Case study using interviews, archival records, document analysis	Highlighted the significance of politics in the development of interdisciplinary collections
Makri et al (2007)	To compare and contrast users' mental models of traditional and digital libraries	"a focused case study of users' mental models of traditional and digital libraries based on observations and interviews with eight participants"	Rudimentary nature of users' mental models of digital libraries; chilling effect of digital resource access restrictions on user exploration
Lee (2005)	"explores the concept and functions of collection from the perspective of the user"	Grounded theory: Interviews with 10 academics and 5 librarians	Contrast between user and librarian perspectives: "instant availability" and "physical collocation" were priorities for users; "ownership" and "control" were priorities for librarians
Blandford et al (2008)	Evaluates digital libraries in the context of users' own work requirements	3 case studies including interviews, think-aloud procedures, focus groups, server log analysis, mainly analysed using grounded theory	A specific framework (PRET A Rapporter) found to be useful in designing and administering user-oriented evaluation studies
Lavoie and Dempsey (2009)	Study of potentially in-copyright books "How many titles are involved? What is the distribution of their publication dates? What general observations can be made about their content?"	Quantitative analysis of bibliographic data for potentially in-copyright US published books, using data from WorldCat	Distribution of titles held in different library sectors; patterns in publication dates of books held; patterns of subject coverage

Vaughan (1997)	"Are public libraries used for business purposes?" "What kind of information do business people look for in public libraries and are they getting what they want?" "Is there a relationship between public library use and business success?" "How important is the public library to business?"	Questionnaire. Quantitative analysis using SPSS.	"A statistically significant relationship was found between public library use and business success: on average, businesses that used the public library have higher business performance figures"
Research Information Network (2011)	Investigates how access to e-journals has affected researchers' behaviour	Quantitative (deep log analysis) and qualitative (interviews, questionnaires, participant observation)	Describes subject differences in e-journal use; times at which resources are used; trends and relationships in usage and costs
British Library (2009)	Investigates provision of business information services to small and medium enterprises	Qualitative (interviews, workshops) and quantitative (survey)	Identifies gaps in service provision, a model for cross-sectoral collaboration in providing business information services

Two studies which feature mixed-methods approaches are described in practice-oriented reports, although neither explicitly uses the term mixed-methods (British Library, 2009; Research Information Network, 2011). This may be seen as reflecting both the appropriateness of mixed-methods approaches to practice-based research, and the relatively limited discussions of methodology in such research.

The range of methods used in these studies suggests that a methodological approach which includes both qualitative and quantitative elements, using a mixed-methods design, can both facilitate triangulation and provide the widest possible insight into the project's research questions.

Two further research approaches also merit consideration at this stage, because of their specific claims in relation to concepts and theory building. Phenomenography emerged from the field of education, particularly from studies aimed at describing concepts relating to student learning and understanding (Marton, 1981: 181; Svensson, 1997: 163; Richardson, 1999: 56; Fazey and Marton, 2002). The term was first defined by Marton (1981: 180) as:

> "research which aims at description, analysis, and understanding of experiences; that is, research which is directed towards experiential description."

The aim of the phenomenographic approach is to explore what Marton (1981: 188) calls:

> "the second order perspective of statements-about-perceived-reality, which is considered to have a complementary relationship to the first-order perspective of statements-about-reality."

This concern with how objects are perceived may be seen as echoing the emphasis placed on "conceptions" in Peirce's Pragmatic Maxim. As Morgan (2007: 72) explains "In a pragmatic approach, there is no problem with asserting both that there is a single "real world" and that all individuals have their own unique interpretations of that world"; a view of the complementarity of subjective and objective perspectives which is also suggested by Marton. However, the importance attached to the practical consequences of conceptions is not a feature of Marton's definition of phenomenography; it is the conceptions themselves which are the focus of study. Marton and Booth (1997: 121-122) provide this summary:

> "the *variation* in ways people experience phenomena in their world is a prime interest for phenomenographic studies, and phenomenographers aim to describe that variation. They seek the totality of ways in which people experience, or are capable of experiencing, the object of interest and interpret it in terms of distinctly different categories that capture the essence of the variation".

Marton and Booth (1997: 130-131) describe phenomenographic interviews based on a specific task, aimed at getting "the interviewee to bring forth his awareness of undertaking the task, a state of meta-awareness" – the interview facilitates reflection, where "a concrete reference point" is used to explore interviewees "hitherto unsuspected reflections".

Ashworth and Lucas (2000: 299) echo this idea that "The researcher and researched must begin with some kind of (superficially) shared topic, verbalised in terms which they both recognise as meaningful". Although phenomenographic studies aim to describe people's conceptions of quite abstract ideas – Marton (1981) gives examples such as "time", or "political power" – early phenomenographic studies were conducted as "experiments" (Marton, 1981: 182) around a much more specific focus.

Phenomenography has been very successfully used in the field of education to develop conceptual models of complex abstract ideas such as learning, understanding or information literacy, often based around experiences of a particular learning activity. This might be readings from a textbook (Marton, 1981: 182), a problem to be solved (Anderberg, 2000), use of an online news database (Andretta, 2007: 163-164), or experiences of a specific course module (Yates et al., 2012). However, studies may also be conducted without such a precise focus. For example Limberg describes both her own study of 25 students interviewed at three points during their work on a specific assignment, as well as Bruce's much wider study of the experiences of information literacy by higher education professionals, working in a range of different roles, from a variety of institutions (Limberg, 2000: 59-60). Whether focusing on a phenomenon in a very specific context or taking a broader approach, the aim of phenomenography is "to explore the range of meanings within a sample group, as a group, not the range of meanings for each individual within the group" (Akerlind, 2005: 323).

Phenomenographic studies generally use semi-structured interviews to explore these variations in people's experience of a phenomenon, with verbatim transcripts analysed to identify variations between and across interviews, rather than within individual interviews (Boon et al., 2007: 210). These variations and the relationships between them are then represented in a structured way in the "'outcome space'" (Akerlind, 2005: 322-323), often in diagrammatic form (Yates et al., 2012: 106). Phenomenography offers a non-dualist perspective on experience, recognizing "the existence of a real world but... It is constituted of the totality of ways of experiencing this world" (Limberg, 2000: 55).

In contrast, in this research project, the research questions reflect the pragmatic perspective of intersubjectivity, requiring an attempt at some degree of objective description of collection characteristics, as well as exploring people's subjective perspectives and experiences of collection. Some of these more descriptive research questions also require a quantitative approach, which would not usually form part of a phenomenographic research design.

The potential value of a grounded theory approach to answering the project research questions was also considered. There are also overlaps between grounded theory, pragmatism and mixed-methods approaches. For example, Glaser and Strauss (1967: 18) suggest:

> "*In many instances, both forms of data are necessary* – not quantitative used to test qualitative, but both used as supplements, as mutual verification and, most important for us, as different forms of data on the same subject, which, when compared, will each generate theory."

Glaser and Strauss (1967) offer the first articulation of grounded theory and the text includes the key elements of theory generation from data, theoretical sampling (using emerging codes and concepts to identify future participants or data sources), open coding and theoretical saturation (continuing data gathering until no new information is added). Later grounded theory texts depart over significant aspects of this approach to research. For example Glaser (2001) seeks to distinguish very clearly between grounded theory and other types of qualitative data analysis, which he regards as solely descriptive in character, rather than having potential for concept and theory building. In contrast, Strauss and Corbin (1998: x) describe "high-level description" as a legitimate additional aim for research. Perhaps the biggest distinction between Glaser's and Strauss and Corbin's views of grounded theory is the development of detailed procedures for "axial coding" as a way of defining relationships between categories, and their subcategories, from emerging open codes (Strauss and Corbin, 1998: 126).

As this project includes descriptive research objectives, aimed at factual description rather than intended to generate theory, as well as more exploratory investigative research objectives, together with a final theory-building objective, a grounded theory approach was not felt to be the most suitable overall research design. However, the project does also draw on elements of grounded theory when appropriate and in particular in the use of open coding in data analysis. The criteria suggested by Charmaz (2006: 182-183) for evaluating grounded theory studies – credibility, originality, resonance and usefulness – also seem to provide suitable expectations for evaluating any conceptual models developed in the course of this research.

3.4 Research design: Overview

The project has adopted a pragmatic research approach using a multiphase mixed-methods design (Creswell and Plano Clark, 2011: 100-104). Three strands of data collection and analysis have been undertaken and a model for these is shown in **Figure 3.4a.** The research began in October 2010, with data collection beginning in June 2011. Main data collection was completed by the end of May 2013, although a small amount of final data relating to the British Library case study was collected in July and early August 2013. In this model, the strands are shown in the following colours:

- Strand 1: British Library case study (primarily qualitative) – yellow;
- Strand 2: Library catalogue searches (primarily quantitative) – blue;
- Strand 3: Interviews (primarily qualitative) followed by surveys (primarily quantitative) – red.

The overlapping connection between Strand 1 and Strand 2 is shaded light green; the overlapping connection between Strand 2 and Strand 3 is shaded purple. The area in which all three strands are integrated is shaded grey-green. Where applicable, the letter "n" indicates numbers of participants at each stage in the research design. Data collection for all three strands has taken place largely concurrently. Two sequential elements were the catalogue searches in the Strand 1 British Library case study, which provided the bibliographic data for a core set of items relating to social enterprise forming the basis for the Strand 2 catalogue searches; and Strand 3, in which a series of qualitative interviews were used for initial

Figure 3.4a: Multiphase mixed-methods research design diagram

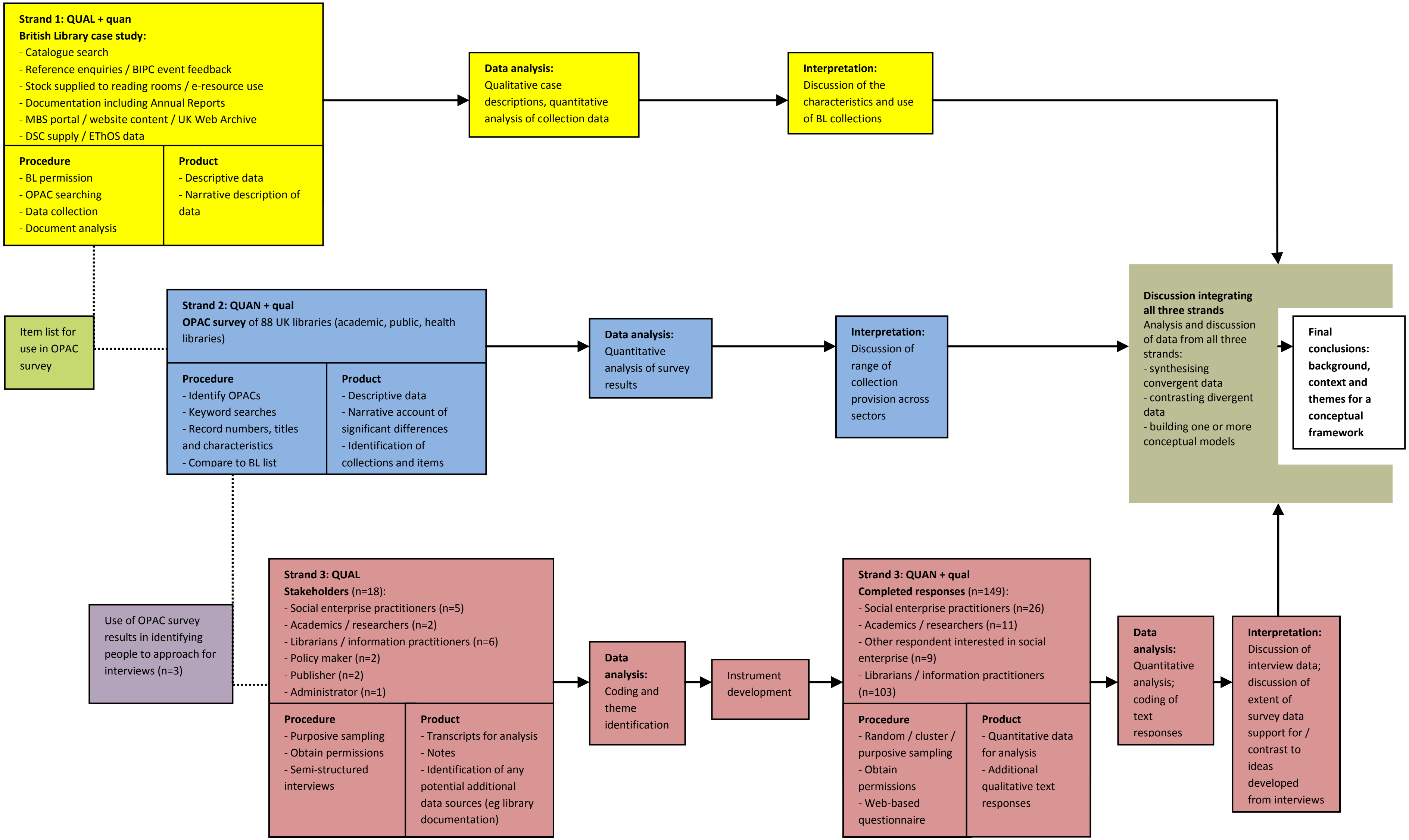
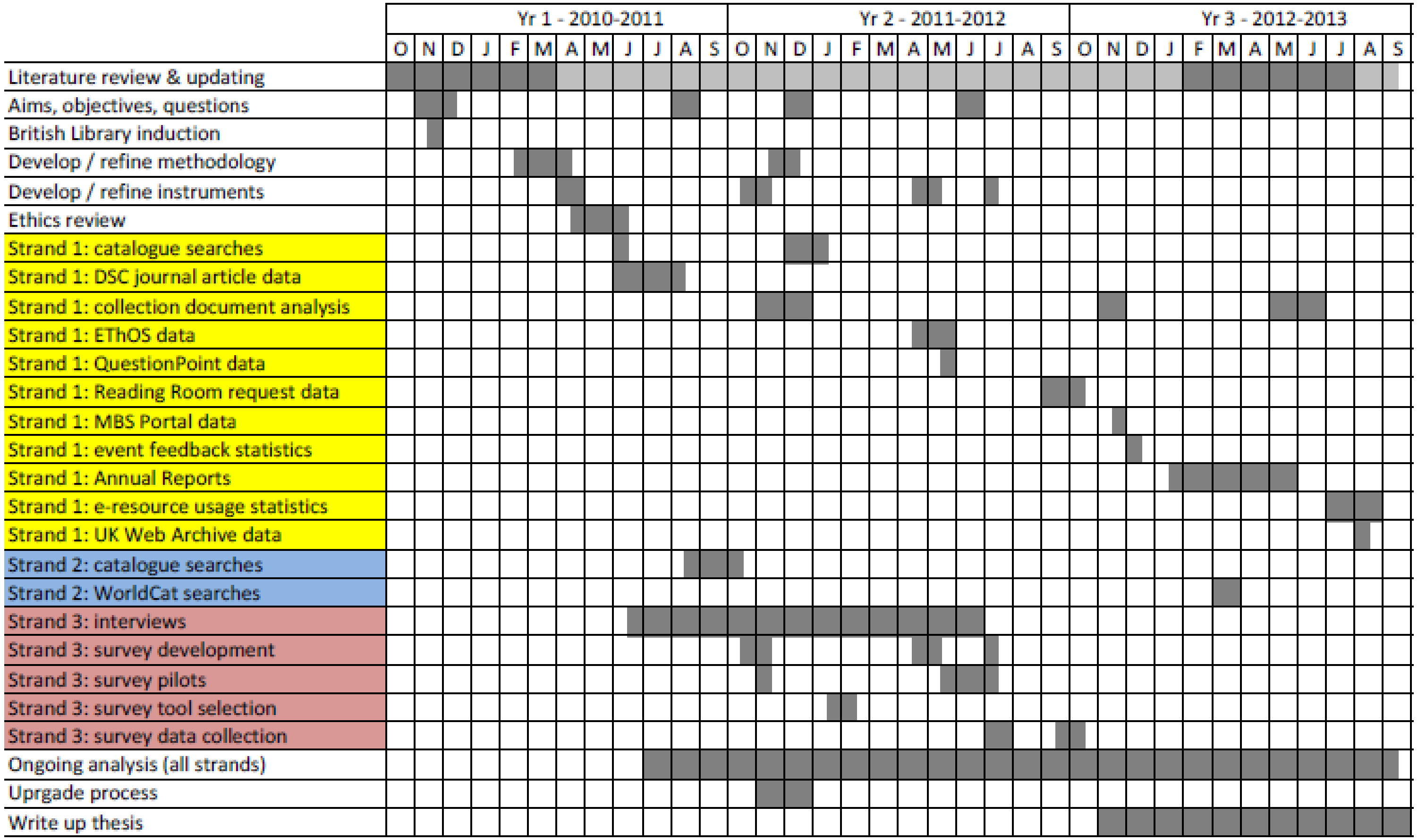


Figure 3.4b: Project Gantt chart.



exploration of concepts and ideas about “collection”. These ideas were then incorporated into a survey instrument, which aimed to see whether any of the ideas appeared to be shared more widely. **Figure 3.4b** shows a summary Gantt chart, illustrating the timings of different elements of the project.

Concurrent data collection across all three strands had a number of practical advantages. It enabled the researcher to use her time more efficiently than might have been the case if the strands had been undertaken consecutively. Delays experienced in one strand – such as the recruitment of some interviewees for Strand 3 – did not delay data collection in the other strands. Lists which were developed to identify catalogues to search in Strand 2 subsequently provided a useful basis for identifying possible survey respondents for Strand 3. Engaging with the British Library for a prolonged period (the full three years of the research project) enabled the researcher to pursue an iterative process of drafting case reports, discussing these with British Library colleagues and undertaking further data collection to fill gaps identified by this process.

Although Strands 1 and 2 were intended to be either primarily qualitative or primarily quantitative, in practice mixing of methods occurred across all strands. Quantitative data about the characteristics of British Library collections including usage statistics formed a significant element of Strand 1, whilst a range of aspects of library collections and catalogues studied in Strand 2 could be analysed qualitatively.

Apart from the two overlapping connections shown in the diagram, and the penultimate stage of cross-strand discussion, efforts were made to minimise the connections between the three strands. This approach was taken in order to allow similar or different themes to emerge independently from each strand, and to try to reduce the potential for any one strand to dominate, influence or bias the data collection from the other strands. For example, interviewees were not routinely asked about their views of the British Library’s collections and services (although a number of people chose to mention these themselves) or, in the case of library and information professionals, about their catalogues.

In order to allow for triangulation of results, each research question was addressed in either more than one strand, or in a single strand which used both qualitative and quantitative methods, applied to different sample groups. The strands in which each research question is addressed are shown in **Table 3.4**.

Table 3.4: Research questions, strands and relevant data

Research questions	Strand	Relevant data
What are the characteristics of the library collection for social enterprise?	Strand 1 Strand 2	British Library catalogue search results; collection documentation Catalogue search results
How is the library collection for social enterprise used?	Strand 1 Strand 3	British Library collection usage data Interview and survey data
What are the characteristics of the self-described information seeking behaviour of people interested in social enterprise?	Strand 3	Interview and survey data
What are stakeholders' perceptions of library and information collections and terminology?	Strand 3	Interview and survey data
What does this study suggest about the wider issues relating to library and information collections in the digital world?	Strand 1 Strand 2 Strand 3	British Library catalogue search results; collection documentation Catalogue search results Interview and survey data
What constitutes the concept of the library collection in the digital world?	Synthesis from all strands	Theory and concept generation in discussion section

3.5 Strand 1: British Library case study

This strand addresses research questions 1, 2 and 5. Ellinger et al (2005: 330) suggest that case studies are particularly appropriate "when the researcher is interested in 'how,' 'what' and 'why' questions", which suggested that this approach would provide a suitable fit for addressing these particular research questions. Taking these questions together the unit of analysis for this case study is the British Library's collections and services relevant to social enterprise, and the phenomenon being studied is the impact of digital technology on library collections.

Ellinger et al (2005: 330-331) observe that many approaches to case studies in social science research have focused on the collection of qualitative data, despite the extent to which "the case study clearly lends itself to mixed methodology". Indeed, Yin (2003: 22) suggests that case studies are best suited to addressing "'how' and 'why' questions" – rather than the "what" questions which tend to be more descriptive. Stake (1995: xi) acknowledges, but largely eschews, "quantitative case studies that emphasize a battery of measurements… a collection of descriptive variables" found in medical studies and other subject areas. Baxter and Jack (2008) also focus on case studies as a qualitative methodology. Yin (2003: 42-45) includes some references to quantitative as well as qualitative data collection and the later edition of this work contains an expanded section on mixed-methods case studies (Yin, 2009: 62-64). This describes both the use of mixed-methods within embedded case studies – where data collection from a main case is supported by survey data from other units – and the use of case studies within the framework of larger mixed-methods research designs (Yin, 2009: 63).

Yin (2003: 3-6) suggests three types of case studies: “explanatory” – studies which provide insight into why or how something is as it is, “exploratory” – studies which illuminate broader topics, such as the outcomes of particular interventions, or “descriptive” – describing how things are in a particular case or group of cases. As the research questions addressed by this case study are generally descriptive, this strand takes the form of a “descriptive” case study. This could also be seen in Stake’s (2005) terminology as a primarily “intrinsic” case study – where the case is of interest for itself – rather than a primarily “instrumental” case study, where one case is selected on the basis of being representative of others, although as Crowe (2011) notes, these two categories of case study are “not necessarily mutually exclusive”.

The rationale for this single-case study of the British Library is its uniqueness (following Yin (2003: 39-41)). The British Library’s uniqueness derives from its status as the UK’s national library and as a legal deposit library, entitled to receive a copy of every book published in the UK, which has enabled it to develop vast collections of printed materials, including its legacy collections from the British Museum Library. It was the British Museum Library’s legal deposit privilege which the British Library took on under the terms of the *British Library Act* (1972). It forms a key part of the library network in the UK, especially through its interlending and document supply activities, coordinated by the Document Supply Centre (DSC). It also has a history of innovation in the provision of new services, such as the Management and Business Studies (MBS) portal, providing access to electronic documents via the Library’s website.

The case study has been carried out using an “embedded case study design” (Yin, 2003: 42-45), using a range of different units of analysis – catalogue results, usage statistics, documentation – which were selected from a number of subunits within the library – such as the Business and Intellectual Property Centre, or the Document Supply Centre. These units were purposively sampled to provide a range of perspectives on the Library’s collections and services and because of their perceived relevance to social enterprise. This is in contrast to using a “holistic design” (Yin, 2003: 42-45), which would instead have attempted to study the whole the Library’s projects and collections relating to social enterprise.

Although the research was supported by a British Library Concordat Scholarship, the research was not constrained or directed by the British Library in any way. Instead, the British Library supervisor acted as a supportive facilitator, particularly by identifying and initiating useful contacts with Library colleagues, and by providing guidance and explanations about the Library's services and systems.

Yin (2003: 83-97) describes six significant sources of data for case studies. This strand did not involve conducting interviews, one key source identified in many accounts of case study research (Stake, 1995: 64-67; Yin, 2003: 89-92). Instead, the intention was that interviews or surveys with British Library staff could be undertaken separately as part of Strand 3, which sought to address the project's more investigative (rather than descriptive) research questions. Additionally, informal conversations with Library staff were used to identify more concrete data sources, such as documentation or statistics.

Participant-observation was also not used, mainly because of concern about potential elements of bias which this approach could introduce (Yin, 2003: 94-96), but also because of the potential ethical implications of unobtrusive observation of interactions involving many people, or the behaviour changes which might be prompted by an awareness of being observed, for the purposes of research, by an external researcher. It seemed that using participant-observation would raise significant issues of trust: both regarding the trust the researcher could place in her own ability to provide an unbiased interpretation of her subjective observations, and, more importantly, the trust which colleagues could place on the researcher not to use casual and informal conversations or observations in her research.

Table 3.5 provides a comprehensive list of the data collected and the subunits from which they originated. Four data sources were either publicly available (Annual Reports, the British Library catalogue and the UK web archive) or were sourced from the Library's external web analytics software, following training provided by the Library.

These data fall into three broad categories: documentation, statistics and catalogue search results. They include a mixture of qualitative and quantitative sources, covering a range of subunits, formats (printed materials delivered to reading rooms, electronic documents accessed via the website, search results on catalogues or in the UK Web Archive) and services (on-site in the Library and remote, such as the document supply services). They offer a range of perspectives on the case, from a very narrow focused view based on usage statistics for one specific resource, to the much broader perspective provided by the Library's Annual Reports. They also provide coverage of a wide range of time frames. Although Yin (2003: 26) emphasises the importance of defining specific time boundaries for a case study, in practice these were largely defined by the data sources themselves. The final research aim offers two potential time boundaries – the period over which social enterprise has emerged as a topic of interest, and that during which digital technologies have developed and have become increasingly widely used. The data sources have their own (and sometimes multiple) time boundaries. For example, the British Library catalogue searches provide a snapshot of the collection on a particular day – items may subsequently have been added or removed. However, it also provides a historical perspective on publications which are potentially relevant to social enterprise and which were published as long ago as the 1960s. The British Library's Annual Reports provide a more holistic view of the Library's collection activities since 1973 – a period which is partly characterised by the emergence and gradual adoption of digital technologies.

Table 3.5: British Library case study data sources

Quantitative / qualitative	**Data source**	**Data origin (subunit or description)**
Qualitative	Annual Reports	British Library publications
	Collection policy and process documentation	Social Sciences
	Collection policy and process documentation	Science, Technology and Medicine
	Collection policy and process documentation	Content Strategy Review group
	Collection policy and process documentation	Business and Intellectual Property Centre
Quantitative	Event feedback statistics	Business and Intellectual Property Centre
	Electronic database usage statistics	Business and Intellectual Property Centre
	Reading Room request data	Reader Systems Support
	DSC journal article request data	Document Supply Centre
	EThOS (Electronic Theses Online Service) download data	EThOS service
	QuestionPoint online enquiry data	Reference Services
	Website usage data (incl MBS Portal data)	Web analytics software
	Catalogue searching	British Library website
	UK web archive searches	UK web archive

3.5.1 Implementation

Because of the nature of the systems for managing the British Library's collections and for monitoring their usage, much of the data described for this strand were supplied to the researcher by members of British Library staff. **Appendix 3** summarises the main data described here, indicating whether these were collected directly by the researcher or whether they were requested from and supplied by British Library staff.

In the case of data supplied by British Library staff, the researcher initiated discussions about the availability of data with her British Library supervisor in the first instance. This was usually followed by informal discussions with other British Library colleagues about data availability. Internal documents were either provided on a self-selected basis to provide a range of examples of different approaches to process and policy documentation, without attempting to be a representative sample, or were obtained by the researcher through informal meetings. Title or item information was supplied by the researcher in relation to Reading Room request data, DSC journal requests, and relevant theses held in the EThOS system. British Library staff then provided the relevant usage data.

The British Library catalogue was searched for terms relating to “social enterprise”, “social entrepreneur”, “community enterprise” and “community entrepreneur”. The results to these searches were compared to a bibliography of relevant materials in the British Library collection prepared by Walker (2010).

The initial searches took place between 2 June 2011 and 14 June 2011. Both the existing Integrated Catalogue and the newly introduced Primo resource discovery system were searched. Primo searches located individual journal articles, as well as monographs and serial titles – in these cases, numbers of journal articles were recorded separately, but were not included in the total count of individual items. These searches were used both to identify relevant items and to explore the effectiveness of different search terms.

A second round of British Library catalogue searches took place solely on Primo. These searches were carried out between 9 December 2011 and 9 January 2012, in the light of additional titles located in Strand 2 catalogue searches of other libraries. These known item searches used titles or other details, such as author names and dates of publication or ISBNs to locate items which had been found in Strand 2.

The Annual Reports were identified as a useful data source in early 2013 to provide a broader perspective on key issues relating to the Library’s collections. The electronic database usage statistics were also identified as a useful potential information source in 2013 and were supplied to the researcher on the understanding that the data would be reported without identifying (or rendering identifiable) the individual resources. The UK Web Archive searches were conducted in August 2013, using the ten search terms used in the Strand 2 catalogue searches. Figures of total numbers of search results from each year were also recorded.

3.5.2 Analysis

Yin (2003: 111-115) describes three main approaches to analysing case study data:

- Using the theories which guided the study design;
- Exploring and testing alternative explanations;
- Describing the case.

As this case study is intended to be descriptive, the analysis takes the form of a case description. However, this description is also rooted in the original research questions (a feature of the more theoretical approach to case study analysis) and, where appropriate, suggests alternative explanations – although with limited options for testing these.

Each of the data sources have been analysed in the most appropriate way, depending on the type of data they provide. Quantitative data from Strand 1 were analysed using descriptive statistics, summarising "patterns in the responses of cases in a sample" (De Vaus, 2002: 207). This included tabular summaries and the visual representation of data using graphs and charts. In some cases, it was also appropriate to calculate measures of central tendency, such as the mean, median or mode. The catalogue search results were analysed primarily by publication date, charting publication trends in relation to specific search terms, and according to type and place of publication.

Initially, library policy and process documents were analysed using a combination of open coding and a very basic form of content analysis to record the characteristics of the documents, such as their length. The open coding approach provided the opportunity to identify key categories across a range of highly heterogeneous policy and process documentation. In contrast, the Annual Reports formed a large body of similarly structured material discussing similar themes and therefore seemed to lend themselves to a more structured quantitative content analysis. Silverman (2006: 159) describes a primarily quantitative approach to content analysis, based on counting the instances of, for example, specific words, concepts or language features, based on pre-identified categories defined by the researcher; Bryman (2004: 181) also describes content analysis as the application of quantitative measures to the analysis of qualitative data. However, this form of analysis can also accommodate qualitative approaches (White and Marsh, 2006: 36-37). Silverman describes how qualitative aspects can be incorporated into content analysis, including the use of "extracts which illustrate particular categories" (Silverman, 2006: 161). The analysis of the Annual Reports included the use of data extraction forms, which were used to set out the categories of interest and to identify occurrences of these categories in each document (**Appendix 4**). Word frequency counts were performed manually. Total word counts for Annual Reports published until 1998-1999 were also performed manually, whilst automated word count facilities were used to generate total word counts for reports available as PDF documents, covering the period from 1999-2000 onwards. However, word counts for all

Annual Reports are presented as approximations, rather than as exact figures – automated word counts may include page numbers or may miscount single words which were split across two lines.

The key product of the case study is the case study report (Yin, 2003: 141), which forms the Strand 1 chapter of this thesis (Chapter 4). In addition to presenting a single narrative describing and analysing the case (Yin, 2003: 146), the intention is that this report should be useful to the British Library – following Yin's (2003: 144) suggestion that the "case study report can itself be a significant communication device". A draft of this chapter was circulated to four key British Library contacts in June 2013 as part of a member-checking exercise. Informal meetings provided valuable feedback about this report, including:

- Identifying the availability of further data sources for analysis, such as usage figures for two relevant electronic databases provided by the Library;
- Suggesting ways of clarifying the reporting of some data – for example, charting or describing changes over time in the use of terms identified from the analysis of the Annual Reports, or clarifying usage statistics relating to multiple copies of a single print title;
- Updating the researcher on content strategy developments, including the publication of the Library's content strategy for the next two years (British Library, 2013b);
- Situating the research findings in the broader context of the British Library's collection activities;
- Identifying particular strengths in the report, such as the presentation of data relating to title publication by year, or apparently surprising findings, such as the relatively low level of use of Library services by self-identified social enterprise practitioners.

Reassuringly, none of the key contacts identified any major problems with the report and none suggested withholding, removing or embargoing any data. Comments from the key contacts also suggested that they found the case study report credible, potentially useful (the analysis of the Annual Reports was highlighted as being of particular value) and resonant, suggesting that the study meets some of the criteria described by Charmaz (2006: 182-183).

3.5.3 Validity and reliability

Yin (2003: 34) suggests a number of tactics for establishing validity and reliability in case studies. **Table 3.5.3** summarises these tactics and indicates whether these are present in this case study.

Table 3.5.3: Tactics for validity / reliability (adapted from Yin (2003: 34))

Type of validity / reliability	Tactics	This case study
Construct validity	- Multiple sources of evidence - A chain of evidence - Member-checking of case study report	- Yes - Partial – linked to database (below) - Yes
Internal validity	- Pattern-matching - Explanation building - Rival explanations - Logic models	- Not intended as a explanatory study - Some in analysis - Limited potential to test explanations - No use of logic models
External validity	- Use of theory - Replicated findings	- Limited – intended as a descriptive case study - None – a unique single case
Reliability	- Case study protocol - Case study database	- Only as part of the larger mixed-methods protocol - Computer filing system; NVivo notes about data only available on paper.

Overall, this suggests that, by these criteria, the study offers some construct validity (validity linked to the way the study was designed) and limited internal validity (although the study was not intended to be explanatory, some potential explanations for some of the data have emerged during analysis). The nature of the single case design, coupled with the relatively innovative nature of this study and the uniqueness of the case, limits its external validity and the prospect of replication. However, the study should be considered as reasonably reliable, with both a case study protocol (although only as part of the larger mixed-methods design) and a case study database within the researcher's computer filing system and itself including a database created to record the British Library catalogue search results.

3.6 Strand 2: Searching publicly accessible library catalogues

This strand addresses research questions 1 and 5. Word and phrase keyword searches for terms relevant to social enterprise were used to locate relevant materials in a range of different types of library. A version of Goldhor's inductive list-checking method described by Baker and Lancaster (1991: 46-47) was used to evaluate these results, comparing the results with the titles located in the Strand 1 catalogue search. Further searches were also conducted on the British Library catalogue for materials found in these Strand 2 searches, but not located in the initial Strand 1 catalogue search.

3.6.1 Sampling

Publicly accessible catalogue information was used to gain an indication of the extent of library collections for social enterprise across library sectors. A mixture of sampling methods were used to identify catalogues to test: university and public library were selected using a form of random sampling from a list of libraries created by the researcher, based on a list created from the index of a directory of library services (Chartered Institute of Library and Information Professionals, 2008). The Excel random number generator was used to identify institutions for selection from the list. Catalogue websites for these library services were then identified using Google searches.

However, purposive sampling was deemed more appropriate to identify NHS library catalogues. The decision to include health libraries in the Strand 2 catalogue searches was based on an awareness of the political emphasis placed by successive governments on encouraging the use of social enterprise within the health sector (Department of Health, 2007; Department of Health, 2010). Including such specialised library and information services in this strand could provide insights into the development and publication of information resources relating to social enterprise within a specific field. The researcher also had some personal professional familiarity with library and information services in the health field and believed that including this sector in the study would provide a useful comparison to results from public and academic libraries. Health libraries were located using the *Health Libraries and Information Services Directory* (Strategic Health Authority Library Leads and CILIP Health Libraries Group, [2011]).

Particularly interesting catalogue results contributed to the purposive sampling of interview participants. One academic librarian was invited to participate in an interview because of the large number of records for e-books returned by the searches of that university's catalogue. Publishers identified as being responsible for a number of relevant titles (or titles which were retrieved in multiple searches) were also invited to take part in interviews; two publishers accepted these invitations.

3.6.2 Implementation

88 catalogues were searched between 23 August 2011 and 2 October 2011. This consisted of:

- **51** public library authority catalogues;
- **35** academic library catalogues;
- **2** NHS library union catalogues.

53 public library authorities were initially identified for catalogue searching, but three shared a single union catalogue. The public and academic library catalogues were randomly sampled from each of the four UK nations and theoretically represent approximately a quarter of UK libraries in these two sectors. However, co-operative catalogue arrangements meant that three catalogues searched covered more than one local authority or library board – this included a single catalogue for all of Northern Ireland's public libraries. The **2** NHS library catalogues were purposively sampled, representing health libraries in Wales and in one English region.

Results were managed using a simple relational database with three linked tables containing the details shown in **Figure 3.6.2**. This database was also used to record the results of the Strand 1 British Library catalogue searches.

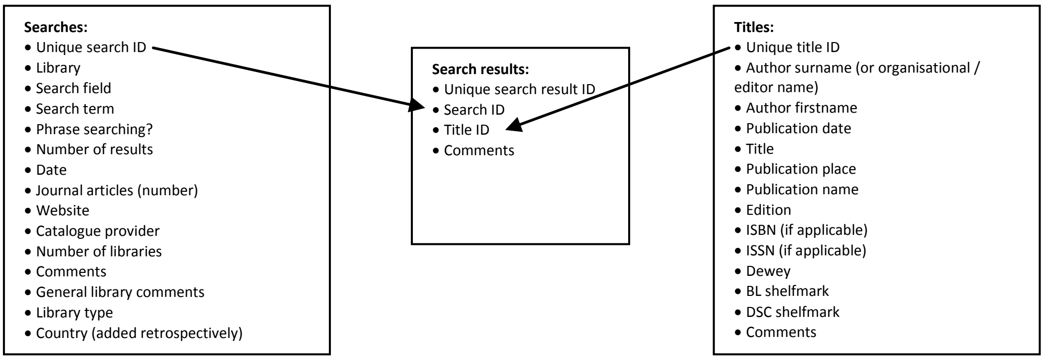


Figure 3.6.2: Diagram of database design

890 individual searches were performed. Each library was searched using the following **10** terms:

- Social enterprise;
- Social enterprises;
- Social entrepreneur;
- Social entrepreneurs;
- Social entrepreneurship;
- Community enterprise;
- Community enterprises;
- Community entrepreneur;
- Community entrepreneurs;
- Community entrepreneurship.

1 library catalogue, which did not permit phrase searching, was searched with these **10** terms entered as a title as well as keyword search. However, the title search function on this catalogue only retrieved items with titles beginning with the terms entered. This led to the conclusion that title searching was not an effective way of retrieving additional relevant results in catalogues using this system. **1827** individual results were recorded.

When phrase searching was not possible, a selective approach was taken to evaluating the results, with lists of more than **10** results being browsed for relevant titles. Characteristics recorded for each search included whether or not phrase searching had been used.

3.6.3 Analysis

Basic descriptive statistics were used to describe the results of these catalogue searches, focusing on the following aspects:

- the proportion of library catalogues permitting phrase searching;
- the proportion of libraries for which relevant results were located;
- mean, median and mode of the number of results;
- comparing the most frequently retrieved titles from academic and public libraries;
- the proportion of titles only retrieved in a single search;
- the proportion of titles only located in a single library;
- titles retrieved in Strand 2 searches not identified in the initial Strand 1 searches of the British Library's catalogue;
- publication dates of items retrieved;
- formats and types of items located;
- place of publication.

Except for the first feature (phrase searching) and the final two features, results for other features were calculated twice, once for all searches and once for only those catalogues which did permit phrase searching. These results were presented using tables and graphs; some of these results were also represented in parallel with, or superimposed over, comparable results from the Strand 1 British Library catalogue searches.

To provide an additional level of analysis, searches of WorldCat, a large online database which combines catalogue records from 72,000 libraries around the world (OCLC, 2013b), were conducted in March 2013. The proportions of results retrieved for each of the ten search terms were compared, to attempt to identify any similarities or differences between the small sample of UK library catalogues searched and the results from the much larger OCLC database.

3.6.4 Validity and reliability

De Vaus (2002: 53-54) describes four types of validity for quantitative surveys:

- Criterion validity – how responses to new measures match responses to existing measures;
- Content validity – how well the measures cover aspects of the concept;
- Construct validity – "whether they measure what they intend to measure" (Creswell and Plano Clark, 2011: 210)
- Face validity – a subjective judgement that the measures used "seem to cover the concept" (De Vaus, 2002: 54)

These approaches to validity are described in the context of surveys involved human participants, but they can potentially be used to evaluate validity for any quantitative study, such as this survey of results from catalogue searches.

Although the design of Strand 2 may be said to demonstrate good content validity (the results counted directly reflected the numbers of items located in the collections of different libraries, and provided data about a range of aspects of these items, such as their dates of publication), there are limitations to the construct validity of this strand. The searches retrieved items identified within the catalogue, which may not necessarily represent the true extent of the collection, and which may not accurately retrieve the most relevant items.

The samples of academic library and public library catalogues searched (around 25% of those in each of England, Wales, Scotland and Northern Ireland) give this strand some claim to external validity, as the number of catalogues searched represent a significant proportion of the total populations of UK academic and public library catalogues, allowing for the use of the finite population correction in reducing the size of the sample required for representativeness (De Vaus, 2002: 81).

Some reliability should be provided by documenting the searches in detail and recording both the searches and the results in a database. Unlike surveys involving human participants, a catalogue search should not result in different responses at different times because of a change in the participant's opinion. However, search results may change for other reasons, such as a change in the catalogue record, or the addition or withdrawal of an item. The searches were carried out only once. Although De Vaus (2002: 52) acknowledges that in surveys of people "Unfortunately the test-retest method is a poor one", retesting the catalogues, carrying out searches again over time, would have been even more problematic, with the likelihood of significant changes between sets of results. Only in Strand 1 was retesting performed; the British Library catalogue was searched for individual titles located in other catalogues, but not identified in the initial British Library searches.

Overall, this element of the project design had the greatest limitations of the three strands. The choice of search terms focused on content explicitly about social enterprise (rather than exploring the wider collection of potentially relevant materials for social enterprise). Interesting findings from this strand – particularly relating to the differing quality of catalogues in different library sectors – were of only tangential relevance to the core research questions. The limited options for searching some catalogues were not anticipated by the researcher, leading to the introduction of a large degree of researcher subjectivity when trying to identify potentially relevant items from lengthy results lists.

3.7 Strand 3: An exploratory-sequential study: interviews and questionnaire

This strand was based on the exploratory sequential study design described by Creswell and Plano Clark (2011: 86-90) and is intended to address research questions 2 to 5. This design has aimed "to generalize qualitative findings... to a larger sample" (Creswell and Plano Clark, 2011: 86).

3.7.1 Interviews

The initial qualitative data were collected through semi-structured interviews, which Gillham (2000: 7) describes as having "*more* structure [than informal conversation] although still being very 'open' in its style". This balance between structure and openness meant that interviewer was able to focus on key topics whilst providing the interviewee with opportunities to give detailed responses about his or her individual experiences, aiming for "'discovery' rather than 'checking'" (Denscombe, 1998: 113). Semi-structured interviews have been used to explore the information behaviour of professionals (Kuhlthau and Tama, 2001: 29; Makri et al., 2006), information seeking behaviour of students (Lee, 2008), types of information space (Lee, 2003b) and the concept of the collection (Lee, 2005), suggesting that this is an appropriate approach to take to investigating these topics.

Three main interview scripts were devised: one for social enterprise practitioners, policymakers and academics working in the field (**Appendix 5**); one for library and information practitioners (**Appendix 6**); and one for publishers (**Appendix 7**). Different scripts were used to allow the interviewees to talk about their areas of expertise and to address the research questions from different perspectives. For example, the library and information practitioners were asked directly about their perceptions of collection terminology at a relatively early stage in the interviews, because this was thought to relate to their core expertise. The interviewees interested in social enterprise were asked first about their work and their information needs relating to social enterprise. In those interviews, the topic of collection terminology was approached more indirectly (asking them first whether they used collections, and then asking them to explore the meaning of the term "collection") towards the end of the interview.

The social enterprise interview questions were divided into four main sections:

- The interviewee's organisation and their work (following Kuhlthau and Tama (2001: 29));
- Their information behaviour, including the topics about which information is needed, the information sources used, and the storing and sharing of information within the organisation (following Kuhlthau and Tama (2001: 29));

- The concept of “collection” including asking them to describe any collections of information they have created or used and asking what they understand the term “collection” to mean;
- Their membership and use of libraries.

The questions for library and information practitioners were divided into three sections:

- The concept and definition of “collection” and their work in relation to collections;
- Social enterprise as a field of interest for their customers and relevant materials provided by the library or information service;
- Collection policies and processes, relationships with publishers and suppliers.

The questions for publishers were divided into three sections:

- The interviewee’s organisation and their work;
- Social enterprise and publishing issues;
- Relationships with libraries;
- Concepts of collection including examples of how the term “collection” is used in their publishing company.

Both the social enterprise and library and information practitioner interview scripts also included critical incident style questions. Interviewees interested in social enterprise were asked to describe a recent occasion when they became aware that they needed information and how they went about locating it. Library and information practitioners were asked to describe an occasion when their service assisted a customer interested in social enterprise. The Critical Incident Technique was defined by Flanagan (1954: 335) as “a procedure for gathering certain important facts concerning behavior in defined situations." These facts could be obtained from a range of data sources, including interviews (with individuals or groups), questionnaires or record forms (Flanagan, 1954: 340-343). Andrews (1991: 5) described the potential value of the Critical Incident Technique for library studies, despite an apparent scarcity of such studies by the 1990s. More recently, Urquhart et al (2003: 70-71) have described how the Critical Incident Technique can be used in studies into information behaviour, highlighting differences in the scale of the studies which use the technique, the level of depth with which it is used, and whether the technique provides the main focus of a study or is used "as one technique in a repertoire of qualitative techniques, to develop theory" (Urquhart et al., 2003: 71).

The interview script for social enterprise stakeholders was piloted with a project supervisor whose research interests include social enterprise. Scripts were revised following later interviews and customised for individual organisations. However, the broad structure of these interviews was maintained. A follow-up interview was conducted with one social enterprise interviewee to explore the interviewee’s approach to collecting and managing materials in their personal computer system. An outline script for that interview is included in **Appendix 8**, along with examples of MS-Dos Command Prompt scripts which could have been used alongside screenshots to capture information about the file structure on the interviewee’s computer system, although in the event time constraints meant that neither of these additional methods of data collection were used. This follow up interview was used a basis for developing a proposal for an action research project to explore an archive of electronic documents collected by a social enterprise practitioner, with potential practical outcomes including the extraction of bibliographic information about the documents and the reorganisation of the collection.

3.7.1.1 Sampling: Interviews

18 interviewees were identified using purposive sampling, in order to provide a range of different perspectives on the research questions. Potential social enterprise interviewees were identified using regional listings such as Social Enterprise Yorkshire and the Humber (2011) (n=385) or Social Enterprise London (2009) (n=169) as well as listings for national subsets of social enterprises, such as lists of co-operatives (n=4990) (Co-Operatives UK, 2011) or Community Interest Companies (n=5111) (Regulator of Community Interest Companies, 2011). Aspects of social enterprise in the health sector were explored in interviews with two people involved in running or supporting NHS social enterprise spin-outs, although no interviews were conducted with library and information practitioners from the health sector. Publishers were identified in the course of the Strand 2 catalogue search and specific contact details were identified from publishing company websites. Other potential stakeholder groups (such as public sector employees or social enterprise customers) were not interviewed. A small number of additional interview invitations (approximately 6) were also sent to other organisations, but no replies were received. One person declined an invitation to be interviewed.

3.7.1.2 Implementation

19 interviews with **18** interviewees took place between 24 June 2011 and 28 June 2012 with **5** people involved in running or supporting social enterprises, **6** library and information practitioners, **2** academics, **2** policymakers, **2** publishers and **1** administrator. This included one follow up interview with a social enterprise interviewee, who was interviewed twice. Social enterprise interviewees were selected with the intention of representing a broad range of organisation types including a co-operative, a public sector spinout, and a social enterprise consultancy set up specifically as social enterprise. Library and information practitioner interviewees were approached to represent a range of library and information sectors. The interviewees included **10** women and **8** men. Interviews took place in Birmingham, Bradford, Bristol, Edinburgh, London, Milton Keynes, Newcastle, Sheffield and Wakefield. The shortest interview was 25 minutes and the longest interview was 1 hour 31 minutes.

Generally, the interviews took place in suitably quiet locations. However, extraneous sounds including street noise from partially open windows, noises from coffee machines, ringing telephones, computer printers or, in one case, the testing of an intruder alarm, were present in a number of interviews. Locations for the interviews were selected by the interviewees themselves. **15** interviews took place in an interviewee's office, or in a meeting room in the interviewee's organisation. **2** interviews took place in a semi-public area in the interviewee's organisation – such as a combined meeting space and café area, or a meeting area in a larger communal space consisting of work desks, which also acted as part of a route through the building. **1** interview took place in a meeting room at the University of Sheffield's Information School. **1** interview began in a commercial café and concluded, following the closing of the café, at a picnic table of a pub opposite the café.

The interviews were recorded using a digital voice recorder. The first **13** interviews were recorded using a departmental voice recorder and the final **6** interviews were recorded using a personal voice recorder owned by the researcher. The recordings were transferred to the researcher's password-protected laptop in Windows Media Audio (WMA) format following each interview and were then deleted from the voice recorders. Their content was then transcribed in full and anonymised, generating transcripts totalling **134,471** words. A summary of initial findings from these interviews was sent to all interviewees in August 2012.

All library and information practitioner interviewees were asked whether they would be willing to share copies of their collection policy and process documentation and **4** provided copies of documentation relating to their collection, totalling **10** documents.

3.7.1.3 Analysis: Interviews

Although Gillham (2000: 53-54) suggests that analysis of interview data should take place after all interviews have taken place, Saldaña (2009: 17) advises that coding should begin as data are being transcribed and Charmaz (2006: 48) emphasises that "speed and spontaneity help in initial coding". The results from the initial interview stage of Strand 3 were analysed using the generic coding approach suggested by Saldaña (2009: 48), including the four suggested "First Cycle" coding stages, followed by "Second Cycle" codes.

This approach used a mixture of coding techniques, including in vivo coding (using words and phrases provided by the interviewees themselves) and values coding (using codes which reflect the values, beliefs and attitudes of the interviewees) with an emphasis on openness, particularly in the initial stages (Charmaz, 2006: 49; Saldaña, 2009: 47). From these initial codes a range of broader themes were identified. The data were re-examined in the light of each new interview.

Given the length of time which elapsed between the first and the final interviews (June 2011 – June 2012), the entire set of interview data was re-analysed during September 2012. This was done in an attempt to recapture some of the initial openness of the coding and to see the whole set of transcripts as they are, rather than viewing them in the context of existing codes or through the prism of the most recent interviews.

NVivo software was used to facilitate coding. Grounded theory approaches have previously been used in a number of relevant studies (Bouthillier, 2003; Lee, 2005; Makri et al., 2006; Tamura et al., 2007; Blandford et al., 2008; Tamura et al., 2008; Makri and Warwick, 2010), and were used to "complement other approaches to qualitative data analysis" as suggested by Charmaz (2006: 9). Analytic memo writing is mentioned by both Charmaz (2006) and Saldaña (2009) and was used during the data collection and analysis process.

The **10** collection documents provided by **4** library and information practitioners were also initially coded using NVivo. This open coding was used to identify broad categories and these were then re-applied to the data in a further content analysis stage.

3.7.1.4 Validity and reliability: interviews

Creswell and Plano Clark (2011: 211-212) show that validity is generally regarded as a more relevant concern for qualitative research than the issue of reliability, as well as indicating the range of different approaches to defining and assessing validity in qualitative research. Miles and Huberman (1994: 277-280) cluster their criteria for evaluating the quality of qualitative research around five major headings:

- "Objectivity/Confirmability" – whether the study can be replicated and whether it is free from researcher bias;
- "Reliability/Dependability/Auditability" – consistency and "reasonable care";
- "Internal Validity/Credibility/Authenticity" – "truth value" and the credibility of the findings;
- "External Validity/Transferability/Fittingness" – identifying any broader theoretical implications of the study;
- "Utilization/Application/Action Orientation" – whether the findings can be used in a practical way

Although some of these criteria overlap with validity and reliability criteria discussed in relation to Strands 1 and 2, combined in this way they do provide a distinctive perspective on assessing the quality and authenticity of qualitative research and provide an appropriate

Table 3.7.1.4: Assessing the quality of the conduct of and findings from the interviews (based on Miles and Huberman (1994: 277-280))

Criteria	Interview strengths	Interview weaknesses
Objectivity/ Confirmability	- Detailed description of procedures - Detailed quotations as evidence to support conclusions	- Audit trail present, but split across multiple systems (paper notes, email, interview transcripts, NVivo coding, draft findings reports) - Some discussion of the researcher perspective (in the information sheet and introduction to this thesis) – as a librarian-researcher, rather than as a social enterprise practitioner – but some unconscious bias may remain - Study unlikely to be replicated - Data not archived for reuse (concerns participants may be identified)
Reliability/ Dependability/ Auditability	- A good range of interviewees with different perspectives - Detailed description of procedures and analysis	- Only one coder - Aspects of the situation inherently unstable – for example, Open Access became a bigger priority during the year in which the interviews were conducted
Internal Validity/ Credibility/ Authenticity	- Sufficient context provided for quotations and findings - Findings tested by the development of a survey instrument (triangulation) - Findings and conclusions summarised for participants and their comments were invited - Conclusions linked to theory by reference to the literature	- Limited potential for replication - Only a limited amount of previous theoretical / conceptual work in this field
External Validity/ Transferability/ Fittingness	- Sufficient description of participants to provide comparisons - Presentation of interim results at conferences – opportunities to identify resonances between findings and the experience of others - Further testing of findings using a survey instrument - Attempts to provide theoretical transferability	- Limited potential for replication - Research instruments (interview questions) will be shared in future publications about the research and as appendices to this thesis
Utilization/ Application/ Action Orientation	- Reporting to a practice setting - Reporting to participants - Generation of additional action research proposal - Findings used to develop a survey instrument	- No problems solved directly by the interviews - Some follow-up actions after the interviews, such as sharing a list of social enterprise journal titles with library and information practitioners, but no evidence of their usefulness - One interviewee described sharing the initial summary document with an organisational library service

framework for evaluating the conduct and findings of this most qualitative part of the whole research design. **Table 3.7.1.4** lists each of these criteria and provides examples of ways in which these interviews did or did not meet these criteria. This table suggests that the interviews partially met the criteria identified by Miles and Huberman (1994) and acknowledges the limitations of this part of the study. The surveys based on the interview findings provided an opportunity to test and triangulate some of the emerging ideas.

3.7.2 Surveys

The initial findings from the interviews were used to develop a mainly quantitative questionnaire containing some qualitative elements, which was circulated to a larger sample of stakeholders. A small number of potential survey questions were piloted in a Lively Lunch session at the Charleston Conference on Issues in Book and Serials Acquisition in November 2011 (Roberts, 2012a). This is an annual conference hosted in Charleston, South Carolina, which brings together library and information practitioners, publishers, vendors and academics.

The audience was asked to vote on these questions during the session using numbered pieces of paper. Attendees were also invited to complete a brief paper questionnaire recording their answers to these questions (**Appendix 9**). **12** responses were received from:

- **9** library and information practitioners;
- **2** vendors;
- **1** academic.

Although this was a useful exercise in terms of establishing an outline of the general areas to be covered by the surveys, there were significant differences between this Charleston pilot and the later versions of the survey. In the Charleston pilot, question slides were included in a presentation about the research. This meant that terms such as “communities of practice” or “latent collection” could be explained by the researcher before a relevant question was posed. All the questions in the Charleston pilot were closed questions, meaning that they could be targeted at a more abstract level. In the final versions of the survey, a mixture of closed and open questions were used, meaning that the researcher needed to frame closed questions in a way which anticipated some possible answers to open questions. For example, in the Charleston pilot the question “Which of the following definitions do you think best describes the term “collection”?” provided the following answer options, all articulated at an abstract level:

1. A thing
2. Access
3. A process
4. Library jargon
5. A group of sub-groups

In the final version of the survey, an open question was also included, asking whether the respondent had any other definitions of “collection”. It was anticipated that more concrete definitions of collection would be needed in the multi-choice closed question, in order to avoid a large number of duplicate responses in reply to the open question. For this reason, the definition of collection as “A group of materials on a subject or theme” was included in the final version of the survey, and other response options were also phrased in a more concrete way.

In order to select an appropriate online survey tool to use for administering the survey, **11** web-based survey systems were evaluated according to the following criteria:

- Compliance – data protection issues;
- Compatibility – options for exporting survey data to other software applications;
- Clarity – options for flexible survey design, such as the use of skip logic, to provide respondents with a clear path through the survey;
- Cost – whether a free or subscription-based tool;
- Languages – support for languages other than English;
- Limitations – whether numbers of surveys, questions or responses were limited by the tool;
- Comments – any additional observations.

More than one subscription level was also evaluated for **4** of the 11 survey tools. A summary of the results of this evaluation is shown in **Appendix 10**. These results were shared with colleagues and fellow researchers in the University of Sheffield’s Information School during a meeting of the researchers’ informal discussion group on 9 February 2012 and through a post on the discussion group blog (Roberts, 2012b). The open source survey software LimeSurvey emerged from this process as the preferred tool for survey design and data collection. This led the researcher to initiate discussions within the department about hosting LimeSurvey on one of the department’s servers; this software was installed on one of these servers in May 2012. Before the survey software was installed on the server, initial work on the design of the survey took place on the researcher’s computer, using an emulated web server environment to run LimeSurvey locally.

The initial draft version of a much more detailed survey was developed between late April and mid-May 2012. This version of the survey was piloted between mid-May and early July 2012. The survey initially consisted of a single instrument, with two distinct routes through the survey for library and information practitioners and for people interested in social enterprise. **4** respondents pilot tested the questions for people interested in social enterprise, with **1** responding as a social enterprise practitioner and **3** responding as academics or researchers. **5** responded as library and information practitioners. All pilot test respondents were known personally to the researcher and were asked to provide comments and suggestions about the survey. In the light of these comments, a number of alterations were made including:

- Separating the survey into two distinct instruments – the overlap between questions for library and information practitioner respondents and those interested in social enterprise was low and uniting these questions in a single survey led to a large amount of missing data for each respondent. People also experienced some uncertainty about which stakeholder category to use to describe themselves;
- The wording of some questions was clarified;
- Some questions were subdivided for clarity;
- The ordering of the Likert item scales was reversed;
- The Likert item scales for evaluating perceptions of importance were altered;
- Information about the use and storage of the survey data was repeated at the end of the survey;
- A back button was added to enable people to navigate more easily through the survey.

The final version of the survey for library and information practitioners is shown in **Appendix 11** and the final survey for people interested in social enterprise is included in **Appendix 12**. The library and information practitioner survey contained **31** questions and the social enterprise survey contained **28** questions. The themes for these questions are briefly outlined in **Table 3.7.2**.

Table 3.7.2: Outline of survey structures

Library and information practitioner survey: question group themes	**Social enterprise survey: question group themes**
O: Consent page	O: Consent page
A: Background questions / demographics	A: Background questions / demographics
B: Defining collection	B: Information needs
C: Awareness of social enterprise	C: Information sources
D: Information resources for social enterprise	D: Creating and sharing information
E: Community analysis	E: Perceptions and use of libraries
F: Policy documentation	F: Defining collection
G: Importance of library activities	G: Contact details
H: Collection for interdisciplinary subjects	
I: Freely available web-based materials	
J: Contact details	

Appendix 13 shows how questions from each section relate to the project research questions.

3.7.2.1 Sampling: Surveys

783 questionnaire invitations were distributed:

- **351** to social enterprise practitioners;
- **37** to academics / researchers working in the field;
- **57** to policymakers;
- **338** librarians and information practitioners in public, academic, national, health and organisational library and information services.

A mixture of cluster and random sampling was used to identify social enterprise organisations to approach, based on a listing of Community Interest Companies (CIC) from the Regulator of Community Interest Companies (2012). A version of this listing from 4 April 2012 archived by the National Archives was used. This provided details of **6397** CICs. The current regulator website no longer includes this list and these details have now been incorporated into the Companies House database. Although not all social enterprises are CICs, all CICs can be assumed to be social enterprises. A random sample of **777** CICs, identified using Excel's random number generator, were searched for using a basic Google search. Of these, websites were located for **465** organisations. Email addresses were identified for **353** (**326** from England, **4** from Northern Ireland, **12** from Scotland, **11** from Wales), although two addresses were not used because of concerns about the accuracy of the information. This gave a sample of 5.5% of the total CIC listing. A further **79** websites included a contact form, but no direct email address. Given the high proportion of CICs for which no email address was located (54.6%) the final invitation listing represents a mixture of cluster and availability sampling, based on random identification of organisations and the availability of email addresses. This approach, especially the decision not to send out paper copies of surveys, added an element of bias to the survey, meaning that all responses came from people with internet access.

To develop an understanding of attitudes to the concept of the collection across a wide range of different types of libraries, contact details were identified for academic and public library authorities, based on a revised version of the list developed in the course of the Strand 2 catalogue searches. Further searches of individual library websites facilitated the identification of specific named library respondents in academic libraries (usually a business, management or social science subject librarian), and generic contact details for public library authorities, or for a specific library within that authority. Purposive sampling was used to identify contacts in health and organisational libraries and to identify potential respondents in a single national library.

A revised version of the list of university libraries created in Strand 2 was also used to identify UK academics and researchers working in the field of social enterprise. Excel's random number generator was used to identify a random selection of institutions. Google searches or local website searches were then used to identify one academic from each of those institutions with stated research interests relating to social enterprise. The process was repeated until a sufficient sample of academics had been identified.

Policy makers were identified from relevant websites, including those of the main representative bodies of the devolved nations of the UK and those of a random sample of local authorities, based on the list of public library authorities created as part of Strand 2.

3.7.2.2 Implementation

Invitations were sent out to people involved in social enterprise and to library and information practitioners from all library sectors except national libraries between 8-15 July. The survey deadline was the end of 26 July, giving all respondents at least 10 days to reply. Invitations to library and information practitioners from the national library sector were sent out between 24 September and 6 October with a deadline for responses of 12 October. The online survey tool LimeSurvey was used to generate individual identifying tokens for each invitation and to send personalised invitation and reminder emails.

As this was the first time that the LimeSurvey software hosted on this server had been used for the collection of research data, this also acted as a pilot test of the survey technology. One of the potential disadvantages of local hosting was illustrated by a short powercut to the server, which led to the surveys being briefly inaccessible. An additional technical issue was identified during the process of sending out reminder emails. A small number of duplicate six character token codes were generated for the social enterprise survey. Each of these codes should have been unique. One set of 21 duplicate codes was manually amended and the amended codes were included in the relevant reminder emails.

Library and information practitioner survey

338 invitations were sent out:

- **116** to academic librarians (generally in business / management subject areas and included one additional email contact, identified from an automated email response);
- **187** to public libraries;
- **15** to special libraries – including **5** NHS librarians and **3** government librarians;
- **20** to national library library and information practitioners.

299 invitations were sent out by the end of 11 July 2012; **19** further invitations were sent out by the end of 15 July. Reminders were emailed between 22-23 July to those who had not responded. 13 responses from library and information practitioners in a national library were received between 24 September and 12 October. In total **103** completed responses were received, representing a response rate of 30.5%. In addition, **53** incomplete responses were recorded, where respondents closed their internet browser before clicking the submit button; **38** of these contained no responses beyond the basic demographic questions. These incomplete responses were excluded from analysis.

Social enterprise survey

445 invitations were sent out:

- **57** to local authority, devolved administration or central government policy makers;
- **37** to academics or researchers;
- **351** social enterprise practitioners (CICs).

270 invitations were sent out by the end of 11 July 2012; **175** further invitations were sent out by the end of 15 July 2012. Reminders were emailed to those who had not responded on 21 July 2012. **46** completed responses were received, representing a response rate of 10.3%. A further **25** incomplete responses were also recorded and **19** of these were not completed beyond the introductory demographic questions. Again, these incomplete responses were excluded from the data analysis stage.

3.7.2.3 Analysis: Surveys

The data from both sets of completed surveys was exported to SPSS. Contact details of respondents who indicated that they wished to receive a copy of a summary of the survey results were extracted and saved in an Excel worksheet. These contact details were then deleted from the final SPSS dataset. A two-page summary of the survey results was sent to these participants in January 2013 and they were invited to comment on these results. This summary was also sent to people who had assisted in pilot testing the survey instrument.

SPSS was used to generate frequency tables, giving a detailed breakdown of response totals for each question. This provided basic descriptive statistics for the results, summarising "patterns in the responses of cases in a sample" (De Vaus, 2002: 207). SPSS has also been used to cross-tabulate responses, facilitating the comparison of responses to individual questions from different stakeholder groups within each survey (for example, comparing responses from academic librarians, public librarians or national librarians). However, it was found that Excel provided a better tool for creating charts and graphs, especially when attempting to illustrate cross-tabulated results.

In addition to analysis using descriptive statistics, inferential statistics – tests which can indicate whether responses could be generalised to the wider populations from which samples were drawn – have also been used to identify any statistically significant correlations or relationships between results from the two surveys (De Vaus, 2002: 208).

Most of the survey questions were presented as Likert items. There is some debate as to how responses to these types of questions can be analysed – whether they should be treated as ordinal data and analysed using non-parametric tests (Jamieson, 2004), or whether they can be analysed as interval (or scale) data using parametric tests. De Winter and Dodou (2010) suggest that either type of test might legitimately be performed on these data. However, given the small number of responses and the more stringent assumptions made when performing parametric tests the decision was taken to treat these responses as ordinal data and to limit more advanced analysis to non-parametric tests, following Pallant (2010: 204) . These include the chi-square test of independence and particularly an alternative to this called Fisher’s Exact Test (Fisher, 1925: 84-90; Cohen and Holliday, 1996: 218-220), to test for statistically significant differences between results from different groups of respondents, such as public librarians or academic librarians. Although Fisher's Exact Test is often recommended when testing for the independence of variables in 2x2 contigency tables (Cohen and Holliday, 1996: 218; Pallant, 2010: 217), it can be applied to contingency tables of more dimensions (*r* x *c* contingency tables, where *r* is any number of rows and *c* is any number of columns) (Freeman and Halton, 1951; Mehta and Patel, 1999: 142). As an exact test, it works for tables where some cells contain low numbers of responses, whereas the chi-square test requires frequencies in each cell of 5 or more (or of 5 or more in at least 80% of cells) (Pallant, 2010: 217). The main factor which may prevent the use of Fisher's Exact Test in these circumstances is the demand made on computational power to calculate the exact values and significance probabilities (Mehta and Patel, 1983).

Although chi-square and Fisher’s Exact tests were applied both to the library and information practitioner survey and to the social enterprise survey in an attempt to test for independence between question responses and stakeholder roles, the small sample sizes meant that the values in the frequency tables were repeatedly found to be too low to satisfy the requirements of chi-square test. In recognition of the limiting nature of the sample sizes, only the Fisher’s Exact test results for the three sets of questions which appeared in both the library and information practitioner and social enterprise surveys are used in the final analysis reported in this thesis. These were the sets of questions about definitions of collection, the perceived importance of information sources relating to social enterprise and the perceived importance of library activities. In these cases, Fisher’s Exact test was used to test for independence between library and information practitioner responses and the answers given to the same questions by the social enterprise survey respondents.

Free-text responses to open questions were analysed using coding. The codes used to describe these responses were developed from the survey data, rather than being pre-defined based on codes developed during the earlier analysis of the interview data.

3.7.2.4 Validity and reliability: Surveys

Considering the validity and reliability of the survey results, the most important observation is that the relatively small proportion of each population who were invited to participate in a survey, combined with the relatively low response rate from those who were invited to take part, limits the external validity of the survey results.

Returning to the criteria suggested by De Vaus (2002: 53-54) for assessing the validity for quantitative surveys, the Strand 3 surveys have the following strengths and limitations:

- Criterion validity – the individual measures were not compared with any pre-existing instruments;
- Content validity – the surveys were extensive (indeed, their length may have discouraged some responses) and aimed to cover as many different aspects of the issues involved as possible;
- Construct validity – the initial piloting process, although relatively small scale, helped to refine the survey instrument in a way which clarified questions and routes through the survey, increasing the likelihood that the questions would "measure what they intend to measure" (Creswell and Plano Clark, 2011: 210)
- Face validity – given the limitations of the survey in relation to the first three types of validity, detailed descriptions of the development and conduct of the survey are provided in order to attempt to support a subjective judgement that the survey did "seem to cover the concept" (De Vaus, 2002: 54).

The survey pilot test was carried out with a very small number of people, all of whom were known to the researcher and some of whom knew little about the topic of social enterprise. The survey was only carried out once, partly acknowledging the limited subject knowledge of some respondents (people inventing answers are less likely to demonstrate consistency when asked the same question again). Although this is a significant limitation in the way the survey was developed, representing a failure to test the reliability of the survey instrument, De Vaus's (2002: 52) observation that "the test-retest method is a poor one" may suggest that less was lost by not carrying out a retest than might initially be assumed.

3.8 Discussion, strand integration and final analysis

The interpretation of mixed-methods analyses may be described as inferences. Bazeley and Kemp (2012) provide a metaphorical cookbook for ways in which mixed-methods analyses may be integrated. These include complementary ("combining") approaches:

- "for completion: bricolage, mosaics and jigsaws" – creating a patchwork based on availability, or fitting things together to complete a total design (Bazeley and Kemp, 2012: 58-59);
- "for enhancement: sprinkling and mixing / stirring" – adding small details to enrich analysis / reporting or selecting and stirring some of the ingredients together (Bazeley and Kemp, 2012: 59-60);
- "to detail a more significant whole: triangulation and archipelago" – using known points to map an unknown point or improved understanding of an unseen whole (Bazeley and Kemp, 2012: 60-64).

And generative approaches:

- "exploration through transformation involving blending, morphing or fusion of data elements " – introducing new variables, transforming data – for example from quantitative to qualitative or vice versa – or creating a hybrid (Bazeley and Kemp, 2012: 64-67);
- "conversation and DNA as iterative exchange" – moving between different speakers, rebuilding to accommodate divergence (Bazeley and Kemp, 2012: 67-68).

The emphasis here appears to be on a more creative approach to integration than may be seen in some of the arguably more formulaic descriptions of approaches to mixed-methods analysis and interpretation, such as those described by Creswell and Plano Clark (2011: 212-238). Bazeley and Kemp (2012: 69) set out eight principles for integrating mixed-methods analyses, including suggesting that reports of such studies should be shaped around the research issues, rather than around the methods – this approach should form the basis of the discussion section of this thesis. Bazeley and Kemp (2012: 70) advocate taking "every opportunity to fully exploit the integrative potential of mixed data sources and analysis methods".

These metaphors for integration can be applied to the analysis and interpretation of results from each of this study's strands. The data are integrated in as many ways as possible, across all strands, helping to identify core issues for discussion.

The catalogue search aspects of strands 1 and 2 can be integrated relatively easily, and to some extent have already been integrated in the course of the analysis for Strand 2. Some of the Strand 2 results may also integrate well with other data sources from Strand 1. This includes, for example, identifying the number of EThOS titles which appear in other library catalogues, or examining whether there appears to be any correlation between the number of catalogues in which a title was identified and the number of times it was requested in the British Library's Reading Rooms.

The Strand 2 catalogue search results can be morphed or transformed to qualitative descriptions. For example, the insights they offer into the differing extent of the library collection for social enterprise in public versus academic libraries, or any sectoral differences in the provision of relevant electronic resources. These can be compared to sectoral differences identified in the Strand 3 interviews. Quantitative expressions of any sectoral differences found in Strand 2 can also be compared to sectoral differences identified in the analysis of the Strand 3 survey data.

Documentation from Strand 1 can also be re-analysed alongside and synthesised with the analysis of documentation from other libraries collected in the Strand 3 interviews. Using content analysis to study these documents also provides opportunities to transform qualitative data into quantitative data, which can enable comparisons of themes and categories with responses to any relevant survey questions.

In Strand 3, interview data can be transformed into quantitative data (for example by counting the occurrence of particular codes or themes) and this can then be compared to the quantitative data from the Strand 3 survey. Free-text responses from the survey can also be compared to qualitative findings from the interviews.

As the topic of library collections for social enterprise was selected as a case study, this final discussion also returns to two of Yin's (2003: 111-115) main three approaches to analysing case study data:

- Exploring what the combined analysis of these three strands suggests about the main research questions and about the issues perceived to be facing collections more generally, which social enterprise library collections were thought to exemplify;
- Using the combined analyses to explore and, if possible, to test alternative explanations.

3.9 Mixed-methods validity

Addressing validity and reliability for each of the three strands should contribute to the overall validity of the study as a whole. Creswell and Plano Clark (2011: 239) define mixed-methods validity as:

> "employing strategies that address potential issues in data collection, data analysis, and the interpretations that might compromise the merging or connecting of... strands... and the conclusions drawn from the combination."

By integrating the data and analyses in as many ways as possible, it should be possible both to show that the appropriate strategies have been used, and to explore in appropriate detail any divergent findings.

3.10 Ethical issues

This project was ethically reviewed in accordance with the Information School's ethics review procedure. According to Sieber (1992: 3), ethics in research is about "how to make social research 'work' for all concerned." Ethical research not only minimises negative impacts on participants, but offers positive benefits to those who participate and to wider society. Sieber (1992: 18) outlines the three core ethical principles which should guide research:

- "*Beneficence* – maximizing good outcomes for science, humanity, and the individual research participants while avoiding or minimizing unnecessary risk, harm, or wrong."
- "*Respect* – protecting the autonomy of (autonomous) persons, with courtesy and respect for individuals as persons, including those who are not autonomous…";
- "*Justice* – ensuring reasonable, nonexploitative, and carefully considered procedures and their fair administration…".

Sieber (1992: 19) outlines the "six norms of scientific behavior" which help to ensure that projects meet these principles, emphasising the importance of effective research planning, competence in carrying out the research, consideration of potential risks, appropriate sampling, "*Compensation for injury*" and "*Voluntary informed consent*".

Miller and Wertheimer (2010: 4) describe consent as a "communicative act" by which "an act or outcome that would not be permissible absent the consent is given a normative sanction." They identify four requirements for such consent to be given: competence, voluntariness ("free from coercion"), informed ("based on understanding"), and made with intent (Miller and Wertheimer, 2010: 13). Participation in an interview should be based on voluntary informed consent (Denscombe, 1998: 109). Sieber (1992: 26-39) discusses issues surrounding obtaining voluntary informed consent from research participants and describes consent as "an ongoing process". For Strand 3 interviewees taking part in this project, a Participant Information Sheet was developed and is included in **Appendix 14**. This provides information about the project and interviewees were asked to read this, together with a consent form, and to ask any questions they may have about the research before indicating whether or not they consented to participate in the interview. A version of this information was also be provided to participants responding to the Strand 3 questionnaire, and a mandatory question was included at the start of the survey asking whether they consented to participate. Summaries of initial findings from Strand 3 have been shared with participants.

Sieber (1992: 44-45) describes the relationship between concepts of anonymity, confidentiality and privacy, defining confidentiality as relating to “how data are to be handled in keeping with subjects’ interest in controlling the access of others to information about themselves.” Powell and Connaway (2004: 187) observe that confidentiality rather than anonymity tends to be “more the norm” in qualitative research in library and information science, as well as identifying areas where interviewees may discuss potentially sensitive topics, such as misuse of libraries, plagiarism or breach of copyright. Data must also be obtained, processed and stored in accordance with the eight principles of the Data Protection Act 1998 (Information Commissioner's Office, [No date]); this includes the principle that personal data should not be transferred out of the European Economic Area, which was a factor in the choice of online survey tool for the Strand 3 questionnaire.

Powell and Connaway (2004: 187) describe how removal of identifying details and other approaches can help to ensure the confidentiality of qualitative research data. In this project, interview and questionnaire results were anonymised and data has been held on a password-protected computer system. Data from publicly accessible catalogues or from documentation was identified descriptively (for example by sector) rather than by library name. Usage statistics should not include any personally identifiable data. However, it is difficult not to identify the British Library, due to its unique collections and the focus on the use of these collections for this research project. The British Library has provided permission for the use of its data in this project (**Appendix 15**). Key contacts in the British Library have been invited to review and comment on draft versions of reports which include data from Strand 1 as part of the study validation process (Yin, 2003: 159-160).

Benefits to research participants, researcher, university and funder may take a range of forms (Sieber, 1992: 101-106). In addition to sharing a summary of findings from the initial interviews with participants, opportunities also emerged to provide active assistance in locating information relevant to social enterprise – both for social enterprise practitioner participants, and for library and information practitioners or academics. In these circumstances, where the researcher was acting in the role of a library and information professional by providing guidance or advice on accessing information, the professional ethical principles set out by Chartered Institute of Library and Information Professionals (2011) also applied.

3.11 Finance

This project has been funded by a British Library Concordat Scholarship. The main costs associated with the project were related to transport, particularly for undertaking Strand 3 interviews. These costs were initially estimated as likely to be around £300 (an average of £30 per return journey for 10 interviews). The actual costs of travel tickets over £10 for these interviews are shown in **Appendix 16**.

The use of an open source online survey tool hosted on a server in the Information School meant that there was no need to subscribe to an enhanced version of an online survey tool or to a separate web hosting service. This had been anticipated to cost up to £30 per month, based on charges for Smart-Survey, a UK based online survey tool which is Data Protection Act compliant (Smart-Survey, 2011). The surveys were administered entirely online, saving potential postage costs for issuing any printed copies of the questionnaire by post.

3.12 Study limitations

This study aimed to offer a broad perspective on the library collection for social enterprise, using this to suggest possible approaches to the concept of collection in the digital world. At the same time, it aimed to provide greater depth in more focused areas, such as in the British Library case study. There is a potential tension between seeking to provide both breadth and depth within a single study, with a risk that in some areas the data collection or analysis may appear shallow. There are also more specific limitations in each of the project's three strands.

In Strand 1, the sheer scale of the work of the British Library meant it was a significant challenge to identify potentially relevant projects or data sources. The data gathered is a very incomplete view of the Library's work, although the analysis of the Annual Reports does provide a more holistic perspective. Some of the Library's projects which would have been potentially useful for this study – such as the long-delayed introduction of electronic legal deposit, and the development of the BIPC (Business and Intellectual Property Centre) National Network programme – have not been fully implemented within the timeframe of this research. Much of the data were organised and provided by people other than the researcher. This means that the researcher did not have as much control over these elements of data collection for the study as others. It also means that quantitative data series end at different times – for example, the Document Supply Centre statistics end in late summer 2011, but the website usage statistics cover a period up to autumn 2012. This does not reduce the usefulness of the data, but it does limit the potential comparisons which could be made between those sets of data.

In Strand 2, the varied quality of library catalogues themselves limit the conclusions which can be drawn from this part of the study. The original plan had been to include a range special library catalogues in the catalogue searches. However, this was not possible in the timeframe identified for searching the public, academic and NHS library catalogues, and conducting those searches at a later point (perhaps several months after concluding the other searches) would have significantly reduced the opportunity to make useful comparisons with the earlier search results.

In the Strand 3 interviews, the biggest challenge was in getting publishers to participate in the interviews. Although two publishers were interviewed, the amount of time taken to successfully recruit publisher participants led to the decision not to include publishers in the next stage of data collection: no publishers were invited to take part in the online survey. Although an element of random sampling was used to identify potential survey participants, this was mixed with availability factors such as the presence of a contact email address. This, combined with the relatively low response rates, limits the potential representativeness of the survey results and the certainty with which conclusions can be drawn.

3.13 Conclusion

This chapter describes the methodological approach taken to addressing the research questions identified for this project. The study has taken a pragmatic approach to exploring concepts of collection in the digital world, focusing on information for social enterprise. It has used a multiphase mixed-methods research design including: a case study of a unique library collection at the British Library; a wide-ranging search of other library catalogues in the UK; and an exploratory sequential study, using interview data to generate theories which have then been tested for transferability using surveys of a larger group of stakeholders.

4 STRAND 1: BRITISH LIBRARY CASE STUDY FINDINGS

4.1 Introduction

This chapter summarises findings from the case study of the British Library's collections for social enterprise. This case study features both quantitative and qualitative elements and aims to examine the characteristics of the British Library's collections, particularly as they relate to social enterprise, and how they are used. The case study addresses the following research questions:

1. What are the characteristics of the library collection for social enterprise?
2. How is the library collection for social enterprise used?
5. What does this study suggest about the wider issues relating to library and information collections in the digital world?
6. What constitutes the concept of the library collection in the digital world?

The methodology chapter provides detailed information about how the data described in this chapter were collected and analysed. **Appendix 3** summarises the main data gathered, indicating whether these were collected directly by the researcher or whether they were requested from and supplied by British Library staff.

Content analysis of British Library Annual Reports since 1973 explored issues affecting collection development and management, the impact of technology and the role of business information services over nearly 40 years. Collection policy and process documentation provided insight into the ongoing review of the Library's content strategy, as well as the concepts used and issues involved in the day-to-day development and management of the collections for both BIPC subject areas and for specific formats. Descriptive statistics showed the relatively small scale of the British Library's collection for social enterprise, as revealed by catalogue searches, and provided information about its characteristics, such as publication dates, types of publication and usage statistics for items requested or accessed in the British Library's Reading Rooms. Further statistics also indicated the relative levels of usage of materials about social enterprise from two electronic databases provided in the BIPC Reading Room.

Descriptive statistics were used to analyse the use of materials relevant to social enterprise provided by some of the Library's remote services, such as document supply, EThOS digitised theses, as well as usage of web-based subject guides and the MBS portal. Searches of the permissions-based UK web archive also gave an indication of the amount of material containing terms relating to social enterprise. Data from two examples of other British Library services – feedback from BIPC events and online enquiries – illustrate the relatively small scale of the British Library's social enterprise audience. Data from the other two strands which relate to the British Library are also briefly considered. Finally, findings from these data sources are discussed and initial responses to each of the research questions are proposed.

4.2 Analysis of British Library documentation

4.2.1 Historical overview of the British Library collection, technological developments and business and information services – content analysis of Annual Reports

The British Library's Annual Reports provide a rich source of data and give an overview of the development of the Library, showing the impact of political, economic, social and technological changes on the Library. Content analysis was performed on the **39** Annual Reports published between the Library's inception in 1973 and 2012, with data extracted on the basis of the criteria identified in **Appendix 4**.

The quantitative results, including term frequency totals (number of times each term was counted), years covered and the codes used to refer to each of the Annual Reports are summarised in **Appendix 17**. Codes were allocated to indicate the years covered by each report (AR73-74 covers 1973-1974). A more detailed summary of the key points of the Annual Reports published within 4 or 5 year time periods is given in **Appendix 18**. Features marked with an asterisk indicate projects or services for which further data were analysed as part of this strand.

4.2.1.1 The British Library and its collection 1973-2012

AR 73-4 set out the challenge facing the newly created British Library, which merged together diverse predecessor organisations including the British Museum Library, the National Lending Library for Science and Technology, the National Central Lending Library, and the British National Bibliography:

> "The object of the Board of the British Library is therefore to weld these hitherto separate institutions into a great modern library at the hub of the nation's library system, setting the pace in meeting the multiple needs of today's users and satisfying new needs by creating new services." (p.3)

It is notable that the emphasis here is both on creating a single institution ("a great modern library") and on contributing to the wider national "library system". The Annual Reports show how the British Library has gradually established a clear and distinctive identity for itself, including through small-scale media representation – such as use in a Times crossword and Mastermind (**AR 89-0**, p.25). The Library's profile has grown since its move to St Pancras, with a Mori poll cited in **AR 05-6** as showing an increase in awareness of the national library from 50% five years before to 75% in 2006 (p.18).

The role of the Library in the wider information network is highlighted in eight Annual Reports. The early reports describe this in positive terms (“a new national library system relevant to every library in the country” (**AR 77-8**, p.8)), whilst later reports discuss specific initiatives supported or coordinated by the Library, such as the development of Library and Information Plans described in **AR 88-9** (p.35) or British Library involvement with the Joint Academic Network (JANET) (**AR 94-5**, p.25). The 100 millionth Document Supply Centre request is described in **AR 01-2** as showing the “continuing importance of the Library in underpinning the wider network of UK libraries” (p.7). **AR 03-4** describes exhibitions coordinated with public libraries in the North East and in Leeds, noting that the national library “can seem quite distant” to many (p.22). Later involvement with public libraries includes providing tours of the British Library for new professionals working in public libraries known as “BL champions” (**AR 06-7**, p.17) and “a pilot regional bursary scheme to enable librarians from the [East Midlands] region to undertake research at the Library into topics of regional relevance” (**AR 06-7**, p.20). However, this seems less substantial than the engagement with issues facing public libraries shown by the British Library’s involvement in assisting the development of cross-sectoral regional Library and Information Plans (**AR 88-9**, p.35), or the Research and Innovation Centre’s work on “the social impact of public libraries” (**AR 97-8**, p.46). There may also be some tension between the Library’s position in the national network and its growing role as “a global information hub” (**AR 10-1**, p.15).

Between 1973 and 1982 (**AR 73-4** – **AR 81-2**) the Annual Reports are largely structured around functional groupings suggested by the predecessor organisations (“Reference Division”, “Lending Division”, “Bibliographic Services Division”). Other sections of the Reports deal with the specific responsibilities allocated to the Library in the 1972 Act – including the Research and Development Department, and “Assistance to other libraries”. The challenge of bringing together very different organisations is perhaps reflected in the differing use of collection terminology in these early Annual Reports: in the first nine reports, the term “collection(s)” is more frequently used in the Reference Division sections (averaging 13.9 uses compared to 1.8 uses in the Lending Division section), as is “holdings” (averaging 5.9 uses compared to 1.8 uses in the Lending Division section). In contrast, the term “stock” averages 5.8 uses in the Lending Division sections, compared to 1.6 uses in the Reference Division sections. Other terms referring to collection activities appear later – “collection building” (introduced as a journal title in 1978 (Emerald, 2013)) and “collection development” were first used in 1983 (**AR 82-3**). “Collection management” appeared first in 1986 (**AR 85-6**), ten years after the publication of the first volume of the journal *Collection Management* (Taylor & Francis, 2013a) indicated the adoption of the term within the library profession.

The four reports from 1982-1986 (**AR 82-3** to **AR 85-6**) feature "The Collections" as their first major section after the Chief Executive's introduction and "Collection development" features as a main section heading in the next two reports (**AR 86-7**, **AR 87-8**). Of the following 24 reports, 10 include "collection" or "collections" in their top level table of contents section headings, although overall the words "collection" or "collections" occur more frequently in each of the reports than any of the other terms which were counted. **Figure 4.2.1.1** shows general trends in the numbers of times the different terms relating to collections are used in each of the reports (dates refer to the end date of the period covered by an Annual Report – for example, the figures from the Annual Report 1973-1974 are shown as 1974 in this graph).

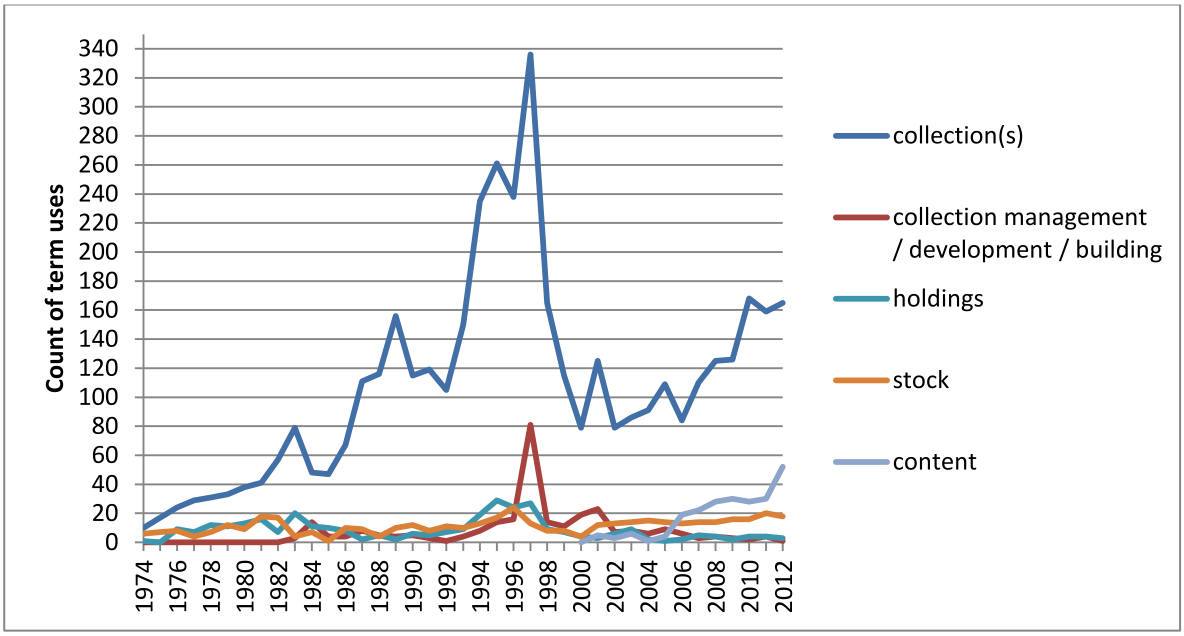


Figure 4.2.1.1: Count of term uses relating to collections from 1974 – 2012.

The drop in levels of use of the term "collection" and "collection management / development / building" may reflect the shorter length of reports from **AR 97-8** onwards. **AR 96-7** was more than 36,000 words; **AR 97-8** was less than 25,000: a considerable part of this difference may be accounted for by the move away from including a section on "Staff representation" (present from **AR 92-3** to **AR 96-7**) which listed staff membership of professional organisations, including their job titles, which frequently included the term "collection".

Over time, functions were rationalised and consolidated into a smaller number of units; in particular, the "common stock" approach adopted in the 1980s (**AR 85-6**) provided a way of combining material for lending with reference material, reducing duplication within the collections, although this mainly applied to lightly used material (**AR 88-9**, p.23). A later report restates the “principal aim... to realign our resources to operate as a single library holding a single collection on two main sites” (**AR 94-5**, p.15). The conspectus methodology for assessing library collections was considered in the 1980s, first discussed in **AR 84-5** (p.11). **AR 86-7** reported “experimental steps” in using conspectus, with fuller implementation described in **AR 87-8** and **AR 88-9**, including coordination of UK-wide “Conspectus databases” (**AR 90-1**, p.27)

The term “content”, although present in earlier reports – for example, **AR 82-3** indicates the “need for conservation of the collections and the preservation of their information content” (p.15) – has only been counted and recorded from **AR 99-0.** Use increases following the Library’s consultation on a new content strategy discussed in the 2005-2006 Annual Report (**AR 05-6**). Between **AR 99-0** and **AR 05-6**, uses of “content” average 3.8 per report, compared to 94.8 uses of “collection(s)” per report (0.04 uses of “content” to one use of “collection”). Between **AR 06-7** and **AR 11-2**, uses of “content” average 31.7 per report and uses of “collection(s)” average 133.9 per report (0.24 uses of “content” to each use of “collection”), suggesting a considerable rise in the relative use of the term content compared to collection between 2000 and 2012.

The legal deposit privilege – also described as copyright receipt, with other legal deposit libraries also being described as copyright libraries – is mentioned in every Annual Report. First mention is made of the possible extension of legal deposit to cover non-print materials in 1990, which records that the Library’s advisory council discussed “the issues surrounding the extension of legal deposit to non-print materials” (**AR 89-0**, p.60); this topic is pursued in later reports with initial recommendations to the government (**AR 92-3**, p.21), Smethurst’s review of print legal deposit (**AR 95-6**), the initial government consultation on extending legal deposit to cover non-print materials (**AR 96-7**), the Kenny review of options for non-print legal deposit (**AR 97-8**), the initial passage of the Legal Deposit Libraries Act 2003 (**AR 03-4**) and progress towards final regulations enabling statutory deposit of non-print materials (**AR 11-2**).

4.2.1.2 Technology

The Annual Reports also demonstrate the impact of new technologies on libraries. The British Library seems to be an early adopter of some technologies – both computers and online resources were mentioned in the first report (**AR 73-4**) and by 1976 “All major cataloguing and indexing activities within the Library are now computer based” (**AR 75-6**, p.4). The term “digital” was first used in 1978 (**AR 77-8**), and the term “electronic” was first used in 1980 (**AR 79-0**). **AR 88-9** declared that “The Library is at the forefront of development in the application of CD-ROM technology" (p.21) and the British Library launched its first website, Portico, in 1994 (**AR 94-5**).

Microfilming initiatives in the 1980s gave way to digitisation projects in the 1990s and 2000s, including the Turning the Pages digitisation project, part of an Initiatives for Access programme developed to coincide with the move to St Pancras (**AR 96-7**). However, there is an overlap – the digitised Beowulf manuscript was mounted on the internet in 1993-1994 (**AR 93-4**, p.7) but a microfilming initiative funded by Mellon ended in 1996-1997 (**AR 98-9**, p.58). The development of OPAC 97 also coincided with the opening of St Pancras, forming an integral part of the book ordering and delivery services (the Automated Book Retrieval System (**AR 97-8**, p.29)) for readers in the new library.

More recently, the British Library has contributed to open access infrastructure development through its involvement in setting up UKPubMed in 2006-2007 (**AR 06-7**, p.6) and its ongoing role in supporting this until 2016 (**AR 11-2**, p.19). It also adds dataset records to its catalogue (**AR 09-0**, p.22) and was a founding member of DataCite, the initiative to help "researchers to find, access, cite and reuse scientific data" (**AR 09-0**, pp.24-25; **AR 11-2**, p.15).

4.2.1.3 Business information

Following working party recommendations on improving services to business (**AR 79-0**), the launch of the Business Information Service and the Patent Information Network is described in the 1980-81 Annual Report (**AR 80-1**). The launch of the Business Information Network took place in 1989, aiming to develop further the business information links between the British Library and public libraries (**AR 89-0**, p.8) although this seems not to have had the same traction as the Patent Information Network.

The Business and Intellectual Property Centre was launched in collaboration with the London Development Agency as a pilot of new type of service for businesses in 2004-2005 (**AR 04-5**, p.17), providing networking opportunities and speaker events, as well as information resources. The BIPC was launched as a permanent service in 2005-2006 (**AR 05-6**, p.4) and was estimated to have added £11 million of value to the UK economy by 2010 (**AR 09-0**, p.8).

Social enterprise is indirectly referred to, including in references to Anita Roddick's Ask an Expert session (**AR 05-6** p.12-13; **AR 07-8**, p.19); an event involving John Bird, Big Issue founder, (**AR 06-7**, p.16); sustainable business events (**AR 98-9**, p.26, 32) and a Resource Discovery Network initiative for sustainable business (**AR 00-1**, p.25).

Ideas of social enterprise may also be seen as having deeper, longer-standing relevance to the British Library. The proportion of expenditure earned by the Library's trading activities (between 20% and 28%) is discussed in **AR 85-6**, **AR 86-7**, **AR 90-1** and **AR 98-9**; some reports mention the Library's contracts with Remploy (**AR 91-2**, **AR 95-6**) and BookNet was launched in 1988-1989 (**AR 88-9**, p.23), as a self-funding organisation to coordinate book and serial disposals, with "Items left over... donated to UK charities for the benefit of third world countries" (**AR 89-0**, p.12).

4.2.1.4 An international perspective: British Library annual reports to CENL

In addition to the main British Library annual reports, the Library also reports on its activities to other organisations, such as the Conference of European National Librarians (CENL). **12** British Library reports are available from the CENL website (Conference of European National Librarians, 2013) covering the period from 1995-2012 (reports for several years are missing) and were analysed using the same content analysis criteria. The codes used to refer to these reports, the years they cover and the term frequency totals are shown in **Appendix 19**. These reports are considerably shorter with a mean length of **2038** words (to the nearest whole number) compared to a mean approximate length of over **24,000** words for the main Annual Reports.

Some reports directly refer readers to the Library's main annual reports (**CENL 06-7; CENL 07-8; CENL 10-1; CENL 11-2**) and the first report from Lynne Brindley's time as Chief Executive is a condensed version of the main Annual Report with a similar structure (**CENL 01-2**). However, there are some notable differences between these reports and the fuller versions: early CENL reports specifically state the size of the Library's acquisitions budget (**CENL 96-7; CENL 97-8; CENL 98-9; CENL 99-0**), perhaps as an assertion of the spending power of the British Library compared to other European national libraries. **CENL 99-0** (p.8) gives more detail about the role of the Library's Think Tank and Policy Unit, set up after the transfer of research funding to the Library and Information Commission, including some early conclusions such as encouraging the Library to move "away from 'collection first' to 'users first'". Most collaborative initiatives outlined either relate to international work or to coordination of research library projects in the UK. Only two CENL reports mention regional, cross-sectoral projects, including the development of the BIPC service model in a number of regional public libraries (**CENL 11-2**) and the Inspire pilot project, which was described in **CENL 01-2** (p.6) as aiming:

> "to create seamless access between public, national and higher education libraries, as well as special libraries and those in further education colleges and schools, and to build an effective interface to resources for learning with museums, galleries and archives."

The term frequencies also show a much smaller gap between the counts of words relating to 'collection' and those relating to digital, web or electronic technologies, which might partly suggest an intention to emphasise to an international audience the Library's role as a technological innovator.

4.2.2 Collection policy and process documentation

A highly heterogeneous selection of policy and process documents were provided to the researcher and the characteristics of **20** of these documents, including the codes used to refer to them, are summarised in **Appendix 20**. These documents provide useful contextual information about the British Library's approach to collection development and management, and to collection terminology. These documents also illustrate some of the issues affecting the library collection for social enterprise and can be broadly described as falling into three main categories:

- Documents relating to the review and refreshment of the British Library's Content Strategy (British Library, 2006), identified with the prefix **BL CS**-;
- Documents relating to the Business and IP Centre subject collection processes, identified with the prefix **BL BIPC**-;
- Documents relating to specific types of materials (datasets, electronic documents, official publications), identified with the prefix **BL PROC**-.

The documents also serve to demonstrate both the scale and complexity of the Library's collections, and the very wide range of processes which are required to develop and manage them.

4.2.2.1 Content strategy review documents

Created at an early stage in the content strategy refreshment exercise, **BL CS1** provides a brief outline of the remit for the review. In particular, this document highlights the need to:

- Express high level principles in a straightforward way;
- Focus on digital and on "connecting" people to digital content;
- Review the existing legislative framework for the Library's collection development and management activities ("BL Act, White Paper, and Legal Deposit Libraries Act");
- Determine the appropriate level of involvement in collaborative collection development ("e.g. UKRR").

BL CS2 also provides an early statement about the principles underlying the content strategy review, citing and commenting on principles from the existing content strategy. This includes expressing an intention to "focus on developing a content strategy rather than a traditional collection development strategy", emphasising a shift in terminology from talking about "collection" or "collections" to discussing "content". This document also identifies both researchers and business people as key audiences for the Library's content, and indicates in two comments the importance of identifying priority areas for further content development. A later overarching statement about the role of the revised content strategy is set out in **BL CS3**, a single PowerPoint slide articulating a vision for the Library's content in 2015. This sets out the following core principles:

- reflecting "the responsibility of the UK's national library to the nation's current and future generations" by:
    - collecting by legal deposit, central to "all content activity";
    - collecting by "digital legal deposit..., including the UK web domain";
    - investing in "primary research materials";
- demonstrating responsiveness to "the research priorities of the Library's users" by:
    - considering UK researcher priorities when making decisions about content;
    - presenting content by subject;
    - collecting "digital as the format of choice".

BL CS4 and **BL CS6** are template documents which give some indication of how the content strategy review – and particularly the process of prioritising subject areas for collection – has been carried out in practice. **BL CS4** provides a suggested framework for describing each of the three discipline areas of Arts and Humanities, Social Science, and Science, Technology and Medicine. In this document, the importance of the shift from format-led to subject-driven collecting is emphasised, treated immediately after the initial core statement of the 5 strategic priorities from the Library's *2020 Vision* document (British Library, 2010a). The template then requires analysis of the current external environment for the discipline, the current internal situation of the discipline within the British Library ("collecting and connecting"), including prioritisation of different subject areas, and anticipated changes in the external environment up to 2020. This analysis is to be used as the basis for describing the "strategic choices available to [the] BL for your discipline".

BL CS5 is a final draft of a completed version of **BL CS4** for the discipline of Social Science. This is the discipline which includes Business and Management, the subject area which has been most closely associated with social enterprise content. **BL CS5** highlights the complexity of subject inter-relationships within the British Library. For example, the Social Science discipline also manages content from America and Australasia, which includes materials relevant to all subjects and especially Area Studies for those regions. The draft discusses approaches to collecting and connecting users to Social Science content and highlights 5 main challenges for the discipline:

- "Changing levels and nature of demand";
- "Increasing volume and variety of content (Supply)";
- "The ongoing shift to digital publishing" – including issues surrounding opening up access to research and public sector data;
- "Finding and using our content";

- "Cuts in funding and provision".

Possible responses to these challenges are outlined. The draft document discusses subject priorities within the discipline, including subjects which may be seen as lower priority areas for collection development, as well as identifying a role for Social Science in collecting for "inter-disciplinary themes". It emphasises a continuing focus on supporting "the research needs of UK researchers engaged in academic, commercial and public service research". Suggestions are made for ways of obtaining improved management information about the collection, including "collecting data about failed searches on our catalogue", and the importance of written selection policies to mitigate the possible negative impact of staff departures on levels of knowledge about the collection. Specific potential barriers to the implementation of the strategy include:

- The difficulty of licensing digital content for remote access;
- A lack of management information;
- Issues with workflows and tools for dealing with digital – especially to support the introduction of e-legal deposit.

BL CS6 provides a template for outlining content considerations for each subject. It is largely based around a series of questions, focusing on:

- Audience / users;
- Size and scale of subject research activity in the UK;
- Content;
- Content strategy.

The emphasis in this template is on combining subject area expertise with data from management information relating to the Library's collections.

BL CS7 is the final published version of the British Library's content strategy (British Library, 2013b). This articulates the Library's role as being to "build, curate and preserve the UK's national collection of published, written and digital content". It defines the role of the Content Strategy in terms of selection:

> "A content strategy describes why a library selects what it selects and it sets out the principles which will inform selection in future. The present Content Strategy is the framework which guides the Library's acquisition streams – Legal Deposit, purchased acquisitions, voluntary deposit (for example of sound recordings), donation and exchange."

The strategy makes the distinction between collecting and "'connecting' activity, linking to content it does not intend to hold within its own storage facilities". The strategy describes a shift towards discipline and subject-based collecting and connecting, based on academic users' understandings of content, arguing that this approach is also likely to be understood by nonacademic user groups. This appears to represent quite a considerable shift in the Library's focus, particularly as it represents a move away from the idea of aiming for comprehensiveness, in favour of the concept of coherence:

> "We will aim for coherence within the disciplines, recognising that a comprehensive approach is neither financially sustainable nor appropriate for our users' needs."

This concept of "coherence" is not fully defined. However, it seems to represent ongoing development of ideas about how to describe the aim of the British Library's collection. **BL CS2** suggests that comprehensiveness is not possible, but that "distinctiveness" could be an alternative aim. **BL CS6** describes the role of acquisitions by purchase in developing "a consistent collection".

BL CS7 outlines four criteria for identifying subject priorities:

- "The Library can offer particularly rich content and services for the researcher,"
- "There is strong researcher demand for content in the subject,"
- "The subject is a priority of UK research funders,"
- "The researcher is under-served by other providers"

Other elements of this strategy include describing the importance of supporting interdisciplinary study; applying format expertise across subject areas; encouraging user community involvement in adding value to content, and increasingly prioritising digital over print content. The importance of facilitating greater access to library content is emphasised. However, although open access is mentioned, this is only to note that it has been the subject of "a great deal of debate".

4.2.2.2 BIPC subjects

Documents **BL BIPC1**-**BL BIPC5** describe practical aspects of particular processes relating to collection development and management for subjects covered by the BIPC.

Legal Deposit

All 5 documents mention Legal Deposit, emphasising the centrality of the Legal Deposit privilege to all aspects of the development and management of the British Library collections, even if Legal Deposit material is being specifically excluded from a collection. For example, both **BL BIPC1** and **BL BIPC2** describe collections developed by purchases, rather than through Legal Deposit; **BL BIPC2** (a document describing the business collection) explains that "we believe that items in this collection will be heavily used and we do not want to place LD collection items at risk". In contrast, **BL BIPC3** describes the Intellectual Property reference collection "built primarily by the selection of monographs and serials received through Legal

Deposit. Some supplementary material may be purchased". **BL BIPC4** also highlights some of the ambiguities of Legal Deposit legislation and its possible interpretations: "Our understanding is that company annual reports do not fall within the strict definition of Legal Deposit, however many companies deposit their reports with the British Library and these are accepted into the collection."

BL BIPC5 describes the reluctance of some business information publishers to deposit and the need to place embargoes on some content in order to address publishers' concerns. It also outlines the dramatic impact of the shift from print to digital publication on the material received through legal deposit – "the output of many publishers has moved entirely beyond our reach" – and describes the introduction of non-print legal deposit as the "biggest opportunity on our horizon".

Practical vs theoretical works; active vs passive collecting

Both **BL BIPC1** (for the Small Business Help collection) and **BL BIPC2** (for the Business collection) describe a contrast between practical and theoretical works, with an emphasis on collecting practical texts, rather than more theoretical content. To a lesser extent this contrast is also evident in **BL BIPC3**, where the emphasis is again placed on practical works, along with expert and scholarly studies, but in which "very 'scientific'" texts are excluded. The subject analysis document for business information (**BL BIPC5**) defines business information as materials of "practical use to those needing information to start up or to run businesses in the UK ". More theoretical works are not discussed in this document, although the potential future research value of such practical publications is noted: "Business information content assumes a significant research value as it ages".

BL BIPC4 (a collection policy for Company Annual Reports) outlines an interesting contrast between "Active collecting", exemplified by approaching FTSE 100 companies to request copies of company annual reports, and "Passive collecting", where material is received either by Legal Deposit or because of companies' previous experiences of providing these reports. **BL BIPC5** also refers to "actively collected" material – but passive collecting is not mentioned.

Approaches to selection

All **5** documents also outline the scope of material for inclusion. **BL BIPC1**, **BL BIPC2** and **BL BIPC3** detail material types to include or exclude. **BL BIPC2** provides examples of materials which would or would not be relevant to the collection, emphasising that "The crucial thing is content". **BL BIPC1** refers to two blogs to aid in identifying possible acquisitions and includes an example of a completed order form. **BL BIPC4** also describes using the web archiving process to request archived copies of FTSE 100 websites, effectively providing an alternative mechanism for capturing annual reports.

BL BIPC5 provides a more strategic perspective on the Business Information subject area, which it succinctly summarises as "three streams of content covering

- Companies (**who** is in business/trading)
- Products (**what** are they making/selling)
- Markets (**why** is it selling/**where** is it selling)"

Processes and problems

These documents outline in detail the processes involved in selecting relevant material, as well as highlighting possible problems. **BL BIPC1**, **BL BIPC 2**, **BL BIPC3** and **BL BIPC4** all provide detailed advice on the day-to-day processes of selection and collection management. Guidance on exclusions are supported by examples, which often seem to be so specific as to imply that they have been encountered as problems in the past ("we will not select very popular 'would you believe it!' or child oriented publications" (**BL BIPC3**)).

BL BIPC2 and **BL BIPC3** describe a selection process based on reviewing the weekly BNB (British National Bibliography), and **BL BIPC2** describes claims for Legal Deposit material which are not fulfilled. **BL BIPC4** provides a useful brief history of the collection of annual reports, highlighting prior (and potentially ongoing) double-collecting between the General Reference Collection and the Business Information Service / BIPC, with printed company annual reports being recorded on a separate union catalogue. **BL BIPC4** describes the need to deaccession one copy in case of duplication, either immediately (for non-FTSE 100 companies) or once it is no longer current, whilst retaining the Legal Deposit copy.

BL BIPC5 describes the challenges of moving from print to electronic resource subscriptions, observing: "Licensing issues... have prevented us from turning existing hard copy journal and directory subscriptions into e-subscriptions." It also identifies the particular challenge presented by more dynamic business information resources, which contain regularly updated data brought together to create a custom-built output for the individual user. **BL BIPC5** also suggests the limitations of management information currently available to inform collection decision-making, describing a sample of download data from BIPC Reading Room e-resources as:

> "a rare instance where we capture data on readers who are actively using resources in the BIP reading room and so (with a variety of caveats) it is a uniquely useful record of our actual user base".

4.2.2.3 Processes for specific types of material

Datasets

BL PROC1 begins with explanation of the rationale for setting selection criteria for datasets. A useful decision chart / flow diagram shows decision points and outcomes during the selection process – this is the only document amongst those collected which provides a diagrammatic representation of collection processes. Detailed links are provided to sources for identifying data resources, both in the main text of the selection guide and as an appendix. Guidance for assessing the relevance and appropriateness of data resources includes descriptions of 5 main sets of criteria:

- scope assessment (subject, audience, language, content type, and out of scope material);
- quality assessment (completeness, ownership, stability and standards);
- access assessment;
- uniqueness assessment;
- provision method (aggregating model / metadata harvesting).

Interdependencies (for example, potential overlaps with Social Science subject areas) are discussed and a process for reviewing the selection criteria is outlined. 4 outstanding issues, phrased as questions, are included at the end of the document and "will be explored as we progress the work". Appendices include listings of 44 subjects, which are in scope, with more detailed scope notes on individual topics, as well as descriptions of types of data which are in scope and out of scope. Criteria matrices provide further definitions and describe test selections.

Official Publications

BL PROC2 outlines conditions for considering donations of official papers, beginning by describing exclusions and out of scope materials. It describes local government publications for inclusion, as well as those excluded from the collection, stating the British Library's "primary responsibility for collecting [these] publications from England and Northern Ireland". The relevant practical procedures for considering donations are also described.

BL PROC3 and **BL PROC5** both discuss approaches to reviewing Official Publications subscriptions with the intention of making cancellations. Criteria are set out for considering overseas Official Publications serials for cancellation, including the implementation of web archiving programmes in the relevant countries. Both also describe collaborative collection development arrangements which may prevent the Library from cancelling particular serials.

BL PROC2 also mentions the collaborative collection management initiative UKRR (UK Research Reserve) in relation to managing donations.

BL PROC8 describes three levels of collecting activity for official publications from different countries: "comprehensively for the UK"; "liberally for the US and EU"; "selectively" for other countries. These suggest three quite different intensities of collection, but all could potentially contribute to the development of "coherent" collections described by the content strategy (**BL CS7**).

Digital documents

BL PROC4 describes types of digital versions of Official Publications which could be included in (ingested into) the Library's digital content management system (DLS). Format considerations are very significant: PDF, Word or Excel documents, or documents in RTF or TXT format are suitable for ingestion, but not HTML web pages (which could instead be considered by the web archiving programme). No clear preference is expressed for either digital or paper copies of these documents: "both print and electronic versions may be taken".

Detailed subject and format listings

BL PROC6 and **BL PROC7** both provide detailed lists of subject headings covered by the Social Science collections, together with explanatory notes. **BL PROC6** lists **58** subjects and **BL PROC7** lists **158** subjects. **BL PROC7** also provides a detailed list of publication types for consideration in the selection process (**32** types), as does **BL PROC8** (**31** types). **BL PROC7** also sets out **4** broad purposes for the materials held on the open shelves in the Reading Room, including "For current awareness" and "To encourage serendipity". This document also describes selection from the Legal Deposit intake, as well as identifying boundaries between adjacent disciplines for **8** subjects, such as health (medicine is part of Science, Technology and Medicine, whilst materials about the NHS are treated as part of Social Science).

4.2.3 Analysis of British Library documentation: conclusions

The Annual Reports, content strategy review and operational process documentation provide very different perspectives on the British Library's collection. The Annual Reports are clearly aimed at an external audience, discussing big projects and providing an account of the development of the Library over forty years. The public relations function of the Annual Reports means that they cannot be assumed to give a full picture of the Library's development and services over that time; there are few candid descriptions of controversial projects or less successful services. However, repeated mention of a project or service over a number of years (the British Library website; the BIPC) seems to imply success; other services or projects may be mentioned very positively in one or two reports but not mentioned at all in later years (Fathom.com, or the British Library's Think Tank and Policy Unit). This may imply that these projects were less successful.

The CENL reports focus on the Library's distinctive strengths in an international context, including in early reports the scale of the acquisitions budget and, later, the use of innovative technology to manage collections and to deliver services. These contrast with the rich detail of day-to-day processes related to the collection, described in the process documentation. These documents suggest some of the ways in which collection is conceptualised by people involved in the operational activities of collection development and management, reflecting day-to-day decision-making or possible problems. Such documentation from across the organisation might usefully be analysed on a larger scale, to identify areas of best practice or notable differences.

The content strategy review documentation focuses on staff understanding of issues affecting user groups and needs, as well as illustrating the importance of gathering management information for subject areas within the collection. The recently published content strategy sets out high level principles for collecting and connecting activity by the Library over the next two years, and introduces the idea of "coherence" as opposed to "comprehensiveness" in the Library's collections.

4.3 Characteristics of the library collection for social enterprise: catalogue searches, item usage and the UK Web Archive

4.3.1 Catalogue searching

The British Library catalogue was searched for terms relating to social enterprise, community enterprise and social entrepreneurship. The initial searches took place between 2 June 2011 and 14 June 2011. Both the existing Integrated Catalogue and the newly introduced Primo resource discovery system were searched. Primo searches located individual journal articles, as well as monographs and serial titles – in these cases, numbers of journal articles were recorded separately, but were not included in the total count of individual items. These searches were used both to identify relevant items and to explore the effectiveness of different search terms. The search terms used, interfaces searched and the numbers of results retrieved are shown in **Table 4.3.1a**.

Table 4.3.1a: Initial British Library catalogue searches: Integrated catalogue and Primo

Interface	Search field	Search term	Phrase search	No. results	No. articles
Integrated catalogue	Words anywhere	Social enterprise	Yes	106	
Integrated catalogue	Words anywhere	Social enterprise*	Yes	136	
Integrated catalogue	Words anywhere	Community entrepreneur*	Yes	5	
Integrated catalogue	Words anywhere	Community enterprise*	Yes	101	
Integrated catalogue	Words anywhere	Social entrepreneur*	Yes	126	
Integrated catalogue	Title	Social enterprise*	Yes	115	
Integrated catalogue	Title	Community entrepreneur*	Yes	4	
Primo	All content	Social enterprise	Yes	342	231
Primo	All content	Social enterprises	Yes	177	130
Primo	All content	Community entrepreneurs	Yes	5	3
Primo	All content	Social entrepreneur	Yes	56	43
Primo	All content	Community enterprise		102	23
Primo	All content	Community enterprises		44	15
Primo	All content	Social entrepreneurs		104	86
Primo	All content	Social entrepreneurship		350	243

From these searches, **344** unique titles were identified. **4** other titles were also added from the bibliography prepared by Walker (2010). Issues identified relating to apparent duplicate records, or inaccuracies in individual catalogue records, as well as general comments relating to the implementation of Primo, were reported to the British Library using online feedback forms.

204 out of 348 items (58.6%) had ISBNs, indicating that they were formally published monographs. **21** items (6.0%) had ISSNs, indicating that they were formally published serial publications. However, a sizeable minority of items – **123** out of 348 (35.3%) – had no ISBN or ISSN, suggesting that these were more informal publications. Broad categories of publications are summarised in **Table 4.3.1b**.

Tables 4.3.1b: Broad categories of material.

Type of material	Number of titles	Percent of total results
AV	2	0.57%
Chapter (search term identified in chapter heading)	11	3.16%
Conference proceedings	5	1.43%
Digital suppressed record	1	0.29%
Journal	28	8.05%
House of Commons Bill	1	0.29%
Map	1	0.29%
Management and Business Studies portal publication	16 (includes 2 official publications)	4.60%
General monographs	184	52.87%
Official publications	33 (includes 2 only available via MBS portal)	9.48%
Working / research papers; reports	54	15.52%
PhD	8 (includes 7 via Ethos)	2.30%
Reference (directory, almanac, handbook)	4	1.15%
UK Web Archive	1	0.29%
Unknown	1	0.29%

The international scope of the collection was illustrated by the identification of titles published in **15** countries. The countries in which materials were published are shown in **Table 4.3.1c**.

Table 4.3.1c: Countries of publication.

Country of publication	Number of titles	Percent of total results
Australia	1	0.29%
Canada	6	1.72%
Denmark	1	0.29%
England	176	50.57%
Finland	1	0.29%
France	5	1.44%
Ireland	9	2.59%
Italy	2	0.57%
Netherlands	1	0.29%
Phillippines	1	0.29%
Scotland	22	6.32%
South Africa	1	0.29%
Switzerland	1	0.29%
United States	42	12.07%
Wales	13	3.74%
Unknown	66	18.97%

These numbers show that most titles identified were published in England (**176**, 50.57%), with the United States as the second most frequently identified country (**42**, 12.07%). All **9** results from Ireland were from publishers based in the Republic, rather than from Northern Ireland, possibly illustrating the continuing successful legal deposit collection of material published in the Republic of Ireland, but also suggesting a possible gap in the coverage of Northern Irish material.

Figure 4.3.1 illustrates the dates of publication of individual titles against the number of relevant titles from that year. This chart excludes **45** titles where the date of publication was uncertain or which covered a range of years. It also includes **22** titles which have been counted twice, having been retrieved using two different search terms. These duplicates were located using the following search terms:

- social enterprise and social entrepreneurship: **19** duplicate results
- community enterprise and social entrepreneurship: **2** duplicate results
- community enterprise and social enterprise: **1** duplicate result

Although this chart appears to show a clear trend of increased publications over recent years, it is interesting to note outlying results from the 1960s which include social enterprise search terms. The chart provides an indicative illustration of the Library's holdings. However, retrieval and cataloguing systems have changed significantly over the time shown here and further relevant titles from earlier years may not have been retrieved in these searches.

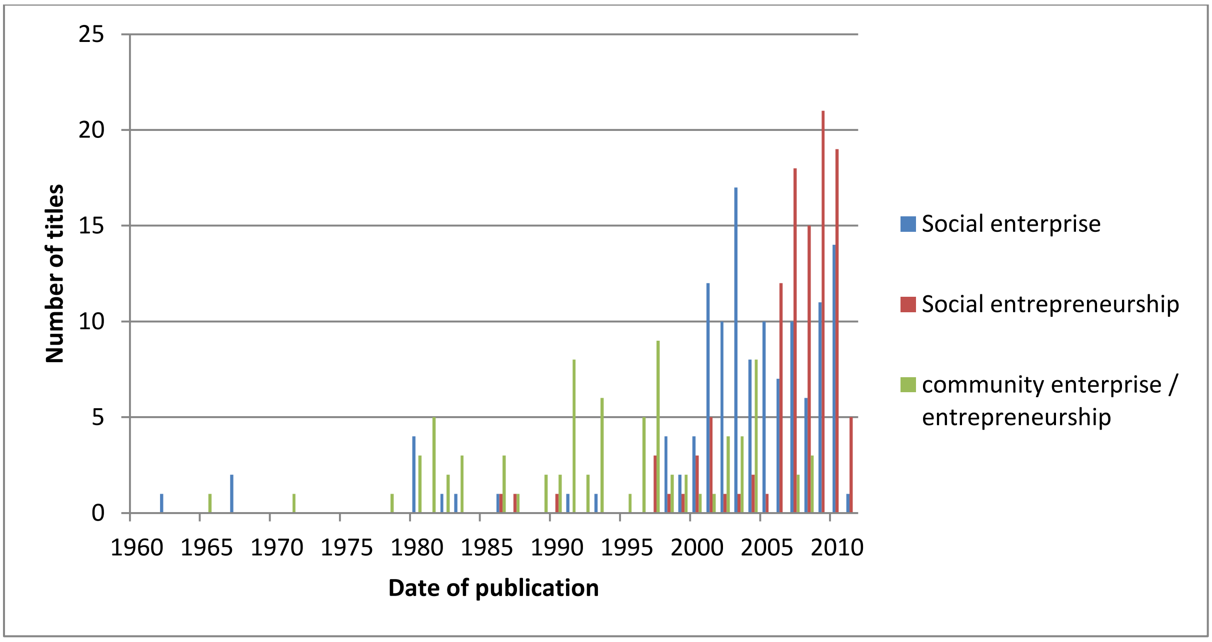


Figure 4.3.1: Strand 1 titles by search term and publication date

199 additional titles located in the Strand 2 searches were subsequently located in the British Library catalogue, using known item searching. The second round of searches took place solely on Primo. These searches were carried out between 9 December 2011 and 9 January 2012. The results of this second round of searches were shared with the British Library and an Excel workbook containing the details of **103** items, out of 202 which were found in Strand 2 but not located in the British Library's catalogue, was provided to the British Library. These **103** items all had ISBNs or ISSNs; **96** items which lacked ISBNs or ISSNs were excluded, as were **3** items which did have ISBNs but which were in a format (1 DVD, 1 CD-ROM and one audio book) less likely to be collected by the Library. The **103** items described to the British Library are summarised in **Table 4.3.1b.**

Table 4.3.1b: Characteristics of 103 titles located in Strand 2 and not located in the British Library catalogue

Item type	**Number not located**	**Comments**
Monographs	63	Included e-books and non-English language titles
Official publications	37	Versions may be available, but were not found in the Primo searches
Special issues of journals	3	Likely to be included in the main run of journals, but catalogued by other libraries as monographs

4.3.2 Reading Room requests

The shelfmark information for the titles identified from the first series of searches on the British Library catalogue was combined with the details of the **199** additional titles initially located in Strand 2 and subsequently identified in the second series of British Library catalogue searches to create an indicative list of items held by the Library. No additional process of selection was applied at this stage, meaning that potentially irrelevant titles, which had been retrieved during the Strand 2 catalogue searches of other libraries, were included. The list included multiple copies of some titles and contained shelfmark information for **818** individual items, including **778** unique shelfmarks. A small number of shelfmarks (**26**) were duplicated across multiple items. In some cases this reflected open shelf display locations ("SPIS Journals Display"), materials in multiple formats or obsolete shelf marks. In other cases this reflected duplication of shelfmark information in catalogue records or unintentional researcher duplication of search terms. Only **71** of the 818 items (8.68%) were identified as being on open shelves in St Pancras Reading Rooms, meaning that the majority of items would have had to be requested via the ABRS system in order to be used in the Reading Rooms. **30** of the 818 item shelfmarks referred to Official Publications from UK central government, devolved administrations, local government, the EU or the UN.

The list was used for acquiring Reading Room usage data. The list was submitted to a member of the Electronic Services / Reader Systems Support team, who provided usage statistics for each of these items between 1997 and October 2012. **450** items out of 818 (55%) had no recorded Reading Room usage during this time. Usage had been recorded for items with **363** unique shelfmarks. In total, **1948** Reading Room requests were recorded for these items. **323** items out of 363 (89%) had been requested less than 10 times. The ten most requested items are shown in **Table 4.3.2** and includes two different copies of the same title (Naomi Klein's *No Logo*), which accounted for **259** uses in total.

Table 4.3.2: Ten most requested items

Item details	**Total number of requests 1997-2012**
Klein, N. (2000). *No logo : no space, no choice, no jobs taking aim at the brand bullies*. London: Flamingo.	159
Williamson, T. (1995). *Polite landscapes: gardens and society in eighteenth-century England*. Stroud: Alan Sutton.	110
Klein, N. (2000). *No logo : no space, no choice, no jobs*. London: Flamingo.	100
National Council for Voluntary Organisations (2008). *The UK civil society almanac*. London: NCVO.	37
Ritzer (2000). *The McDonaldization of society*. London: Pine Forge Press.	35
International journal of social economics	34
Saxenian, A. (1994). *Regional advantage : culture and competition in Silicon Valley and Route 128*. Cambridge, Mass.: Harvard University Press.	30
Steffen, A. (ed.) (2006). *Worldchanging : a user's guide for the 21st century*. New York: Abrams.	28
Briggs, A. (2001*). Michael Young : social entrepreneur*. Basingstoke: Palgrave.	26
Usunier, Jean-Claude (1996). *Marketing across cultures*. London: Prentice Hall.	26

These figures suggest the different ways in which the British Library's collections are used: some of these texts may be being requested for general use or for serious research. The list includes a journal, a biography and a reference work / directory and none of these most requested titles are older than 19 years. Use of some texts may be accounted for by a small number of users (or even a single user consulting the text multiple times); others may be being used by multiple users.

Total item requests by year are shown in **Figure 4.3.2a**. Item requests appear to have peaked at **287** in 2009, comprised of requests for **84** distinct titles (excluding multiple copies and different editions).

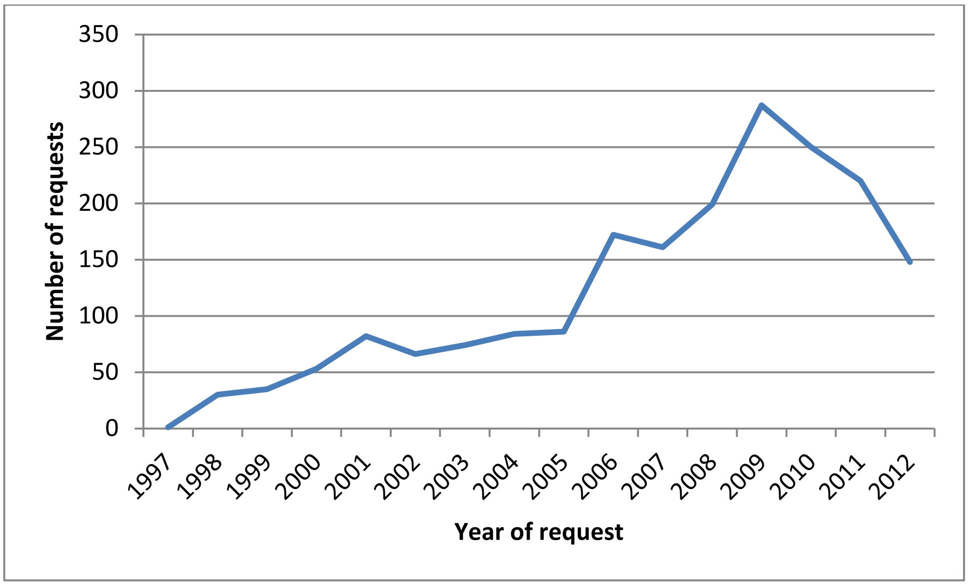


Figure 4.3.2a: Total number of item requests by year

For comparison, numbers of distinct titles requested by year were also charted (**Figure 4.3.2b**). The number of distinct titles requested peaked in 2011, when **106** distinct titles (excluding multiple copies and different editions) were requested.

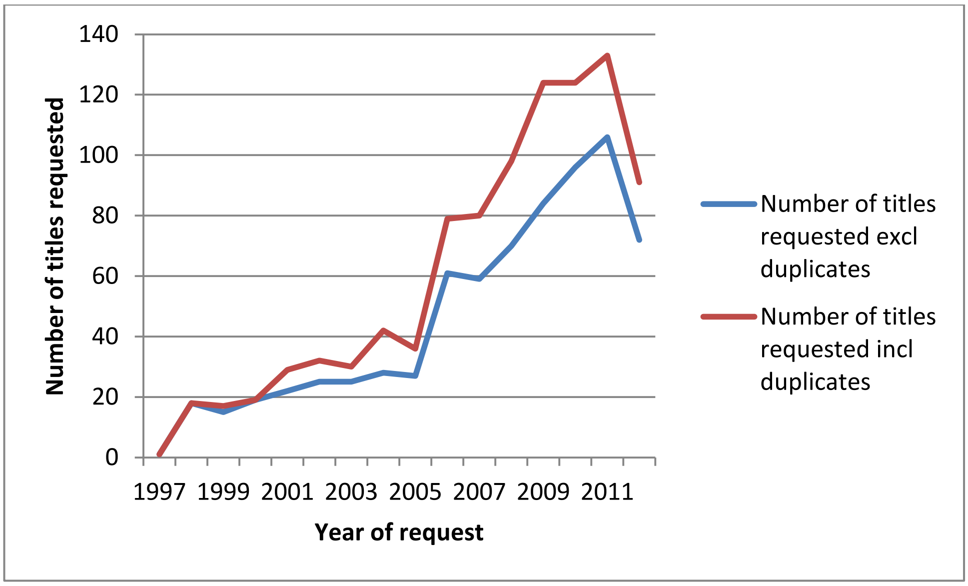


Figure 4.3.2b: Numbers of titles requested by year

A final comparison was made between numbers of distinct titles requested by year (excluding duplicates) and the numbers of titles held by the British Library by their year of publication (**Figure 4.3.2c**). Numbers of titles published peaked in 2010; however, this might reflect the fact that these data were mainly collected in June 2011, whereas the Reading Room request data were supplied in October 2012. Similar patterns appear to emerge in both the publication years and the number of requests, although the publication pattern appears to be more uneven, whilst numbers of requests display a sharper rise after 2005. One tentatively suggested possibility is that this might partly reflect the impact of the creation of a dedicated Business and Intellectual Property Centre in the British Library in 2006.

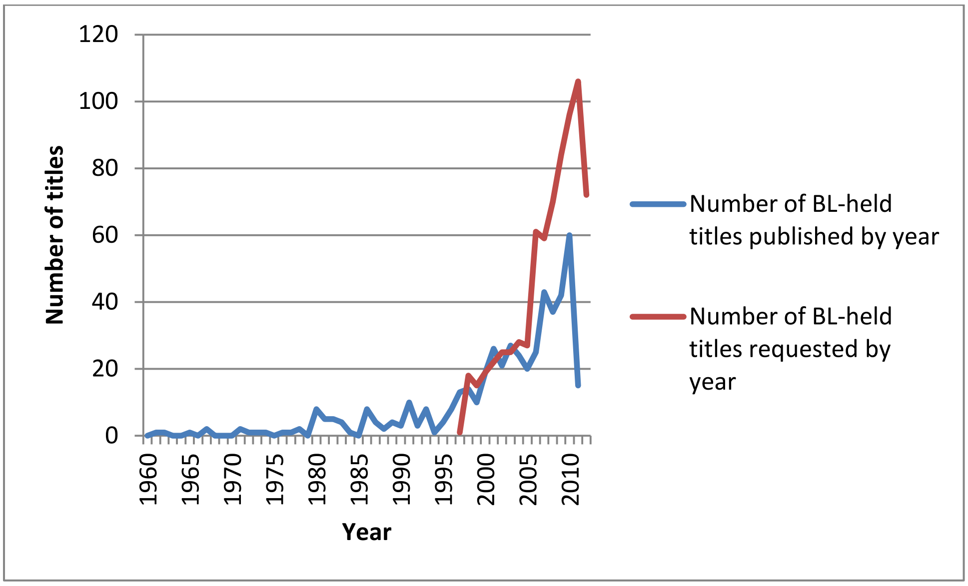


Figure 4.3.2c: Numbers of British Library-held titles by year of publication and by year of request

4.3.3 Reading Room usage of electronic resources

Figures for the number of document views from an electronic resource (**Resource A**) available in the BIPC Reading Room were supplied, covering a period from May 2009 to June 2013. The resource had **100582** document views in total during this period. One document relating to social enterprise was the 23rd most frequently viewed item (**506** views) over this time. **Table 4.3.3a** compares the total number of views of documents potentially related to social enterprise (featuring words such as "social enterprise", "co-operative" in their titles, or related

Table 4.3.3a: Resource A: document views May 2009-June 2013.

	Social enterprise and related topics	**Library and information topics**	**London topics**	**Totals for all viewed documents**
Number of documents	10	5	5	1675
Number of document views	1645	306	2159	100582
Mean number of views per documents	164.5	61.2	431.8	60.05
Percentage of total document views	1.64%	0.30%	2.15%	100%

topics such as “fair trade”, non-profits, or charities) with the number of views of two other subsets of documents – one relating to libraries and information services and one relating specifically to London.

The **10** documents identified as being relevant to social enterprise account for only 0.60% of the total number of documents which were viewed between May 2009 and June 2013. However, they account for 1.64% of the total number of document views over that time. The mean number of views for each document identified as relevant to social enterprise is also higher than the overall mean – 2.74 times greater than the mean number of views for all viewed documents. The documents on library and information topics and about London account for 0.30% of the total number of viewed documents; the number of views of documents on library and information is in line with this (also 0.30%), whereas the number of views of documents relating to London is significantly higher (2.15%, seven times greater). This perhaps reflects the observation made in **BL BIPC5**:

> “in absence of remote access to vast majority of our content, a major determinant in make-up of each of the BL audiences described above is (and will continue to be) how easy it is for them to reach our central London site”

The greater ease of access to London site may also add to the demand for information relating to London.

Resource B does not include documents specifically focused on social enterprise. However, **3** potentially relevant documents were identified, including two on environmental topics and one relating to finance-raising for charities. Usage figures for this resource were available from May 2012 to May 2013.

Table 4.3.3b: Resource B: document views May 2012-May 2013.

	Environmental and charity finance topics	**Totals for all documents**
Number of documents	3	537
Number of times accessed	1264	86256
Mean number of times accessed	421.33	160.63
Percentage of total document access numbers	1.47%	100%

The **3** documents relating to environmental and charity topics represent 0.56% of the total number of documents accessed between May 2012 and May 2013, although they account for 1.47% of the total access figures.

This presents a complicated picture of the usage of e-resource documents relating to social enterprise. In absolute terms, both the number of documents viewed or accessed and the number of times they were viewed or accessed are low. However, relative to the mean number of views of documents accessed from **Resource A** (and to another sub-set of documents offered by the resource, relating to library and information services), views of these documents on social enterprise and related topics are higher than might be expected. Similarly, the **3** environmental / charity documents provided by **Resource B** documents appeared to be accessed more frequently than might be expected on the basis of their number alone.

4.3.4 UK Web Archive searches

The UK Web Archive is a permissions-based archive of UK websites, managed by the British Library. It was first launched in 2004 and has been archiving websites and making the archived instances freely accessible via the web since then (British Library, 2013e). As of 8 August 2013, the archive held 20.13 terabytes of data (British Library, 2013d).

The Web Archive was searched in August 2013, using ten terms used in the Strand 1 and Strand 2 catalogue searches. However, searches for plural versions of terms (such as “social enterprises”) returned the same number of results as searches for related singular terms (such as “social enterprise”). This suggests that some automatic truncation searching may have been applied, although this is not explicitly stated on the site. Numbers of search results for each term are show in **Appendix 21**. In absolute terms, numbers of results for all terms increased between 2004 and the first eight months of 2013, with numbers of results for “social enterprise” increasing by over 120 times. Searches were also performed to obtain total numbers of search results for the whole archive for each individual year from 2004 to 2013 (eg a search for “2004” using time limits of 1 January 2004 – 31 December 2004). Numbers of total results also increased between 2004 and the first eight months of 2013 by over 15 times.

These figures also enable the calculation of the annual percentages of total search results represented by social enterprise related results. These results are shown in **Figure 4.3.4**.

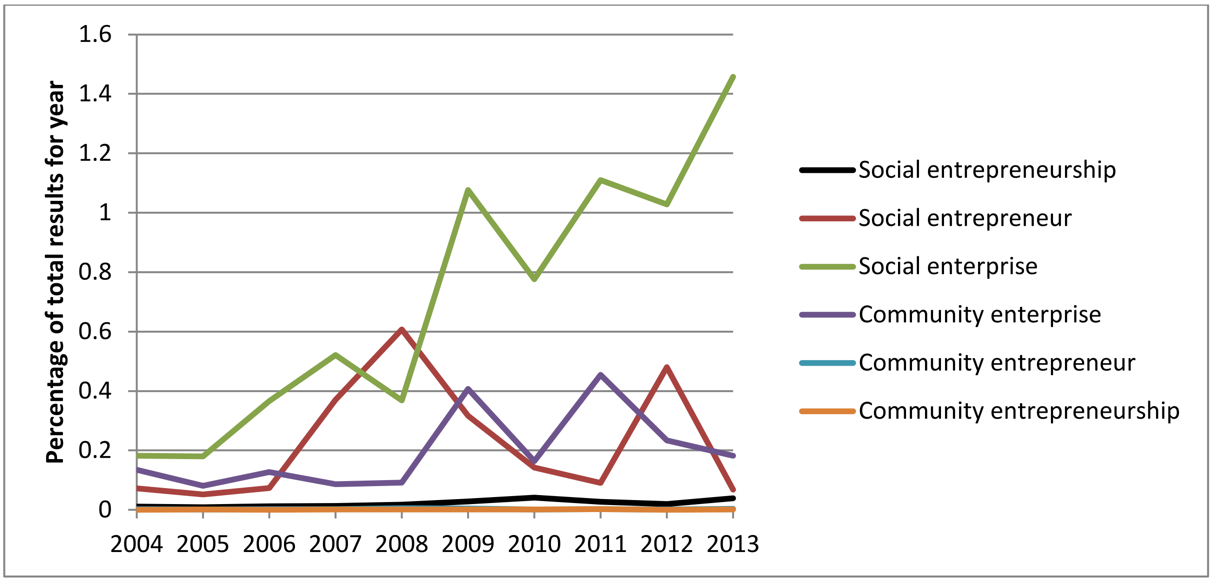


Figure 4.3.4: Level of search results for social enterprise and related terms, by year, as a percentage of total search results for each year. "Community entrepreneur" is largely hidden behind "community entrepreneurship", with values close to 0% throughout all years.

Although in absolute terms all numbers of search results increased between 2004 and the first eight months of 2013, only search results for "social enterprise" since 2009 appear to account for more than 1% of the total search results. This percentage fell below 1% in 2010 and peaked at 1.46% in the data available for the first eight months of 2013. In 2013, the search results for all other search terms form similar percentages of the total number of search results to their original levels in 2004. This is despite earlier peaks in the levels of search results for both the terms "social entrepreneur" and "community enterprise".

4.3.5 Characteristics of the British Library collection for social enterprise: conclusions

The British Library's collection for social enterprise, defined quite narrowly in catalogue searches for terms such as "social enterprise" but not "cooperatives" or "mutuals" is small, as may be expected for a relatively new field. Outlying results were located from as early as the 1960s, whilst other relevant material may not have been located because of retrieval and cataloguing issues. Although 202 items subsequently located in Strand 2 catalogue searches were not identified in the British Library catalogue, the 818 items identified in the Library's collection is the largest set of material from any of the catalogues searched. This suggests that the Library achieves its aim of strong collections, although not a collection without gaps. These materials are not heavily used, with over half the items identified having not been requested in the Reading Rooms between 1997 and 2012.

Usage data for two electronic resources in the BIPC Reading Room also suggests relatively low levels of use of material relevant to social enterprise, as reflected by numbers of views of documents on this and related topics from two e-resources. The level of UK Web Archive search results for “social enterprise” and related terms also form a very small proportion of the archive’s total search results, with only social enterprise terms showing a consistent upward trend.

4.4 Services to remote users

4.4.1 Document Supply Centre journal article requests

A list of **70** journal titles which included articles relevant to social enterprise was compiled. This included titles located in the British Library catalogue searches and titles of journals from which articles were located in the British Library Primo searches. Statistics about the level of demand for articles from these titles between 2005-2009 and in 2010 were provided by the Document Supply Centre in August 2011. Duplicate entries were identified for **16** titles and were only recorded once in the data tables, in order to avoid double-counting, and **5** titles were found not to be held in the Document Supply Centre, meaning that data were supplied for **49** journal titles.

Articles from all 49 journals had been requested at some point between 2005-2010. Articles from **47** journals were requested between 2005-2009 (**12442** requests in total) and articles from **46** journals were requested in 2010 (**1761** requests in total). The **5** journals from which articles were not requested between 2005-2009 or in 2010 are shown in **Table 4.4.1a**.

Table 4.4.1a: Journals with no requests 2005-2009, or in 2010

Journals not requested 2005-2009	Journals not requested 2010
Critical Policy Studies	Alliance
Journal of Global Responsibility	Research Paper Series / International Centre for Corporate Social Responsibility
	Voluntary Voice

The titles identified covered a range of different fields, including business, economics, health and social work, reflecting the nature of interdisciplinary and cross-disciplinary interest in the field of social enterprise. More than 100 article requests were received for **33** out of 49 journal titles (67.3%) between 2005-2010. The 10 journals with the highest numbers of article requests are shown in **Table 4.4.1b**.

Table 4.4.1b: Ten most requested journal titles 2005-2010

Journal title	Number of requests
Journal of Business Ethics	1709
British Journal of Community Nursing	1418
Journal of Business Venturing	657
Health Service Journal	650
International Small Business Journal	614
Community Practitioner	538
Nonprofit and Voluntary Sector Quarterly	484
Industry and Higher Education	470
Journal of Small Business and Enterprise Development	465
International Journal of Public Administration	464

However, there appears to be a downward trend overall in total numbers of requests for articles from this subset of 49 journals, declining from a high point of **3156** requests in 2005 to **1761** requests in 2010, 55.8% of the 2005 figure (**Figure 4.4.1a**).

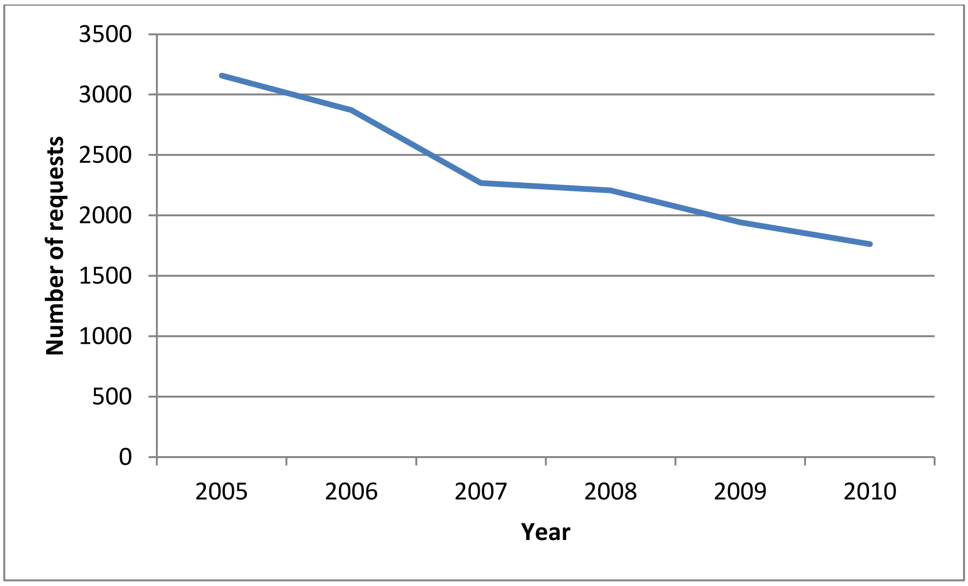


Figure 4.4.1a: Number of article requests by year 2005-2010

Data for 2005-2009 included details of the sector from which each request originated and the breakdown by sector is shown in **Figure 4.4.1b**.

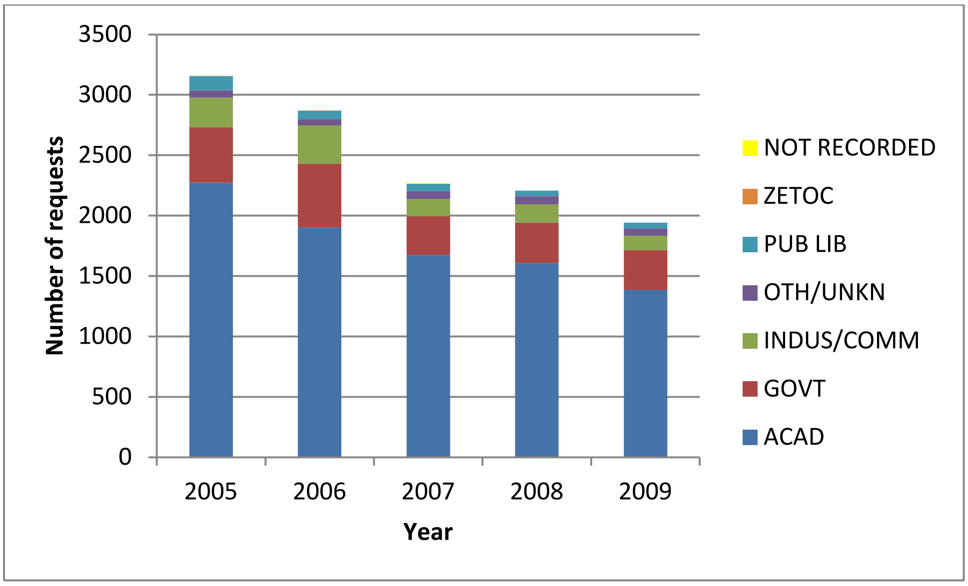


Figure 4.4.1b: Number of requests per year by sector

Requests have fallen from all sectors. In 2009, public library requests were **41.38%** the level of 2005, industrial and commercial requests were **48.98%** those of 2005, academic library requests were **61.02%** those of 2005, government requests were **71.40%** those of 2005 and other / unknown requests were **96.77%** those of 2005.

Only **9** journals showed a net increase in numbers of requests between 2005 and 2010. For **4** of these journals (*Journal of Enterprising Communities*, *Journal of Global Responsibility*, *Journal of World Business*, *Policy and Society*) the increase between numbers of requests in 2005 and in 2010 was **6** or less. The pattern of the increasing numbers of requests for articles from the other **5** journals, where requests increased by **14** or more between 2005 and 2010, is shown in **Figure 4.4.1c**. Of the 5 journals shown, *Education Knowledge and Economy* has ceased publication (2007-2011) and the DSC has only partial subscriptions for *Critical Policy Studies* (2009-2011). The three other journals have been in publication for between 12 and 7 years: *International Journal of Entrepreneurship and Innovation* since 2000, *Corporate Social Responsibility and Environmental Management* since 2002, and *Social Enterprise Journal* since 2005.

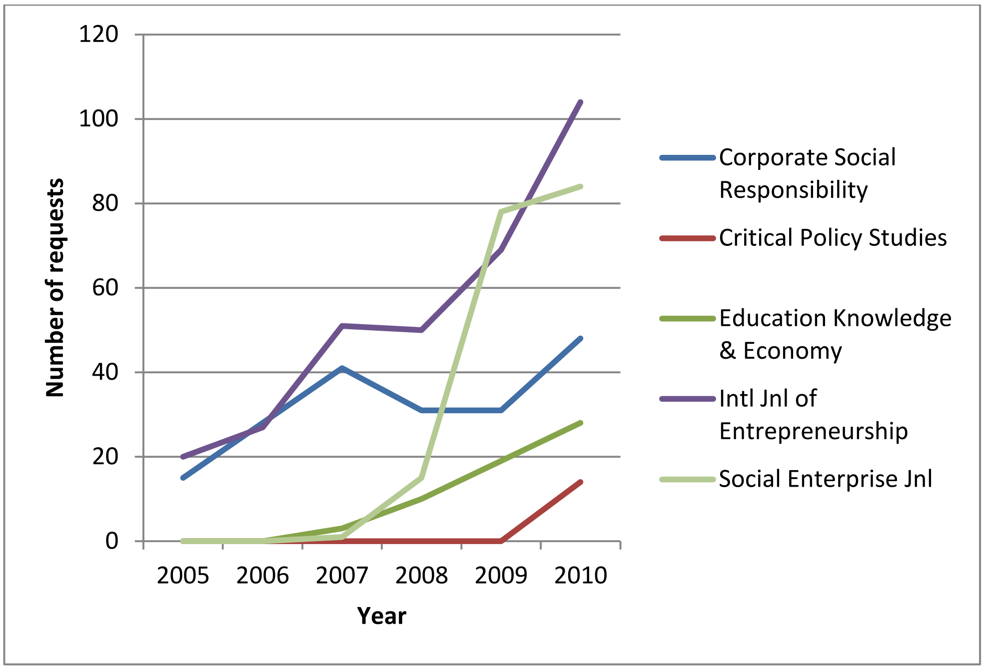


Figure 4.4.1c: Numbers of requests for articles from journals with a rising request trend, increasing by more than 10 between 2005 and 2010

The greatest increases in requests were for articles from the *Social Enterprise Journal* and from the *International Journal of Entrepreneurship and Innovation*, with requests for articles from these two publications increasing by **84** between 2005-2010. In total, **178** requests were placed for articles from *Social Enterprise Journal* between 2005 and 2010. Demand for articles from this journal in 2009 was more than five times that in 2008, rising from **15** to **78** requests, with demand rising further to **84** requests in 2010. **88** out of 94 requests (93.6%) placed for articles from this journal between 2005-2009 were from the academic sector. For requests submitted in 2010, data regarding the age of the article requested was also available and is shown in **Figure 4.4.1d**.

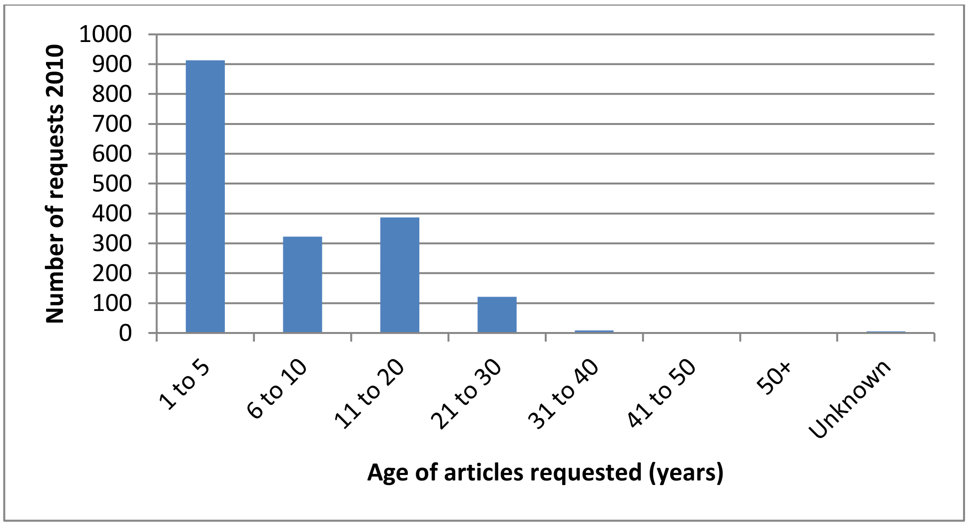


Figure 4.4.1d: Age of articles requested in 2010

For requests from 2005-2009, data were also provided which show whether and how the requests were satisfied. **Figure 4.4.1e** shows that the overwhelming majority of materials requested (90%) were supplied as surrogates (copies), whilst 5% were not supplied.

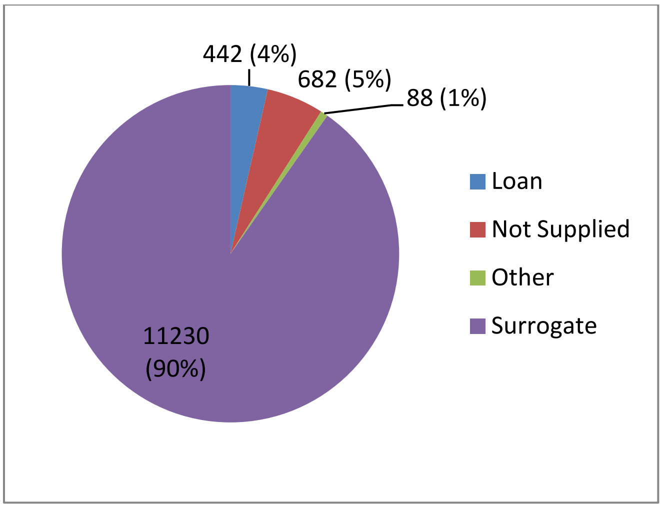


Figure 4.4.1e: How requests from 2005-2009 were met

4.4.2 EThOS downloads

23 theses titles recorded on the British Library's Electronic Theses Online System (EThOS) were identified, either from the Strand 2 OPAC searches (**4**) or using the search terms social enterprise (**13**), social entrepreneurship (**2**), social entrepreneur (**1**), community enterprise (**2**), or community entrepreneurship (**1**). The list of titles together with unique EThOS identifiers were sent to the Document Supply Centre and data for requests between February 2009 and May 2012 were supplied.

397 requests were made between February 2009 and May 2012; **19** out of 23 theses (82.6%) were requested during that time. The distribution of the numbers of requests for theses is shown in **Figure 4.4.2a**.

Figure 4.4.2a: Numbers of orders placed for the 19 theses

Requests for theses fluctuated from month to month (**Figure 4.4.2b**), but generally showed an upward trend (the decline towards the end of the period may be partly explained by the fact that data were only supplied for the first half of May 2012).

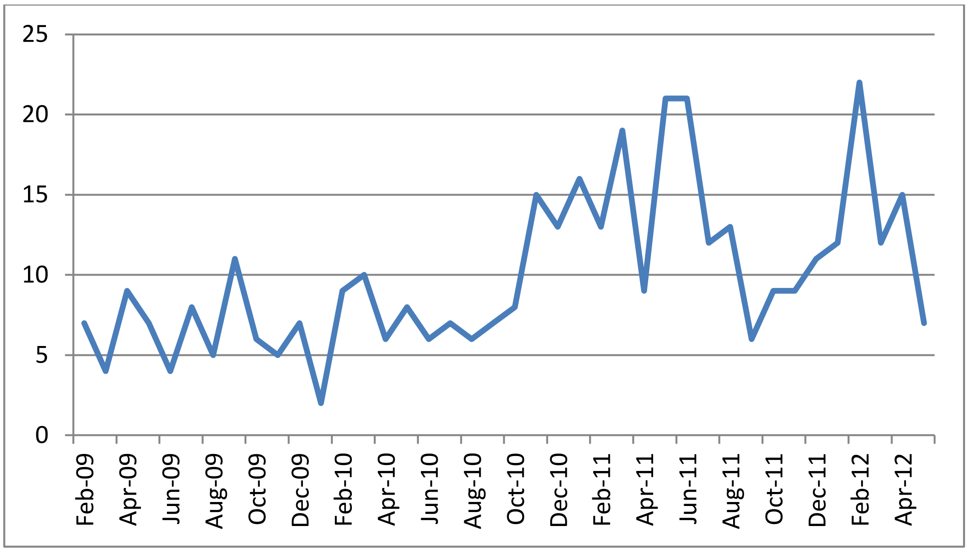


Figure 4.4.2b: EThOS request figures by month February 2009-May 2012.

The geographic location of each EThOS request is included in the data. Overwhelmingly, requests came from the UK (**310** out of 397 requests (78%)). However, reflecting the global reach of this digitised resource, requests were also recorded from **33** other countries. These included requests from **14** countries in Asia, including Gulf states such as Bahrain, Iran and Kuwait as well as Uzbekistan, Brunei, India, Pakistan, Nepal, Malaysia, Singapore, Thailand, Japan, South Korea and Hong Kong (no requests were recorded from mainland China); **9** in Europe; **6** in Africa; **2** in North America and **2** in Oceania. A summary breakdown of international requests, broadly categorised by continent, is shown in **Figure 4.4.2c**.

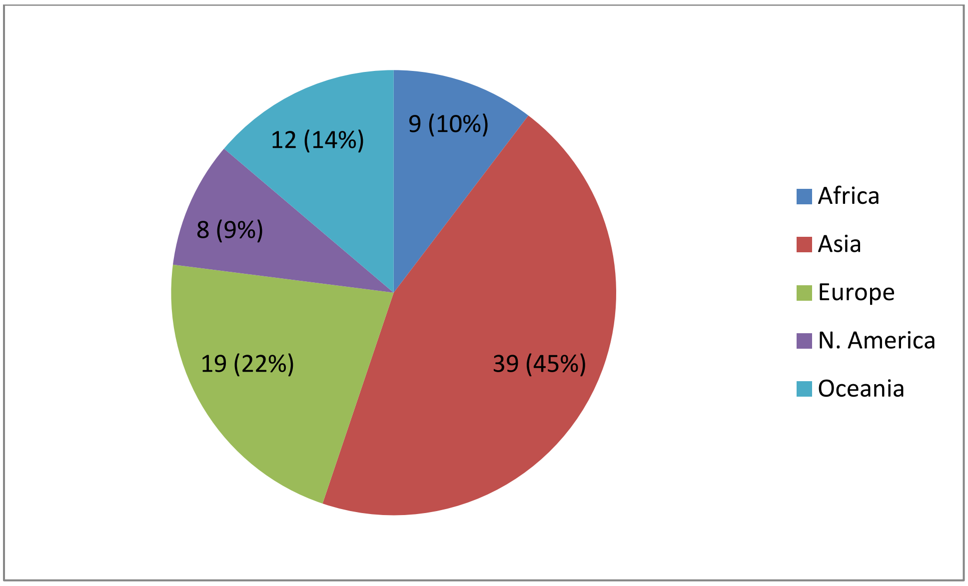


Figure 4.4.2c: International EThOS requests by continent.

The EThOS request process asks for further optional information about requesters, including their sector and information about their job. **241** requests (60.7%) included details about the requester's job; these data echo the data about requester sector with postgraduate students and lecturers / Professors making up the majority of requesters (**175** out of 241 (71.8%)) (**Figure 4.4.2d**).

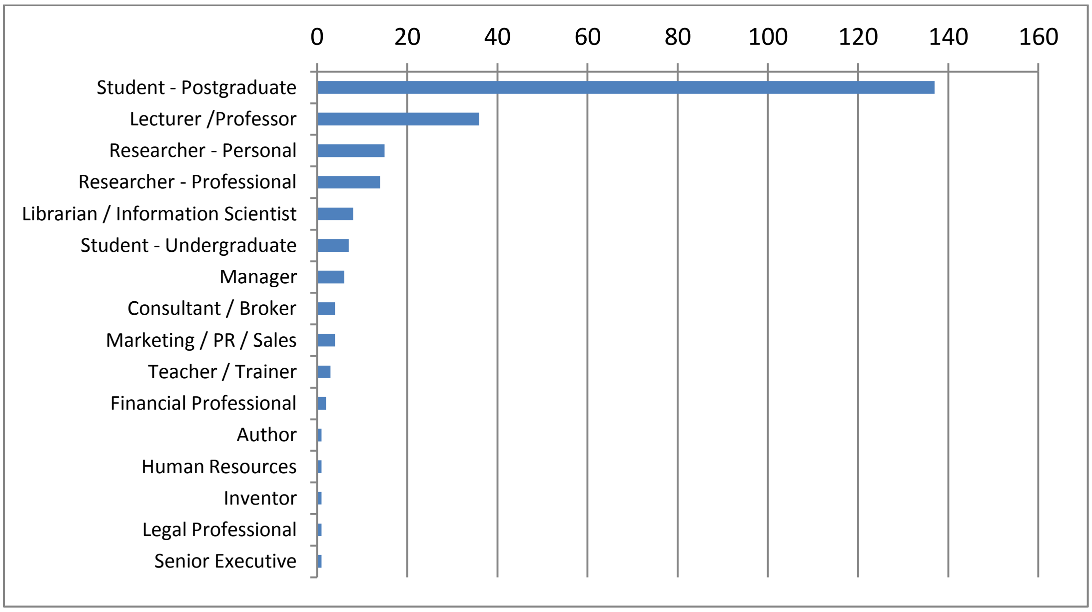


Figure 4.4.2d: Job descriptions identified in 241 requests.

223 out of 397 requests (56.2%) included information about the requester's sector; the largest share of these 223 requests came from people identifying their sector as "Education" (**88** out of 223 (39.5%)) (**Figure 4.4.2e**).

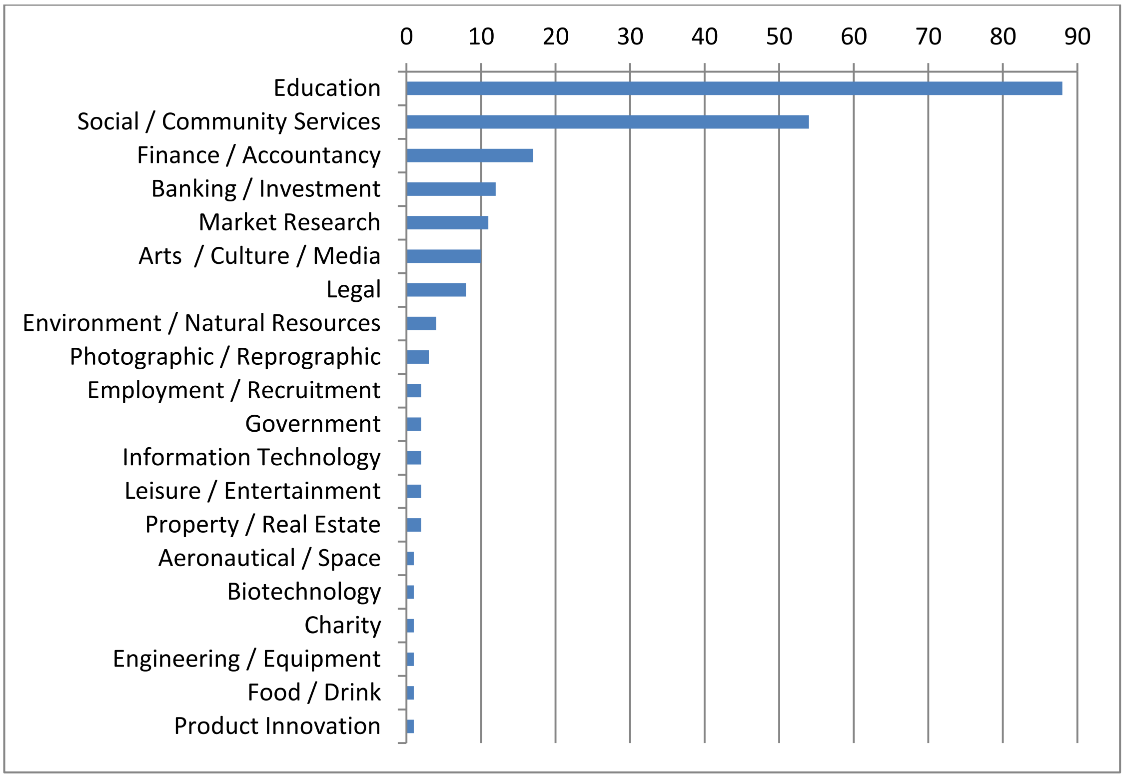


Figure 4.4.2e: Sectors identified for 223 requests.

4.4.3 Website usage

Statistics on website usage were accessed using the Library's Digital Analytix software. Figures show that the British Library's (2011) PDF guide to social enterprise and green and ethical business (subsequently updated by British Library (2012)) was viewed **235** times between May 2011 and October 2012. This guide is located on the Library's Industry Guides webpage, which provides links to 30 industry guides and which received **18644** visits during the same time. This suggests a link-through rate from the Industry Guides page to the social enterprise and green and ethical guide of around 1.3%. The viewing figures for both webpages should be seen in the context of figures for the larger library website, which receives more than 150,000 visitors a week.

The guide to social enterprise and green and ethical business takes the form of a traditional subject bibliography. It includes 8 sections:

- Directories – with shelfmarks referring to open shelves in the Reading Room;
- Market research – some with shelfmarks, others are electronic resources;
- Trade Magazines and Newsletters – with shelfmarks;
- Databases available in the BIPC Reading Room;
- Books – all with British Library shelfmarks, some on open shelves and some in the closed stacks;

- Our partners – a list of website URLs for organisations with which the Library cooperates;
- Workshops – website details for a partner organisations workshops hosted by the BIPC;
- Internet sources – an alphabetical list of **37** website URLs.

Since March 2012, PDF views for electronic documents held and made accessible in the British Library's Management and Business Studies Portal (MBS) have also been recorded using the Digital Analytix software. Between March and October 2012, MBS Portal PDFs were viewed **1011** times, with **376** individual electronic documents being viewed at least once during that time.

A list was prepared of **64** electronic documents held in the MBS Portal which were potentially relevant to social enterprise topics. This was compared to MBS Portal PDF view data from March to October 2012; **9** of the 64 documents (14%) were found to have been viewed, with **1** viewed **82** times, **1** viewed twice and **7** viewed once.

4.4.4 Remote services: conclusions

Figures for requests for articles from a small selection of journals between 2005 and 2010 indicate that the remote document supply service is the most heavily used of the Library's services. There is a declining trend overall for requests from these journals, although a small number of new journals show rising numbers of requests over the years. Of the small number of theses relevant to social enterprise that were identified, most have been downloaded at least once via EThOS, highlighting the benefits of making unique research publications more accessible through digitisation. The Library's guide to social enterprise and green and ethical business is less well-used, suggesting both that the Library's current social enterprise audience is relatively small, and that more a interactive approach to providing subject or topic guides might be better used. PDFs relevant to social enterprise and available through the MBS Portal had relatively low levels of use.

4.5 Use of other British Library services: two examples

4.5.1 Business and Intellectual Property Centre event feedback

Between April 2011 and March 2012 **5952** people completed feedback forms following events held at the Business and Intellectual Property Centre. Of these only **116** (1.9%) identified themselves as being from social enterprises. The feedback forms asked whether respondents would use the BIPC as a result of having attended the event or activity at the Library, with **29** social enterprise respondents (25%) saying that they would. **2** (1.7%) said they would not use the BIPC as a result of having attended the event. These figures suggest both that social enterprises form a very small part of the BIPC's audience for events and that attending events or activities at the library does seem to encourage a sizeable minority of participants to consider using the Centre's resources in the future.

4.5.2 QuestionPoint

A Reference Services team manager searched the Library's online enquiry system QuestionPoint for enquiries relating to social enterprise and located only one relevant enquiry to the BIPC reference team (and none to the Social Science or Humanities reference teams) since the introduction of the 'Ask a Reference Team' service. This is in the context of a total of **956** enquiries received by the BIPC reference team through that system in the first year of its use.

4.6 Summary of findings from other strands

Results from Strand 2 catalogue searches provided links to **4** EThOS documents. In Strand 3, the British Library was mentioned by one social enterprise interviewee, an administrator, both publishers and both academics (one remarked of EThOS "They've done this wonderful project to digitise all of the PhDs"), reflecting the profile of the Library. All **6** library and information practitioner interviewees also mentioned the British Library, in the context of specific projects (UKRR, the BIPC), technological expertise (handling AV content) or resources (specialist databases).

4.7 Discussion

The British Library's Annual Reports provide useful context for understanding the development of the Library's collections and services since 1973. The reports show how the Library's profile as an individual organisation has grown over that time, as well as highlighting possible tensions between the role of the Library in serving its own customers and acting as a facilitator or hub for a larger UK library and information network. Over time, the Library has reduced its formal financial assistance to other libraries and its research activities into issues affecting public libraries, in favour of greater engagement with academic and research library networks on specific projects, such as UKRR, UKPubMed and DataCite. The reports show how long the Library has worked to advocate for the extension of legal deposit to cover non-print publications. The content analysis shows how use of collection terminology varied between different Library divisions in the first decade of its existence, as well as showing how the term content has come to be more frequently used since the development of the Library's content strategy in 2006. The reports also show how emerging technologies have been adopted by the Library and how they have affected the collections. The reports illustrate the significance of business information provision as part of the Library's activities since the 1970s, although social enterprise is only indirectly mentioned in the reports.

The collection policy and process documentation provides an illustration of how the British Library develops and manages its unique and extensive collections. The content strategy review reflects a shift in terminology within the Library from "collection" to "content" and a reorientation towards balancing "collecting" activities with "connecting" activities, linking users to external content. The content strategy also indicates a shift from the goal of comprehensiveness to the goal of "coherence" – although this term and the implications of this shift are not well-defined in the strategy.

BIPC subject documentation highlights both the extent to which all Library collecting activities take place within the context of the Legal Deposit privilege and the extent of the Library's additional purchases. Documentation also describes the processes and, in some cases, combinations of processes by which the collection is developed and managed. The documents provide differing levels of detail, and display a range of different approaches to communicating about policies and processes, including in some cases specific examples to assist decision making, or lists of relevant subjects or material types.

Searches carried out on the British Library's catalogues have highlighted some of the characteristics of the library collection for social enterprise, including the spread of publications – and the rising trend in publications – from the 1960s onwards. Most of the publications identified were general monographs, although a significant minority took the form of grey literature – official publications, research reports and working papers. More than a third of the titles located in the initial round of searches of the British Library catalogue lacked an ISBN or ISSN number, suggesting that these were informally published materials. Most titles located were published in England. However, in absolute terms the amount of material located, using relatively limited search criteria, is small.

The Reading Room request figures seem to suggest limited levels of use for the materials identified in the British Library catalogue searches between 1997 and 2012, with over half the items identified not having been requested. The Reading Room requests include materials which may be assumed to be relatively widely accessible in many academic libraries such as Naomi Klein's *No logo*. It may be that the creation of the BIPC was a factor in the apparent rise in requests from 2006. However, the usage figures for Reading Room requests also highlight the difficulty of focusing specifically on social enterprise, partly because of its interdisciplinary nature (relevant material may be located in texts which appear to be unrelated) and partly because of the level of 'noise' or potentially irrelevant titles located in some of the catalogue searches. This may apply especially to those titles added into the data gathering process from the wider catalogue searches of Strand 2.

BIPC Reading Room view or access figures for documents from two electronic resources, **Resource A** and **Resource B**, both show relatively low levels of usage of items relating to social enterprise or to environmental / charity topics in absolute terms. However, these usage figures are higher than the mean usage figures for all documents provided by these e-resources.

UK Web Archive search results for "social enterprise" and related terms also form a very small proportion of the archive's total search results, although absolute numbers of search results for all terms have risen by between 20 and 120 times since 2004.

Usage figures for services to remote users appeared to show higher levels of use. There was a noticeable contrast between the declining overall level of document supply requests for materials from the DSC and rising levels of requests (although still relatively low in absolute terms) for some newer journals relevant to social enterprise. A high proportion of the relatively small number EThOS theses relating to social enterprise have been downloaded or ordered, suggesting that these types of publication may be of particular value to people interested in relatively new, emerging fields of interest, where there are only relatively small numbers of existing formal publications. The EThOS usage statistics also indicate the international reach of these digitised theses.

The level of usage of the industry guide for social enterprise appeared to be relatively low, especially compared to the total number of visitors to the guide's parent page. PDF views of MBS Portal content relating to social enterprise also seemed relatively low, but unique MBS Portal content in general seems to be more heavily used than content which is also available (without registration) from other sources. BIPC event feedback statistics showed a relatively small number of respondents from social enterprise (less than 2%), although a quarter indicated that attending the event encouraged them to think positively about using the Library's information resources in the future. QuestionPoint statistics also showed a very low level of directly recorded email enquiries relating to social enterprise. There seems to be a contrast between the very low level of enquiries and the apparently rising levels of use of materials about the subject.

4.8 Addressing the research questions

4.8.1 What are the characteristics of the library collection for social enterprise?

The British Library's collection for social enterprise, defined relatively narrowly through searches for "social enterprise" and related terms, seems small in absolute terms, although – as Chapter 5 will show – it has the largest single collection of relevant titles identified through the catalogue searches. However, it also includes materials in a range of different formats, including electronic theses. The collection is built both by legal deposit and by direct acquisition, described in one document as passive versus active collection. Comparing the collection statistics to the titles identified in Strand 2 of the project, the British Library holds the largest number of individual relevant titles, although the Strand 2 searches also identified some apparent gaps in the Library's collection in this field. Relevant material dates from the 1960s onwards, although with a clear rising trend since the late 1990s. A further strength of the British Library's collections is the availability of highly specialised materials – such as environmental information and information about datasets – which could be useful to people setting up or operating social enterprises with a specific purpose linked to such a field. The social enterprise audience also seems to be relatively small, with less than 2% of respondents to BIPC event feedback forms identifying themselves as being from a social enterprise.

The UK Web Archive also features a relatively small amount of material relating to social enterprise, although the proportion of total search results located using the search term "social enterprise" has increased since 2004.

4.8.2 How is the library collection for social enterprise used?

Use of most of the British Library's collection for social enterprise appears to be quite limited. Usage figures for potentially relevant documents provided by two electronic resources only account for between 1.47% and 1.64% of total document usage within those resources.

Document Supply Centre material is the most heavily used source (with an overall declining trend in DSC use contrasted with a rising trend in the use of a small number of individual journals) followed by materials in the Reading Room. EThOS materials are relatively heavily used, with one thesis being downloaded **101** times in 3 years. The Library's own guide on social enterprise and green and ethical business was viewed **235** times in eighteen months, although this equates to only 1.3% of visitors to the Library's Industry Guides page clicking through to that document. This seems to reinforce the impression, suggested by the BIPC event feedback figures, of a current social enterprise audience of less than 2% of the BIPC's service users.

4.8.3 What does this study suggest about the wider issues relating to library and information collections in the digital world?

The Annual Reports show how the Library has responded to emerging technologies since the 1970s. In some areas of the Library's activities there appear to be multiple cycles of innovation – for example, with the development of four or five distinct cataloguing systems over four decades, or in the development of the Fathom dot com to deliver e-learning courses followed, over a decade later, by British Library involvement in the UK MOOC (Massive Open Online Course) FutureLearn (Futurelearn, 2013). Services such as EThOS, or the Annual Report descriptions of Patent Express, illustrate how new technologies, including digitisation of low use or apparently obscure material can lead to much greater use, with a potentially global audience.

4.8.4 What constitutes the concept of the library collection in the digital world?

The content strategy presents a concept of collecting and connecting users to content. This is a more dynamic view of collection than traditionally associated with the Library. The content strategy introduces the idea of "coherence" rather than comprehensiveness as a guiding aim for the British Library's approach to content and collections. Other documents talk about "distinctiveness", "uniqueness" or "a consistent collection".

The Annual Reports show how increasing access to collections through the use of new technology has been a recurring theme of the Library's activities, including through the Initiatives for Access programme in the 1990s, which coincided with the development of the world wide web. These reports also occasionally suggest a tension between the Library's development of its own distinctive identity and its role as a facilitator of a coordinated national approach to library collections; new technology, in particular, seems to encourage Library involvement in the global information network at a time when research and resource support from the British Library to UK public libraries has apparently diminished. However, new technologies also promote information-sharing about collection development and management activities, which seems to have been a key feature of collaborative collection projects including the legal deposit libraries shared cataloguing project, UKRR and EThOS.

The Library has actively sought to assist in the redefinition of collection in the digital world through advocating, over the course of 23 years, for the extension of legal deposit to non-print materials. It has used new technologies in innovative ways to provide access to the Library collection, although other services – such as subject or topic guide PDFs – are still heavily based on print models. Ideas of passive versus active collection, although used specifically to describe the contrast between legal deposit and purchase acquisition of materials, may also have broader relevance to the concept of collection in the digital world where the process of collection can be as much about defining criteria for inclusion (eg in supplier selection profiles, or when defining the types of materials suitable for deposit in an institutional repository), as about item-by-item selection. Finally, although BIPC feedback and QuestionPoint services provide only very limited data from social enterprises, both of these suggest ways in which Library services may draw upon or encourage use of the Library collection.

4.9 Conclusion

The British Library case study has provided a mixture of quantitative and qualitative data which illustrate some of the characteristics of the collection for social enterprise in this unique library. The Library's Annual Reports show how the Library's collections and services have developed over four decades, demonstrating the impact of new technologies and highlighting the importance of British Library information services to business. Collection policy and process documents provide contextual information about the Library's approach to collection development and management, including the terminological shift from "collection" to "content". The British Library operates in a very specific legal framework, with the Legal Deposit privilege at the centre of its collecting activities. However, some of the broader issues emerging from the case study will have resonance for library and information services more widely, including:

- The challenges of trying to prioritise between subjects;
- Managing the shift from print to digital formats, including adopting digital as a preferred format;
- Engaging with collaborative collection development initiatives;
- Documenting collection policies and processes effectively;
- Balancing the sometimes contrasting roles of surfacing unique local items to a wider audience, and acquiring materials from the wider information universe for a local audience;
- Engaging user communities in the collection development and management process;
- Using librarian expertise to add value to content;
- The implications of deposit-based collection development, alongside item-by-item selection.

5 STRAND 2: OPAC SEARCH FINDINGS

5.1 Introduction

This chapter summarises findings from searches of **88** UK library OPACs between August 2011 and October 2011, as well as a brief search of OCLC's WorldCat catalogue in March 2013. It also provides some comparisons between these Strand 2 catalogue searches and the results from the British Library catalogue searches undertaken as part of Strand 1.

Strand 2 of the project aimed to address the following research questions:

1. What are the characteristics of the library collection for social enterprise?
5. What does this study suggest about the wider issues relating to library and information collections in the digital world?
6. What constitutes the concept of the library collection in the digital world?

As discussed in the literature review, the library catalogue is both a representation of the library collection and provides a tool for accessing individual items within the collection. Conducting catalogue searches for material relevant to social enterprise gives a snapshot of the scale and characteristics of the UK-wide library collection for social enterprise and highlights the similarities and differences between library and information collections from different sectors. Although evaluating online catalogue quality is not an objective of this research, OPAC quality affects how library and information collections are represented and how collection items are accessed, illustrating wider issues about library and information collections in the digital world. This chapter therefore begins with a summary of the characteristics of the catalogues searched in each of the four home nations and from three library sectors (academic, public and health libraries).

An overview of the key findings from these Strand 2 catalogue searches is provided, followed by a breakdown of search results by country, library sector and search terms. The top ten most frequently retrieved titles from each sector are compared, and comparisons are also made between search results located on catalogues with or without phrase searching facilities. The characteristics of online items retrieved in these searches are described, as are the characteristics of items only located in these Strand 2 searches, including their dates of publication, and types of material. A brief comparative search of OCLC's international union catalogue, WorldCat, conducted in March 2013 is also described.

This is followed by a discussion of these findings, focusing particularly on sectoral differences, as well as the apparent contrast between the relatively low numbers of items retrieved and the proportion of these items which are unique to a single search or catalogue. Shared patterns which appear to emerge between Strand 1 and Strand 2 search results are also discussed, as are findings from Strand 3 interviews and surveys which illustrate the relationship between different types of catalogue and the characteristics of library and information collections. The chapter concludes by suggesting some initial answers the research questions.

5.2 Sampling and searching

88 catalogues were searched between 23 August 2011 and 2 October 2011, including **51** public library catalogues, **35** academic library catalogues and **2** NHS library union catalogues.

A summary of the distribution of catalogues searched between the three different library sectors within each of the four home nations (England, Northern Ireland, Scotland and Wales) is shown in **Table 5.2**.

Table 5.2: Distribution of catalogues between three library sectors in the four home nations

	Academic libraries	Health libraries	Public libraries	TOTAL
England	27	1	36	**64**
Northern Ireland	1		1	**2**
Scotland	4		8	**12**
Wales	3	1	6	**10**
TOTAL	**35**	**2**	**51**	**88**

Searches were performed for **10** terms:

- Social enterprise;
- Social enterprises;
- Social entrepreneur;
- Social entrepreneurs;
- Social entrepreneurship;
- Community enterprise;
- Community enterprises;
- Community entrepreneur;
- Community entrepreneurs;
- Community entrepreneurship

Results were managed using a simple relational database with three linked tables containing the following details:

- Searches – details about the libraries searched and the terms used;
- Titles – details of each unique title;
- Search results – summary information linking each search with the record for each title located.

890 individual Strand 2 searches were performed. This includes one English public library authority catalogue where 10 additional searches were made, using the same search terms, in the title field as well as in a keyword field. Where possible, phrase searching options were used. **1827** individual results were recorded.

5.3 Overview of catalogue characteristics

5.3.1 Catalogue providers

A study by JISC and SCONUL (2008) explored the types of library management system (LMS) – and, by extension, the catalogues – in use in UK Higher Education Institutions (HEIs). It identified four major providers supplying 86.88% of UK HEIs – ExLibris, Talis, SirsiDynix and Innovative Interface (2008: 51). Although that study covered only academic libraries, and is now five years old, it does offer a useful point of comparison to the systems identified in the Strand 2 catalogue searches for this project.

17 types of catalogues were identified and their distribution by country and library sector is shown in **Table 5.3.1**. **7** libraries are not included in this table: **4** academic library catalogues (**3** in England, **1** in Scotland) did not identify a specific named catalogue provider. It was also unclear which system provided the catalogue system for **2** other libraries (**1** English academic library, which appeared to be Millenium WebPAC and **1** English public library, which appeared to be Talis). Finally, **1** Scottish academic library catalogue linked two systems – Primo and Voyager.

Talis Prism is the most frequently used catalogue (in **27** libraries) followed by SirsiDynix (in **14** libraries). Within the searched catalogues, some systems appear to be preferred by different sectors. Axiell catalogues appear only in some of the English and Northern Irish public libraries (**13** library catalogues in total). Civica Spydus and Vubis Smart also appear in only public library catalogues. Koha, an open source library management system, was only used by one library service, an English public library authority.

Table 5.3.1: Catalogue distribution by country and library sector

	England			Northern Ireland			Scotland			Wales			
Catalogue	**Acad**	**Health**	**Public**	**Acad**	**Health**	**Public**	**Acad**	**Health**	**Public**	**Acad**	**Health**	**Public**	**TOTAL**
Aleph	3												**3**
Axiell Viewpoint			11			1							**12**
Axiell Arena			1										**1**
Civica Spydus			3						1				**4**
Exlibris	1												**1**
Exlibris Primo	2												**2**
Horizon Dynix												1	**1**
INNOPAC	1												**1**
Koha			1										**1**
Millenium	2												**2**
Prism Talis	9		9	1					5	1		2	**27**
SirsiDynix	2	1	8						1	1		1	**14**
Unicorn	1												**1**
Voyager	1									1	1		**3**
Vubis	1											1	**2**
Vubis Smart			2									1	**3**
WebPAC Pro							2		1				**3**
TOTAL	**23**	**1**	**35**	**1**	**0**	**1**	**2**	**0**	**8**	**3**	**1**	**6**	**81**

5.3.2 Catalogue search facilities - availability of phrase searching

In recording the characteristics of these catalogue searches, two types of search facility were noted:

- Phrase searching allows a searcher to explore a collection based on subject or topic interests, permitting searches for multi-word terms such as "social enterprise" and returning results based on how closely they matched this phrase.
- Non-phrase searching retrieves any item which includes both or either of the terms, regardless of whether they appear together as a single phrase.

The presence or absence of phrase searching was initially recorded as part of the audit trail describing the characteristics of the searches. However, the presence or absence of phrase searching may also be seen as indicative of differing attitudes to library collections in different sectors, reflecting assumptions about how the collection might be used, as well as suggesting differing levels of resources to promote access to the collection. Phrase searching was preferred, and tended to bring back a smaller number of more relevant results.

Phrase searching is particularly useful for searching for information on a topic when one or more words within the phrase are ambiguous, such as “social enterprise”: Smith (2012: 16) writes that phrase searching is often recommended as a search tactic: “specifying a phrase is useful, particularly if the combination of words is likely to occur in other contexts”. Slack (1991: 8) comments on the usefulness of phrase searching to identify materials on a subject or topic and observes that “many subject terms in the English language consist of two words which are too broad, or have a different meaning when used alone” (Slack, 1991: 5), observing that, in contemporary OPACs from the early 1990s, it could often be unclear whether phrase searching was permitted. Borgman (1996: 498) shows that search terms limited to a single word were characteristic of early OPACs, providing similar access points to traditional card catalogues (Borgman, 1996: 495), whilst their “second-generation” successors might permit multi-word phrase entry, but without transparency or consistency regarding how the term combination would be operationalised in different online catalogue systems. For example, whether they would combine words using Boolean operators OR or AND, or if they would only retrieve results where the terms were found in that exact sequence (Borgman, 1996: 498).

In this project, non-phrase searching was found to be a particular issue in catalogue systems frequently used by public libraries. One system in particular would return an apparently arbitrary number of results (usually 500 or 1000) in which either or both words were present. The system did not appear to rank higher any results in which the words appeared next to each other as a phrase. This suggests that this is a more rudimentary system than those used in many academic libraries, and that it is not intended to support subject searches, but to facilitate known item searches, such as searches for a book with a particular title or by a specific author.

Title searching also involves returning results on the basis of matching phrases. In one catalogue system which did not provide phrase searching, title searches were permitted, but required the title to be entered as it began: omitting the first word of the title would lead to zero results.

62 catalogues permitted phrase searching, **26** did not. The proportion of catalogues permitting phrase searching was higher for academic libraries than for public libraries. **31** out of 35 academic library catalogues (88.6%) permitted phrase searching. Only **30** out of 51 public library catalogues (58.8%) had a facility for phrase searching. When phrase searching was not possible, a selective approach was taken to evaluating the results, with lists of more than 10 results being browsed for relevant titles.

The distribution of phrase searching availability across different library sectors in each of the four home nations is shown in **Table 5.3.2**. The percentages show the proportion of searched library catalogues in that sector from each country which do or do not have phrase searching, with the total column showing percentages for the whole sector.

Table 5.3.2: Distribution of phrase searching availability by country and sector

	England	N. Ireland	Scotland	Wales	TOTAL
Academic					
No phrase searching	2 (7.4%)		1 (25%)	1 (33.3%)	**4** (11.4%)
With phrase searching	25 (92.6%)	1 (100%)	3 (75%)	2 (66.7%)	**31** (88.6%)
Health					
No phrase searching	1 (100%)				**1** (50%)
With phrase searching				1 (100%)	**1** (50%)
Public					
No phrase searching	17 (47.2%)	1 (100%)	1 (12.5%)	2 (33.3%)	**21** (41.2%)
With phrase searching	19 (52.8%)		7 (87.5%)	4 (66.6%)	**30** (58.8%)

The very small sample sizes limit the interpretation of these results. However, English and Northern Irish public libraries do seem to include a noticeably lower proportion of catalogues which permit phrase searching, compared to academic library catalogues in both of those countries. In Scotland and Wales the proportions of public library catalogues with phrase searching features are similar to, or better than, the proportion of academic library catalogues with that functionality.

5.3.3 Numbers of library locations and collections

The number of library locations identified in each catalogue was also recorded. This revealed great variation in the number of collections, including individual branch libraries or collections determined by format. Numbers of library locations shown in public library catalogues ranged from **2** to **196**, with a mean of **34.1**. This included **7** public library catalogues (13.7%) which featured collections for specific formats, including **6** web-based, electronic or online locations. **2** public library catalogues featured other organisations as locations, such as a university or a hospital library. **4** public library catalogues searched were large union catalogues uniting information about the collections of between **3** and **13** local authorities; there was a single union catalogue for all of Northern Ireland's public libraries. These **4** catalogues featured between **30** and **196** library locations, with a mean of **123**.

Numbers of library locations shown in **33** academic library catalogues (**2** did not appear to show numbers of locations) ranged from **1** to **51** with a mean of **8.8**. **12** academic library catalogues (36.4%) featured collections for specific formats such as electronic resources or resources available on the internet. **1** based locations on **6** separate catalogues, **1** included access type (eg a walk-in short loan collection) and **1** identified a separate organisation – a city museum – as a location.

The two health library catalogues covered **22** and **30** locations, and one was a shared catalogue with a university library.

5.3.4 Summary

This section has described some of the characteristics of the catalogues searched as part of Strand 2. It has begun to identify some differences between catalogue provision in different library sectors, which may reflect assumptions about how collections in different sectors are likely to be used (eg for known item searching or for subject searches).

5.4 Search results: overview

From these catalogue searches, only **5** library catalogues (5.7%) returned zero results (**2** English public libraries, **1** Welsh public library, **1** Scottish public library and **1** English academic library); one or more relevant items were located in **83** catalogues (94.3%).

546 titles were identified in the one or more searches, giving **1827** results in total. **369** titles (67.6%) were located in only one library, suggesting that they may be unique to a specific collection; **252** of these titles (68.3%) were located in only one search, suggesting both the possibility that they could only be retrieved by a very specific search and that they might be less relevant to the overall field, containing only one version of a relevant search term somewhere in their record.

Numbers of distinct titles identified varied considerably by library sector. **405** titles were identified in academic library catalogues (a mean of **11.6** per library catalogue), **180** titles were identified in public library catalogues (a mean of **3.5** per library catalogue), **6** titles were identified in health library catalogues (a mean of **3** titles per library catalogue).

None of the individual library catalogues provided as many results as the Strand 1 British Library catalogue searches, suggesting that the British Library has the most extensive collection on this topic. Indeed, **147** titles initially identified in the Strand 1 British Library catalogue searches accounted for **1071** (58.6%) of the search results in Strand 2.

However, **399** additional titles were located which had not been identified in the Strand 1 British Library searches, giving **756** (41.4%) of the Strand 2 results. **326** (81.7%) of these additional titles were only located in one library; of those, **226** (69.3%) titles were only located in a single search. This again suggests both that these titles might be unique to a specific collection and that they might be less relevant to the field of social enterprise, with only one related term appearing somewhere in the catalogue record.

Many of the additional titles appeared to be unique to a particular collection – such as typescript documents or individual newspaper cuttings, especially in public library catalogues, where such material appeared to have local significance. One academic library catalogue included **23** different iterations (including different ISBNs) of a single piece of government legislation.

Only **1** academic library catalogue brought back results for individual journal articles, totalling **1130** and using the resource discovery system Ex Libris Primo.

5.4.1 Search result totals by country and sector

Figure 5.4.1a shows the number of results by the countries of the catalogues searched. Over three quarters of results were identified in English library catalogues.

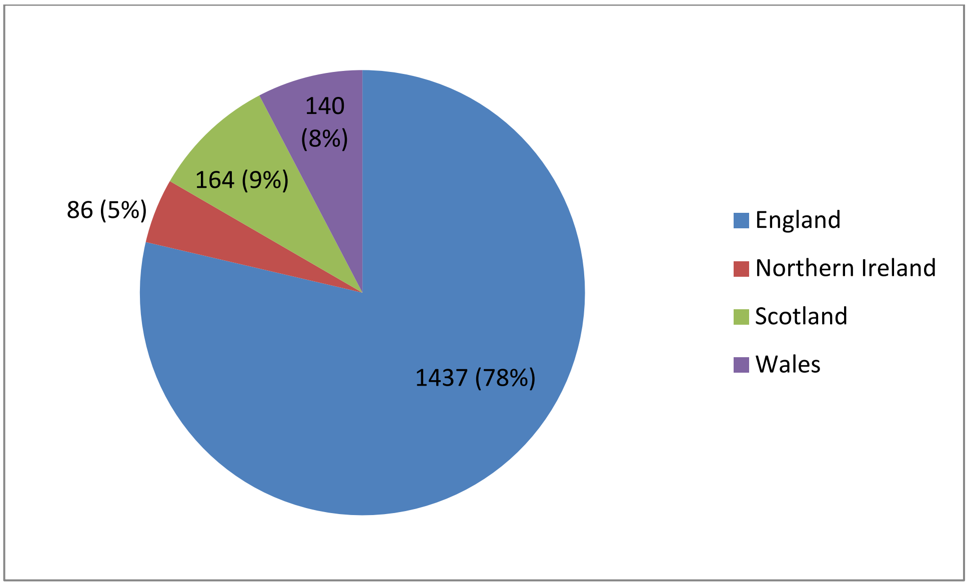


Figure 5.4.1a: Numbers of results retrieved by country.

Figure 5.4.1b shows the breakdown of numbers of results by library sector. Nearly three quarters of results were identified in searches of academic library catalogues.

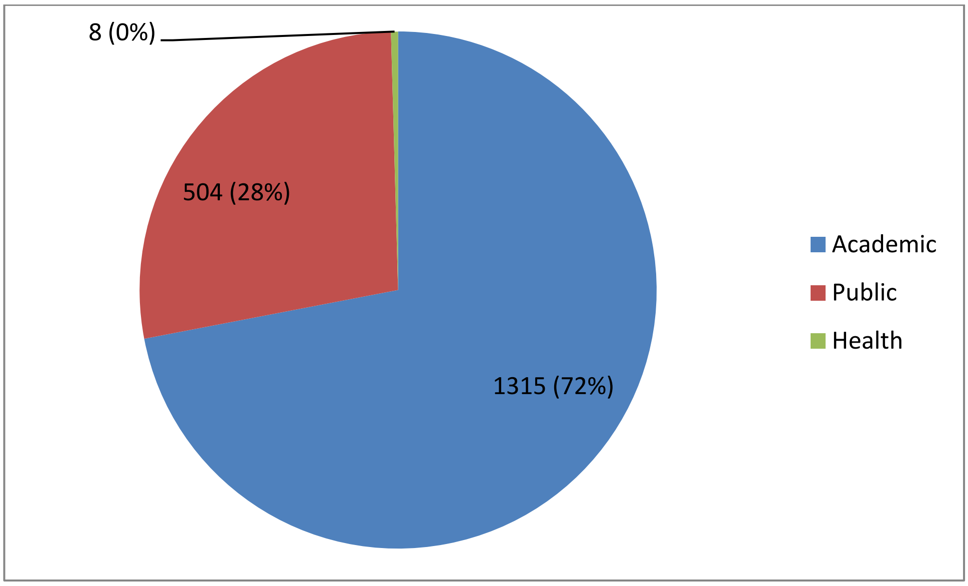


Figure 5.4.1b: Numbers of results retrieved by library sector.

Figure 5.4.1c shows the number of Strand 2 search results retrieved by specific search terms, with social entrepreneurship identifying the largest proportion of results (28%), followed by social enterprise (21%).

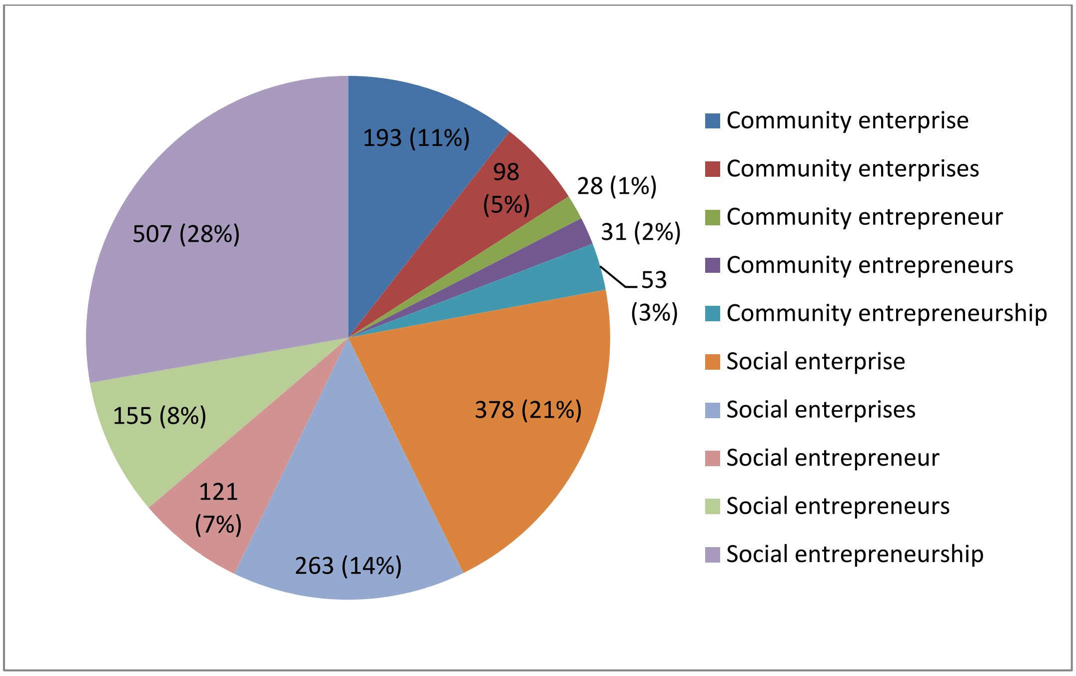


Figure 5.4.1c: Numbers of results retrieved by each search term.

5.4.2 Most frequently retrieved titles

The ten most frequently retrieved titles from all searches and from searches on public and academic library catalogues, as well as six titles identified in the health library searches, are shown in **Table 5.4.2**.

It is interesting to note that there is relatively little overlap between the most frequently retrieved titles from the different sectors. None appear in the list of the most frequently retrieved titles for all three sectors. Only **1** title features in both the public and academic library top ten results, whilst **2** appear in both the public and health library lists. Another feature which emerges is that the more frequently retrieved results from public library catalogues appeared to be more recent publications with **7** out of 11 (63.6%) of the top ten titles published in or after 2008, compared to **4** of the top ten results from academic library catalogues.

Table 5.4.2: Top ten most frequently retrieved titles overall and by library sector (n = number of times the title was retrieved)

All searches	Public library	Academic library	Health library
1. Mawson, A. (2008). *The social entrepreneur: making communities work*. London: Atlantic. (n=54)	**= 1.** Ashton, R. (2010). *How to be a social entrepreneur make money & change the world*. Chichester: Capstone. (n=37) **= 1.** Mawson, A. (2008). *The social entrepreneur: making communities work*. London: Atlantic. (n=37)	**1.** Nyssens, M. ed. (2006*). Social enterprise: at the crossroads of market, public policies and civil society*. London: Routledge. (n=34)	**1.** Lewis, R., Hunt, P. and Carson, D. (2006). *Social enterprise and community-based care: is there a future for mutually owned organisations in community and primary care?* London: King's Fund. (n=3)
2. Ashton, R. (2010). *How to be a social entrepreneur make money & change the world*. Chichester: Capstone. (n=41)	**3.** Doherty, B. (2009). *Management for social enterprise*. Los Angeles: Sage. (n=12)	**2.** Nicholls, A. ed. (2006). *Social entrepreneurship: new models of sustainable social change*. Oxford: Oxford University Press. (n=30)	**=2.** Mawson, A. (2008). *The social entrepreneur: making communities work*. London: Atlantic. (n=1) **=2.** Dearden-Phillips, C. (2008). *Your chance to change the world: the no-fibbing guide to social entrepreneurship*. London: Directory of Social Change. (n=1) **=2.** Age Concern (2004). *Rural lifelines: older people and rural social enterprises: their role as providers and beneficiaries of service provision in rural England*. Woodstock: Plunkett Foundation. (n=1) **=2.** [Department of Health] (2007). *Integration for social enterprise*. London: Department of Health. (n=1) **=2.** [Social Enterprise Partnership] (1997). *Social audit toolbook*. Social Enterprise Partnership. (n=1)
3. Doherty, B. (2009). *Management for social enterprise*. Los Angeles: Sage. (n=36)	**4.** Social Enterprise Alliance (2010). *Succeeding at social enterprise: hard-won lessons for nonprofits and social entrepreneurs*. San Francisco: Jossey Bass. (n=11)	**3.** Dees, J. G., Emerson, J. and Economy, P. (2001). *Enterprising nonprofits: a toolkit for social entrepreneurs*. New York: Wiley. (n=28)	NO ADDITIONAL ITEMS RETRIEVED

4. Nyssens, M. ed. (2006*). Social enterprise: at the crossroads of market, public policies and civil society*. London: Routledge. (n=34)	**= 5.** *Companies (Audit, Investigations and Community Enterprise) Act 2004: Elizabeth II. 2004. Chapter 27*. London: TSO. (n=10) **= 5.** Westall, A. (2000). *Micro-entrepreneurs: creating enterprising communities*. [London]: Institute of Public Policy Research. (n=10) **= 5.** Dees, J.G., Emerson, J. and Economy, P. (2002). *Strategic tools for social entrepreneurs: enhancing the performance of your enterprising nonprofit*. New York: Wiley. (n=10) **= 5.** Dearden-Phillips, C. (2008). *Your chance to change the world: the no-fibbing guide to social entrepreneurship*. London: Directory of Social Change. (n=10) **= 5.** Bishop, M. (2010). *Philanthrocapitalism: how giving can save the world*. London: A&C Black. (n=10)	**4.** Borzaga, C. and Defourny, J. (2001). *The emergence of social enterprise*. London: Routledge. (n=26)	
5. Nicholls, A. ed. (2006). *Social entrepreneurship: new models of sustainable social change*. Oxford: Oxford University Press. (n=30)	**= 10.** Branson, R. (2011). *Screw business as usual*. London: Virgin. (n=9) **= 10.** Briggs, A. (2001). *Michael Young: social entrepreneur*. Basingstoke: Palgrave. (n=9)	**=5.** Doherty, B. (2009). *Management for social enterprise*. Los Angeles: Sage. (n=24) **=5.** Martin, F. and Thompson, M. (2010). *Social entrepreneurship [or Social Enterprise: Developing Sustainable Businesses]*. Basingstoke: Palgrave Macmillan. (n=24)	
6. Dees, J. G., Emerson, J. and Economy, P. (2001). *Enterprising nonprofits: a toolkit for social entrepreneurs*. New York: Wiley. (n=28)		**7.** Paton, R. (2003). *Managing and measuring social enterprises*. London: Sage. (n=22)	

= 7. Borzaga, C. and Defourny, J. (2001). *The emergence of social enterprise*. London: Routledge. (n=26) **= 7.** Elkington, J. and Hartigan, P. (2008). *The power of unreasonable people: how social entrepreneurs create markets that change the world*. Boston: Harvard Business School Press. (n=26)		**8.** Elkington, J. and Hartigan, P. (2008). *The power of unreasonable people: how social entrepreneurs create markets that change the world*. Boston: Harvard Business School Press. (n=21)	
9. Dees, J.G., Emerson, J. and Economy, P. (2002). *Strategic tools for social entrepreneurs: enhancing the performance of your enterprising nonprofit*. New York: Wiley. (n=25)		**9.** Ridley-Duff, R. and Bull, M. (2011) *Understanding social enterprise: theory & practice*. Los Angeles: Sage. (n=20)	
10. Martin, F. and Thompson, M. (2010). *Social entrepreneurship [or Social Enterprise: Developing Sustainable Businesses]*. Basingstoke: Palgrave Macmillan. (n=24)		**10.** Mair, J., Robinson, J. and Hockerts, K. eds. (2006). *Social entrepreneurship*. Basingstoke: Palgrave Macmillan. (n=19)	

5.4.3 Search results: phrase searching vs non-phrase searching

From the academic library catalogues, **405** titles were located, giving **1315** results. The mean number of times a title was retrieved was **3.2** (standard deviation **4.6**). **365** titles were found with phrase searching, accounting for **1199** results; the mean number of times a title was located by phrase searching was **3.3** (standard deviation **4.4**).

74 titles were found without phrase searching, accounting for **116** results; the mean number of times a title was located without phrase searching was **1.6** (standard deviation **1**).

331 titles were only found with phrase searching, accounting for **914** results, 69.5% of the results retrieved from the academic library searches. **40** titles were only found without phrase searching, accounting for **49** results, 3.7% of the total number of results retrieved from academic library catalogue searches. **34** titles were found by both non-phrase searching and by phrase searching, accounting for **352** results (**67** from non-phrase searching, **285** from phrase searching), 26.8% of the academic library results.

The spread of search results recorded from academic library catalogues which permitted phrase searching and those which did not is shown in **Figure 5.4.3a**.

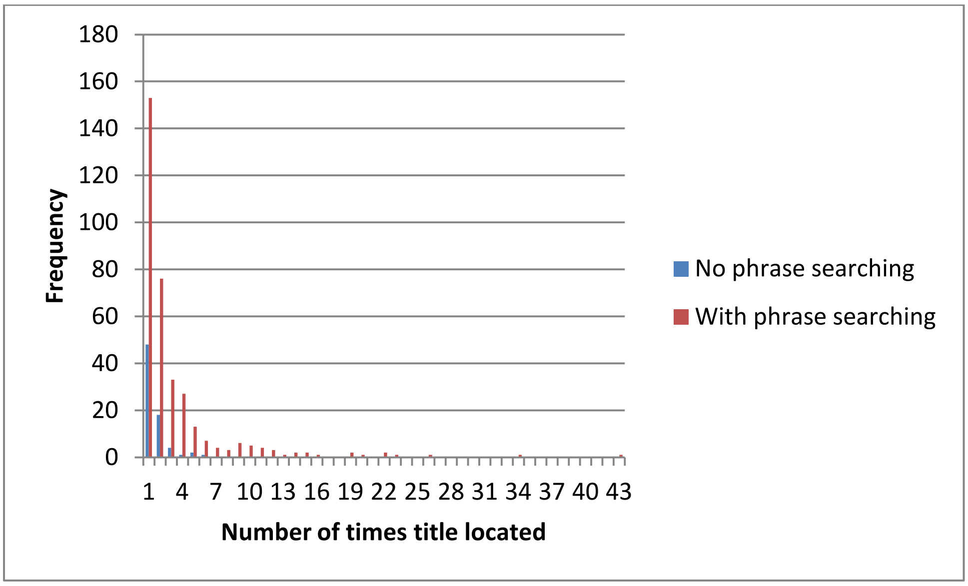


Figure 5.4.3a: Academic library search results comparing numbers of times titles were located with or without phrase searching.

In public library catalogues, **180** titles were retrieved, giving **504** results. The mean number of times a title was retrieved was **2.8** (standard deviation **4.2**). **64** titles were located with phrase searching, accounting for **132** results; the mean number of times a title was located by phrase searching was **2.1** (standard deviation **1.5**).

135 titles were located without phrase searching, accounting for **372** results; the mean number of times a title was located without phrase searching was **2.8** (standard deviation **3.8**).

45 titles were only located with phrase searching, accounting for **80** results, 15.9% of the total results retrieved from public library catalogue searches. **116** titles were only located without phrase searching, accounting for **247** results, 49% of the total number of results located in public library catalogue. **19** titles were located both by non-phrase searching and by phrase searching accounting for **177** results (**125** from non-phrase searching, **52** from phrase searching), 35.1% of the total number of results located in public library catalogues. Key differences between the results from academic library catalogues and from public library catalogues include the greater amount of material identified in academic library searches and the much higher proportion of the public library catalogue results which were retrieved without phrase searches. This may demonstrate both the impact of catalogue quality on access to information about collection items, as well as the role of researcher subjectivity in selecting relevant titles from lengthy lists of materials returned by catalogues without phrase searching.

The spread of search results recorded from public library catalogues which permitted phrase searching and those which did not is shown in **Figure 5.4.3b**.

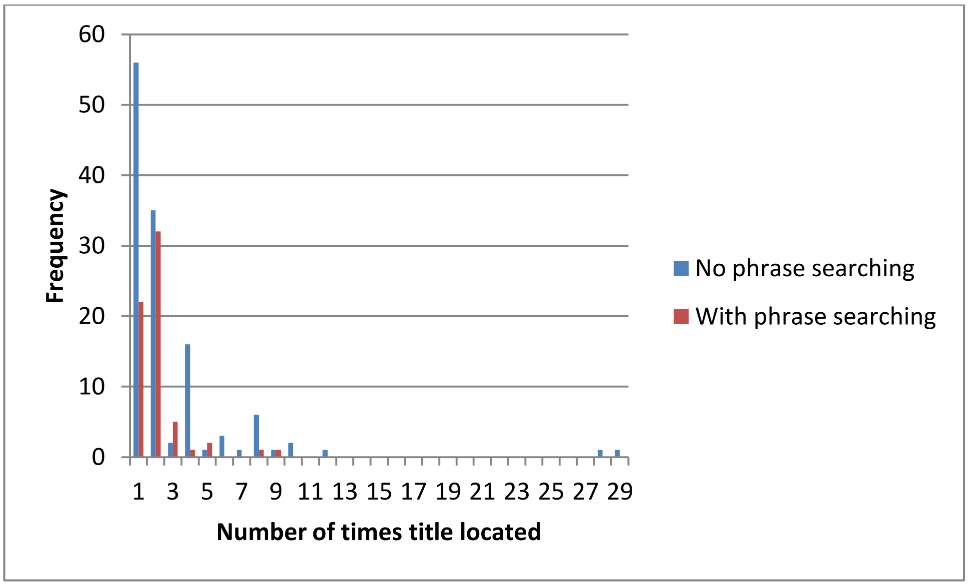


Figure 5.4.3b: Public library search results comparing numbers of times titles were located with or without phrase searching.

In health library catalogues, **6** titles were located, giving **8** results. The mean number of times a title was retrieved was **1.3** (standard deviation **0.8**). **1** title was retrieved with phrase searching, accounting for **1** result.

6 titles were retrieved without phrase searching, accounting for **7** results, giving a mean of **1.2** (standard deviation **0.4**).

5 titles were only retrieved without phrase searching, accounting for **5** results, and **1** title was retrieved in both catalogues with and without phrase searching, accounting for **3** results (**2** from non-phrase searching and **1** from phrase searching).

5.4.4 Types of materials

Broad categories of publications identified amongst these 546 titles identified in total in these Strand 2 searches are summarised in **Table 5.4.4a**. “Chapters” refers to items which were originally identified in Strand 1 catalogue searches due to search terms being identified in individual chapter headings.

Table 5.4.4a: Broad categories of material.

Type of material	Number of titles	Percent of total results
AV	15 (includes 2 Henry Stewart Talks)	2.75%
CD-ROM	1	0.18%
Chapter (search term identified in chapter heading)	6	1.10%
Newspaper cutting	6	1.10%
Exam paper	2	0.37%
Journal	10	1.83%
Module material online	2	0.37%
General monographs	356	65.20%
Official publications	75	13.74%
Working / research papers; reports	32	5.86%
PhD	6	1.10%
Reference (directory, almanac, handbook)	9	1.65%
Unknown	26	4.76%

The reference works included highly localised directories of social enterprises, specific to a single city or area. The newspaper cuttings were similarly very specific to a particular area. Items such as PhDs, exam papers and online module materials tended to appear only in the catalogue for one specific institution.

The international scope of the collection was illustrated by the identification of titles published in **18** countries. The countries in which materials were published are shown in **Table 5.4.4b**.

Table 5.4.4b: Countries of publication.

Country of publication	Number of titles	Percent of total results
Australia	2	0.37%
Belgium	1	0.18%
Canada	1	0.18%
England	284	52.01%
France	3	0.55%
Germany	9	1.65%
India	3	0.55%
Ireland	6	1.10%
Luxembourg	7	1.28%
Netherlands	2	0.37%
Northern Ireland	13	2.38%
Pakistan	1	0.18%
Scotland	21	3.85%
Singapore	2	0.37%
South Africa	1	0.18%
Switzerland	2	0.37%
United States	77	14.10%
Wales	19	3.48%
Unknown	92	16.85%

Most of the titles identified were published in England (**284**, 52.01%), followed by the United States (**77**, 14.10%). **13** titles were identified which were published in Northern Ireland, although these seemed to be possibly ephemeral local materials, located in Northern Irish catalogues.

5.4.5 Online items

148 items were available online in at least one catalogue: **27.1%** of the 546 titles located in total. **1** e-book copy of a relevant title was located in a public library catalogue. **26** (74.3%) academic library catalogues contained relevant online resources, including e-books, e-journals, online official documents and other documents such as theses or materials in an institutional repository. The mean number of online items in these **26** catalogues was **11.3**. One catalogue contained **86** unique online items – the largest number of these materials in a single catalogue.

5.4.6 Titles only retrieved in Strand 2

Of the **226** titles retrieved in only one search in only one catalogue, and not located in the original Strand 1 searches, **143** were located by phrase searching and **83** were located without phrase searching. The numbers of titles retrieved from catalogues using phrase searching are compared to those found in catalogues without phrase searching in **Figure 5.4.6a**.

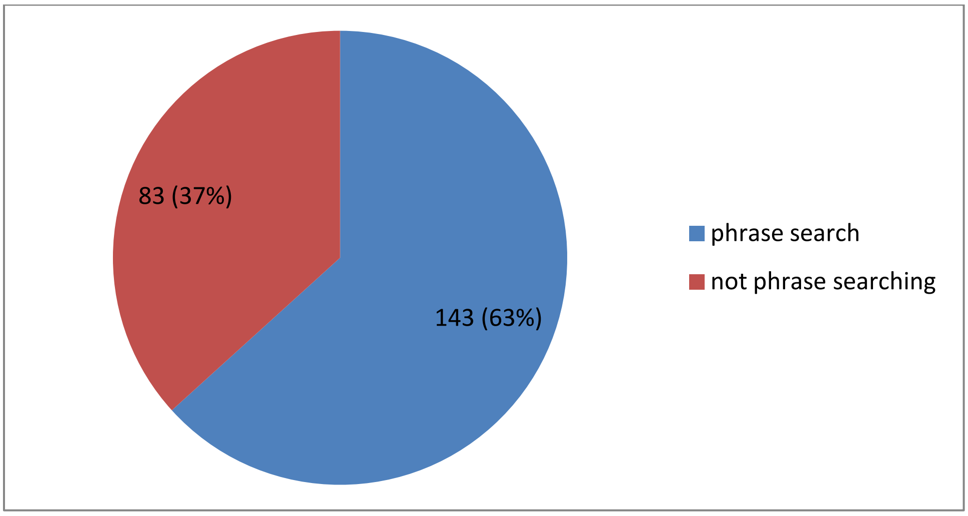


Figure 5.4.6a: Proportion of titles only located in a single Strand 2 search from catalogues with or without phrase searching capabilities.

Of these **226** titles, **162** were only located in academic library catalogues, **62** were located in public library catalogues and **2** in health library catalogues. **Figure 5.4.6b** compares these results by library sector.

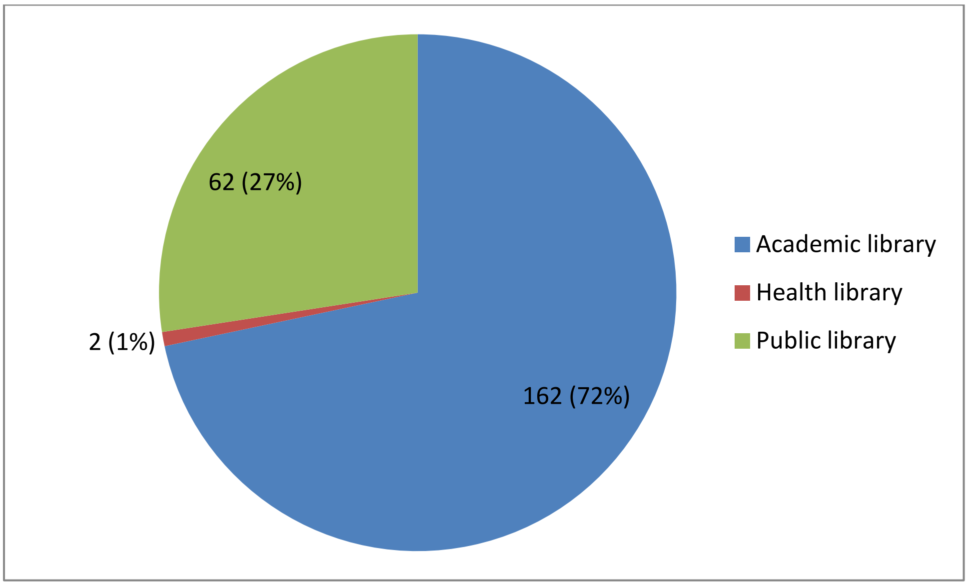


Figure 5.4.6b: Proportion of titles only located in a single Strand 2 search compared by library sector.

5.4.7 Search results: by year of publication

The titles identified in these Strand 2 searches, but not previously located in the British Library Strand 1 searches are shown by publication date in **Figure 5.4.6a**. To allow comparison with publication dates of titles first located in Strand 1, the search terms have been clustered into 3 groups:

- Community enterprise / entrepreneurship (includes community enterprise, community enterprises, community entrepreneur, community entrepreneurs and community entrepreneurship);
- Social enterprise (social enterprise, social enterprises);
- Social entrepreneurship (social entrepreneur, social entrepreneurs, social entrepreneurship).

This chart does not include **30** titles for which publication dates were blank, uncertain or covered a range of years (eg serial publications). It also includes **40** titles which have been counted more than once, having been located in multiple searches:

- Social enterprise and community enterprise / entrepreneurship: **11** duplicate titles;
- Social entrepreneurship and community enterprise / entrepreneurship: **15** duplicate titles;
- Social enterprise and Social entrepreneurship: **12** duplicate titles;
- Social enterprise, social entrepreneurship and community enterprise / entrepreneurship: **2** duplicate titles.

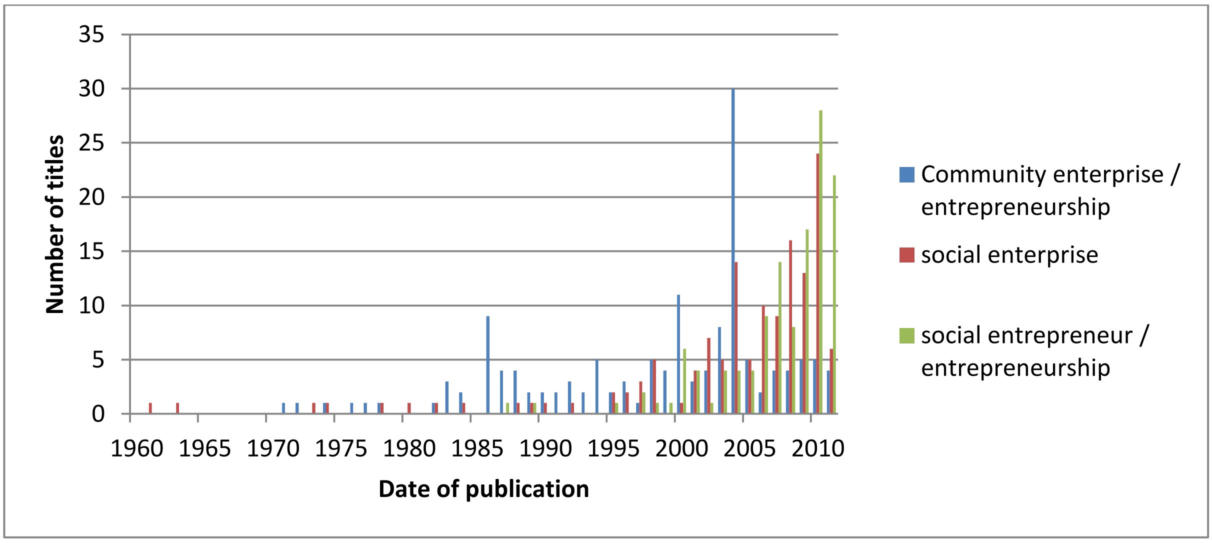


Figure 5.4.7a: Strand 2 titles by search term and publication date

The large number of results from 2004 for search terms relating to community enterprise or community entrepreneurship is largely due to one academic library catalogue which provided details (including ISBNs) for **23** different versions of a single piece of government legislation. Overall, numbers of titles published increase over time; publications continue to be located for search terms relating to community enterprise and community entrepreneurship, although results for social enterprise or social entrepreneurship become more frequent in later years.

It is possible to compare the publication date patterns in numbers of titles identified in the initial Strand 1 British Library catalogue searches with the dates of publication from items identified for the first time in the Strand 2 searches on other library catalogues (**Figure 5.4.7b**).

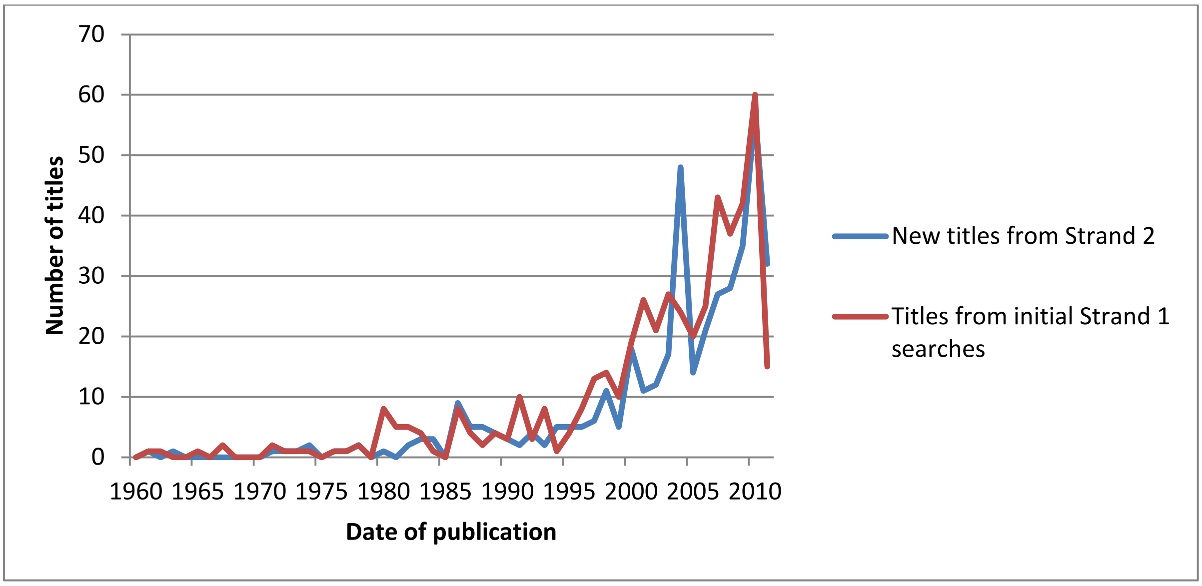


Figure 5.4.7b: Comparing numbers of titles identified in Strand 1 or in Strand 2 by date of publication.

The British Library results peak above those for Strand 2 in **24** of the 50 years shown. The Strand 2 results peak above the British Library results in **11** years.

5.4.8 Summary

This section has summarised the results from the OPAC searches, providing an overview of the characteristics of the search results in different sectors and in each of home nations. The most frequently located titles for each sector have been identified, as have the most frequently retrieved titles in total across all three sectors. It has described the implications of the presence or absence of phrase searching for the number of results retrieved from catalogues in different library sectors, as well as the availability of online items in catalogues from different library sectors. Finally, this section has explored the characteristics of titles only retrieved in this strand, including the types of material located, and has compared the dates of publication of titles located in these Strand 2 searches with those located in the Strand 1 British Library catalogue searches.

5.5 Comparisons to WorldCat search results

In March 2013, searches for the ten search terms used in Strand 2 catalogue searches were carried out on the WorldCat database and numbers of results for each search are shown in **Table 5.5a**. It should be noted that, in all but two searches, the WorldCat figure for ‘All formats’ is not the same as a total for the individual format types shown. The format types shown in **Table 5.5a** represent the totals for the highest format hierarchy levels shown for individual format groups – for example, WorldCat subdivides ‘Book’ into ‘eBook’, ‘Thesis /

dissertation', 'Microform', 'Large print'. 'Video' includes 'DVD' and 'VHS' but these two format types are only shown individually for search results where the higher hierarchy level of 'Video' is not displayed. Another format group is 'Archival material' (including 'Downloadable archival material') which appears to refer to grey literature publications.

Although the length of time between the Strand 2 searches and these WorldCat searches limits the comparability of these results, the proportions of 'All format' results retrieved using each search term (shown in **Figure 5.5**) seem to follow a similar pattern to the total numbers of results retrieved using each of the search terms in Strand 2 (shown in **Figure 5.4.1c**).

Individual results were not recorded in the same detail as the other Strand 2 search results, meaning that it is not possible to say how many results from the different search terms were duplicates. Results to individual searches were not manually deduplicated, although some automated deduplication algorithms are applied within the WorldCat system (Calhoun and Patton, 2011). OCLC (2013a) gives more detail about recent improvements to WorldCat deduplication processes, including reducing AV duplicates. OCLC (2013a) reports that in the last four years, 11,294,384 duplicates have been removed from 342,080,141 processed records (3.3%).

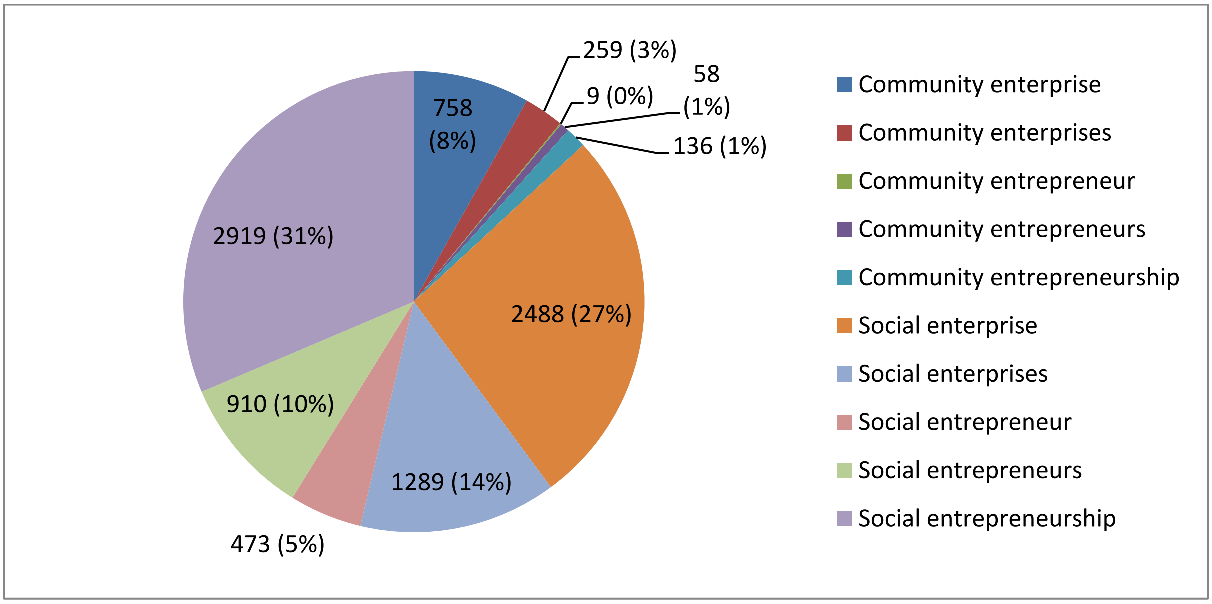


Figure 5.5: Numbers of 'All format' WorldCat results retrieved by each search term

Table 5.5a: WorldCat search results

	Article	Book	Archival material	Computer file	Video	Journal	Encyclopedia article	Audio book	CD	Image	Interactive multimedia	Newspaper	Website	Map	Kit	Cassette	DVD	Downloadable archival material	VHS	All formats
Social enterprise	1288	786	269	74	51	27	4		2	1	1		1							2488
Social enterprises	638	431	163	40	21	5						1	1							1289
Social entrepreneur	238	168	37	11	7	2	6	3					2							473
Social entrepreneurs	447	306	86	33	38	5	1		2		1		1							910
Social entrepreneurship	1243	1128	279	82	150	29	1	18			1		4							2919
Community enterprise	177	487	22	13	6	37	4	1		1		9		2	1					758
Community enterprises	73	133	14	7		16	7				1	7				1	1			259
Community entrepreneur	4	3		1														1		9
Community entrepreneurs	41	15		1														1		58
Community entrepreneurship	99	22	11	3															2	136

The proportions of results retrieved by these ten search terms are compared in **Table 5.5b.**

Table 5.5b: Proportions of results retrieved for each search term: Strand 2 and WorldCat searches

	Strand 2 searches	**WorldCat searches**
Community enterprise	11%	8%
Community enterprises	5%	3%
Community entrepreneur	1%	0%
Community entrepreneurs	2%	1%
community entrepreneurship	3%	1%
social enterprise	21%	27%
Social enterprises	14%	14%
Social entrepreneur	7%	5%
Social entrepreneurs	8%	10%
social entrepreneurship	28%	31%

The largest proportion of results was retrieved by the search term "social entrepreneurship", followed by "social enterprise" and the proportions of results retrieved in WorldCat by each of the other search terms were within 0-3% of the proportions retrieved in the Strand 2 searches. In terms of the overall quantity of titles retrieved, numbers of books identified in the WorldCat searches range from **3** to **1128** and 'All format' results range from **9** to **2919** from total WorldCat records for more than 70,000 libraries. This compares with the **747** titles identified in Strand 1 and Strand 2 of this research, from **89** libraries.

5.6 Summary of findings from other strands

In addition to the comparison with the findings from the British Library catalogue searches, described above, library catalogue quality and its relationship to the library collection were both discussed in interviews and survey responses from Strand 3 of this project.

In the Strand 3 interviews, **4** library and information practitioners discussed their catalogues, including an academic librarian discussing the implementation of Primo, Ex Libris's resource discovery system, emphasising the catalogue as a route for accessing electronic books and its effective integration with the university's institutional repository. A government librarian referred to the diminishing size of the collection and how that relates to reduced expectations of the library catalogue and other library processes, such as classification:

> "the catalogue is these days not what I would regard as a proper catalogue [...] what we do is a very loose classification: I dare say we'll be cutting down to about 400 books - there's really no need to start classifying when you've got so few."

A national library librarian mentioned needing to set up a separate database to provide title details of individual publications in a series, because the main national library catalogue only features the broad series title. An administrator also discussed how an initiative to build a collection of online material hinged on building "a catalogue that was going to be unique [...] making a one stop shop destination site for this material to be together".

The Strand 3 survey results also suggested a high degree of support for including links to freely available web-based materials (such as PDFs) from the library catalogue, with 67% of respondents either agreeing or strongly agreeing with this idea.

5.7 Discussion

These Strand 2 searches cast light on the very varied quality of library catalogues in different sectors and countries. For example, a relatively high proportion of English and Northern Irish public library catalogues did not permit phrase searching, compared to higher levels of phrase searching availability in Scottish and Welsh public library catalogues. The larger public library union catalogues, displaying results for a number of local authorities, did not involve the use of catalogues with more sophisticated search facilities. The implication here appears to be that they are being used to reduce costs (combining in a single standard catalogue), rather than to improve access or resource discovery across authority areas (pooling resources to develop a catalogue of improved quality). It is also possible that these public library catalogues may either be older systems which have not been replaced, or that they reflect particular assumptions about why people might wish to use the public library collection – to locate known items, rather than to look for a range of material on a subject.

The catalogues searched identified a wide range of numbers of collections or locations; these were apparently more likely to be defined by format or by types of access available in academic library catalogues, than in public library catalogues.

The catalogue searches suggested a high level of unique content in individual libraries. 67.6% of all results were identified in only one library, whilst 81.7% of results only found in Strand 2 were only located in a single library.

The Strand 2 searches also more than doubled the total number of titles identified from those located in Strand 1. This seems to suggest that although the British Library has the most extensive collection in this field, it is not a comprehensive collection. However, the titles identified by the British Library Strand 1 searches did account for the majority of Strand 2 search results (58.6%).

Most of the Strand 2 results were retrieved from English library catalogues and from academic libraries. The search term “Social entrepreneurship” provided most results, followed by “Social enterprise” although terms relating to community enterprise also provided additional results.

In examining the lists of most frequently retrieved titles, there appeared to be no overlap between the top ten most frequently retrieved titles for the three sectors. This may be seen as highlighting the different characteristics of each sector. Public library catalogues provided fewer results, but the more frequently retrieved titles tended to be more recently published. Most of the titles identified from public library catalogues were identified without phrase searching.

The academic library catalogues provided more results, but the most frequently retrieved titles tended to be older. Searches on two health library catalogues revealed a more specialised focus on publications of relevance to the health sector. Online items were more frequently identified in academic library catalogues than in public library catalogues.

Overall, most of the items only identified in Strand 2 were identified using phrase searching, although a substantial minority were identified without phrase searching. Identifying relevant results from non-phrase searches involved a great degree of researcher subjectivity in browsing and selecting results.

The proportion of titles only located in Strand 2 by sector was similar to the sector-specific proportions of total results identified.

The publication date patterns of new titles identified in Strand 2 followed the publication date patterns of those identified in the British Library Strand 1 catalogue searches. Although overall the British Library provided a much larger number of individual titles than any single Strand 2 catalogue, the number of additional titles identified in Strand 2 does suggest that there may be gaps in the British Library’s holdings.

5.8 Addressing the research questions

5.8.1 What are the characteristics of the library collection for social enterprise?

These catalogue searches have provided a snapshot of what might be seen as the formal catalogue records for a distributed national collection for social enterprise. The library collection for social enterprise revealed by these catalogue searches is small, varied and differs between library sectors. The majority of items in the collection for social enterprise identified by these searches were unique to a single library.

Although the overall number of titles retrieved from public library catalogue searches was much lower than the number retrieved from the academic library catalogues, the most frequently retrieved titles from public library collections tended to be more recent publications. This may reflect different approaches to material selection in different sectors, with supplier selection for public libraries potentially providing new titles more rapidly.

Electronic materials relevant to social enterprise are available in academic library collections, with over a quarter of the titles identified for the first time in these Strand 2 searches being online materials included in academic library catalogues. In contrast, only one public library catalogue returned a result for an electronic book relevant to social enterprise.

The publication dates of items retrieved by these searches follow a similar pattern to the results retrieved in the Strand 1 catalogue searches, showing a collection for social enterprise which has grown over the last decade, although with some outlying results from the 1960s onwards.

As in the Strand 1 catalogue searches, the largest proportion of items located in Strand 2 were general monographs. The largest number of items was published in England.

5.8.2 What does this study suggest about the wider issues relating to library and information collections in the digital world?

The varied quality of the catalogues identified in this strand may suggest differing assumptions regarding how library collections in different sectors will be used. The lack of phrase searching in public library catalogues suggests that these are primarily intended for known item retrieval, rather than for more exploratory subject-based searches. It may also suggest both the age of the existing catalogues and the lower levels of resourcing for public library catalogue procurement, reflected in the lower quality of some of these catalogues. This raises fundamental questions regarding the role of public libraries and about the role of library catalogues in either facilitating or inhibiting access to collection materials.

The contrast between the higher levels of phrase searching seen in Scottish and Welsh public library catalogues and the lower proportion of public library catalogues with phrase searching in England and Northern Ireland also seems to raise questions regarding the possible co-ordinating role of a national library in public library catalogue provision. In addition, these findings have shown that although the British Library has the most extensive collection on social enterprise of all those searched, its collection is not comprehensive.

5.8.3 What constitutes the concept of the library collection in the digital world?

This strand could be seen as an experiment in the use of search to build a picture of a distributed national collection on a specific topic. In some ways, it provides a rich picture of the variety of material identified in library catalogues from different sectors. The design of this strand was predicated on the dual idea of catalogues as representations of library collections and as mechanisms to facilitate access to individual collection items. However, issues regarding the quality of some catalogues call into question both these assumptions. If a lack of phrase searching functionality leads to useful results being overwhelmed by irrelevant results, or leads to potentially relevant results not being retrieved, the catalogue would seem to be a barrier to, rather than an enabler of, collection access.

5.9 Limitations

The Strand 2 searches reflect an underlying assumption that a catalogue acts at least to some extent as an accurate representation of the collection.

The searches were conducted on a relatively small sample, although one which includes around a quarter of academic libraries and a quarter of public library authorities in each of the four home nations.

Because of the techniques used in searching catalogues which did not provide phrase searching facilities, a great degree of researcher subjectivity and selectivity was involved in identifying relevant titles in catalogues without phrase searching.

It is very difficult to tell whether differences in numbers of search results reflect differences between the collections of different libraries or just reflect differences in approaches to cataloguing items and in the operation of individual catalogues.

No known item searches were performed as part of the Strand 2 searches. A more rigorous approach would have been to mirror the technique used in the Strand 1 catalogue searches in all Strand 2 catalogues. This would have involved first searching each catalogue using phrases or keywords to develop a list of relevant titles and then returning to each catalogue in turn to search individually for each title identified in any of the other catalogues.

The brief searches on WorldCat were conducted nearly two years after the original Strand 2 searches and individual title results from WorldCat were not compared to the individual titles located in Strand 2. However, the relatively low number of results to the WorldCat searches suggests a contrast to the apparent trend of the Strand 2 results, where searching 88 library catalogues more than doubled the number of titles located from the British Library catalogue searches. As WorldCat contains records for over eight hundred times as many libraries (72,000 worldwide (OCLC, 2013b)), if this trend had continued – doubling number of results with an increase of 88 libraries – numbers of search results from WorldCat might have been expected to be significantly greater.

5.10 Conclusion

This chapter summarises findings from Strand 2 library catalogue searches, highlighting differences between catalogue quality and numbers and characteristics of results retrieved from different library sectors. In particular, it suggests that many results retrieved from individual library catalogues are unique to those specific collections. The Strand 2 results extend beyond those retrieved in Strand 1 British Library catalogue searches, although they follow similar patterns in relation to the publication dates of items, types of material, place of publication and numbers of results for individual search terms.

6 STRAND 3: INTERVIEW FINDINGS

6.1 Introduction

This chapter summarises findings from interviews with 18 people which took place between 24 June 2011 and 28 June 2012. The following research questions were addressed by this element of the study:

2. How is the library collection for social enterprise used?
3. What are the characteristics of the self-described information seeking behaviour of people interested in social enterprise?
4. What are stakeholders' perceptions of library and information collections and terminology?
5. What does this study suggest about the wider issues relating to library and information collections in the digital world?
6. What constitutes the concept of the library collection in the digital world?

The aim was to identify key themes relating to library collections for social enterprise from the perspectives of a range of stakeholders including social enterprise practitioners, academics, policy makers, library and information practitioners and publishers, and to use these findings to develop a survey instrument to explore the wider applicability of these ideas to larger groups of stakeholders.

Key findings described here include the identification of social enterprise information needs and sources, details of the types of information created by people interested in social enterprise and how this information is stored. Interviewee definitions of the term "collection" are analysed, introducing a possible conceptual model of collection-as-thing, collection-as-process and collection-as-access. A range of themes relating to library collections relevant to social enterprise are also discussed, including collection documentation (with examples provided by four library interviewees) and perceptions of collection uniqueness. Publisher perspectives and the relationships between libraries, publishers and social enterprise are also examined.

6.2 Interview characteristics

Interviews took place with **5** people involved in running or supporting social enterprises, **6** library and information practitioners, **2** academics, **2** policymakers, **2** publishers and **1** administrator. The interviewees were purposively sampled to provide a range of different perspectives on the topics discussed. The roles of the interviewees and the identifiers used to describe them are summarised in **Table 6.2** below.

Table 6.2: Roles of interviewees

Stakeholder category	Identifier	Role
Academic	A1	Academic
	A2	Academic
Library or information practitioner	LI1	Government librarian
	LI2	Online information resource manager
	LI3	Public librarian
	LI4	Academic librarian
	LI5	Academic librarian
	LI6	National library librarian
Policymaker	PM1	Policymaker
	PM2	Policymaker
Social enterprise practitioner	SE1	Cycle training co-operative
	SE2	Renewable energy project group
	SE3	Social enterprise support director
	SE4	Social enterprise consultancy
	SE5	Community health social enterprise
Other	O1	Administrator
	O2	Publisher
	O3	Publisher

6.3 Social enterprise information needs

Diverse information needs were identified by people involved in social enterprise, academics and policymakers. This analysis draws on information needs identified in all parts of the interviews, including in responses to the Critical Incident Technique question, although those specific responses are also discussed in more detail in section **6.6.1**.

6.3.1 Social enterprise concepts, principles and terminology

All interviewees involved in social enterprise described some need for information about concepts, principles and terminology relating to social enterprise. These included needs for information about overarching topics, such as “co-op principles” (**SE1**) and on more specific aspects of social enterprise, such as employee ownership (**SE5**) or community share issues (**SE2**).

An interviewee based within a public sector organisation but with a role of supporting units interested in or working towards spinning out into social enterprise described how information needs have changed in a rapidly evolving policy context; having become familiar with the Community Interest Company model through work on an earlier project, a new government initiative relating to mutuals and co-operatives has led to a new set of information needs (**SE3**).

Information about different perspectives on current government policies were also needed by an academic (**A2**), who was examining responses from Conservative politicians to specific pieces of legislation proposed by the coalition government. Another academic (**A1**) needed information about the background to the emergence of the social enterprise mark – an initiative generated from within the social enterprise community itself. **A1** also needed background information about concepts and key people involved in social enterprise or the cooperative movement, to be used in teaching materials.

One social enterprise interviewee and one academic needed information about international social enterprise topics, such as the broad terminology used to describe social enterprise in other countries (“we were using the same terms but talking a totally different language” (**SE4**)), or specific terms to describe particular processes affecting social enterprise funding (**A2**). A publisher also described problems posed by differences in the terminology used to describe social enterprise in the US as opposed to the UK (**O3**).

Finally, a policymaker needed background information about the support needs of social enterprises in a particular area (**PM1**).

6.3.2 Business management

Most social enterprise interviewees discussed needing information relating to the day-to-day running of their organisations. This included quite broad information needs relating to strategy and operational management (**SE1**), as well as more specific business management topics. For example, **SE2** discussed needing information relating to managing organisational IT provision within a volunteer-led social enterprise. **SE3** and **SE5** both talked about the need for information regarding the implications of moving from the NHS to a social enterprise organisation, including issues surrounding staff terms and conditions, pensions and indemnity insurance. **SE5** also reflected on specific past information needs relating to pieces of documentation which provided the basis for establishing a social enterprise, such as business plans, Business Transfer Agreements and contracts. These information needs are quite specific to a particular stage in the development of a social enterprise, and have now been replaced by a need for information about performance indicators and ways of measuring success (**SE5**).

6.3.3 Information relating to the purpose of the business

All but one social enterprise interviewee spoke directly about information needs related to the purpose of their businesses. This included information about training courses for bicycle trainers (**SE1**); “meteorological information... that’s what can be hardest to get hold of... at no cost” (**SE2**), “anaerobic digestion of grass waste” (**SE2**); “the health system and getting through the health assurance process” (**SE3**).

SE5 described how information needs about social enterprise in general merged or developed into more specific information needs relating to social enterprise in healthcare, and how an initial encounter with the concept of social enterprise on a training course led to more purposeful information-seeking in relation to its potential application to the field of health.

In addition to discussing the role of evidence in decision-making and the influence of training as a medical professional in taking a critical and analytical approach to evaluating information, **SE5** also talked about synthesising information about two apparently quite different topics, relating to social enterprise and to a specific aspect of healthcare delivery:

> “I was largely dovetailing my reading around the evidence base for social enterprise in health with [the] evidence base for integrated working because I’m quite interested in integrated care... I was looking for synergies between the two.” (**SE5**)

6.3.4 Data and its use in marketing

Three social enterprise interviewees discussed their need for data about the social impact of their organisation and as a tool for marketing or for communicating with people outside the organisation.

SE1 described the need for information showing the social value of cycle training:

> “Some say for every pound you spend on cycle training you save three pounds – society saves three pounds – well this says it’s higher than that, up to seven times, so getting that type of info is a bit difficult.” (**SE1**)

SE2 discussed using quite specialised windspeed data to open up discussions with local communities about the possible locations for wind turbines.

SE3 also discussed the relationship between gathering data about the social impact of a healthcare social enterprise and its potential uses both as a marketing tool and as a resource for health service commissioners, setting out the added social value they should expect providers to deliver:

> "it was done more as a kind of an added social value, but it ended up being a marketing tool as well because what it was trying to demonstrate was the cost of providing the healthcare support to individuals who were substance abusing" (**SE3**)

6.3.5 Policymaker information needs

Policymakers needed information about best practice (**PM1**); evidence to inform policy development (including data about council operations and activities (**PM2**)) and information for benchmarking with other areas (**PM2**).

6.3.6 Social enterprise information needs: conclusion

The interviews suggested quite a broad range of information needs. These included information about background concepts and terminology relating to social enterprise; information about the day-to-day management of a business or relating to the purpose of the social enterprise (cycle training, health care, environmental projects); data for evaluating social value and to inform policy development.

Wilson (1981: 7-10) questions the usefulness of the concept of "information needs", suggesting instead that "the full range of human, personal needs is at the root of motivation towards information-seeking behaviour" (Wilson, 1981: 9) and describes these needs as belonging to three categories: cognitive, affective and physiological needs. The "information needs" described above can be broadly categorised as a number of cognitive needs, shown in **Table 6.3.6** below. Most, but not all, are linked to the work roles of the interviewees, also described in Wilson's (1981: 9-10) discussion of the connection between needs, work roles and organisational and social environments.

These cognitive needs seemed fairly explicitly identified with quite direct links to the information needs described in sections **6.3.1-6.3.5**. However, other affective (psychological or emotional needs) were also suggested by some interviewees, with more implicit links between these needs and information seeking behaviour: one referred to a library as "an oasis of calm" on a bad day where it's possible to "have a little look at the self-help things" but suggesting "I wasn't formally accessing it, but in passing I'd go and read something"; another linked a sense of identity as "an evidence-based practitioner" to subsequent information-seeking behaviour; a third interviewee implied that using technical data to present an informed argument for a particular course of action could be a way of avoiding confrontation with local people.

Table 6.3.6: Categorisation of cognitive needs and information needs.

Cognitive need	Information need
To manage a social enterprise day-by-day	Financial management / operational management / strategy / IT support
To shape the future development of an established social enterprise	Co-op principles / community share issues / employee ownership / information about government policy
To carry out the core purpose of the social enterprise	Maps for cycle training / professional development opportunities / environmental data / information about specialised healthcare topics
To communicate about social enterprise	Information about terminology / information about marketing
To evaluate social value	Data about social value / data to evaluate potential impact (including environmental)
To facilitate social enterprise / co-op / mutual public sector spin-outs	Information about government policy / new initiatives / external support organisations
To research social enterprise topics	Current and pre-existing academic literature on the topic / practitioner perspectives / key figures involved in the field / core concepts / history of developments in the field / underlying theoretical frameworks
To teach others about social enterprise topics	Current and pre-existing academic literature on the topic / practitioner perspectives / key figures involved in the field / core concepts / history of developments in the field / underlying theoretical frameworks
To develop policy	Best practice / performance of local organisation compared to others (benchmarking) / data about field

6.4 Information sources for social enterprise

6.4.1 Personal knowledge

Most interviewees discussed the value of personal knowledge when looking for information about topics relating to social enterprise. **SE2** described how the direction of the organisation depended on “the knowledge of our volunteers. It’s very much guided by what they know as to where we go next... [...] it very much starts with the knowledge of people...” (**SE2**)

For **SE1**, one particular colleague would be the first person to ask if information were needed on a particular topic. The interviewees also discussed the importance of their own personal knowledge (**SE2, SE4, A2**).

6.4.2 Personal contacts

All five social enterprise interviewees, both academics and both policymakers discussed the value of personal contacts in obtaining information about social enterprise topics. A social enterprise practitioner described the value of personal conversations with others:

> “they have a lot of knowledge... and they have access to people – they have networks – they can... sometimes reap better reward than... getting into another thick document.” (**SE5**)

Personal contacts were described as facilitating access to more formal information sources:

> “there’s all sorts of literature that’s available for civic organisations but it’s very much about knowing – having a contact and knowing that it exists.” (**SE2**)

A policymaker also felt that “I would say probably the bulk of the intelligence that we gather is through conversations really” (**PM1**), although this was combined by a note of scepticism when describing the experience of visiting organisations with reputations for innovative approaches to social enterprise support, saying “generally I always find that the publicity’s far stronger than the reality” (**PM1**).

Two social enterprise interviewees also described an iterative process of using personal contacts and other information sources to explore and validate initial impressions (**SE3, SE5**): “and you’re always trying to dovetail what you read with what you see. And I’m doing this all the time” (**SE5**).

Finally, both people with experience of social enterprises spinning out from the public sector, as well as one policymaker, also mentioned trade union representatives or publications as additional sources of information.

6.4.3 Networks and information sharing

Examples of information sharing through networks were described by people interested in social enterprise, academics and policymakers. **SE3** described how a “support network group” was created to meet informally over coffee to discuss the health assurance process and the issues surrounding spinning out of the NHS: “we’d have organisations at different points in the journey as well, so that was quite useful in terms of learning from each other.” **SE3** also observed that:

> “the social enterprise as a sector is very kind of self-supporting in that sense and very proud of what it does and wants to share that. So we didn’t have any of the – you know if you try and transfer in some of the NHS networks or commercial networks you’d have people say “well we can’t talk to you about that” but there wasn’t any of that at all with the social enterprise.” (**SE3**)

A1 described creating multiple case studies for use in teaching sessions based on conversations with social enterprise practitioners: “you can’t do that without having the links to the practitioner networks, you know, people meeting people at conferences or meeting people through knowledge exchange projects.” **A1** also commented on the importance of the link between teaching, practice and research.

Both policymakers discussed the importance of networks for their work – **PM1** commented on the strength of the network of social enterprise practitioners, researchers and experts in the local area and commented on the role of personal network members in raising the profile of potentially useful information:

> “So I think if people know what you’re working on, people who are in your network keep an eye on things then yeah I think information does come to you. But only if it’s clear what you’re interested in, I suppose.” (**PM1**)

PM2 also described using a personal professional network to obtain information relating to work topics: “I do a lot of asking, so if I want information I ask around and I network and I get stuff from my network.” (**PM2**).

6.4.4 Presentations and events

A1 described the opportunities conferences provide to meet people, mentioning two major conferences and discussed the benefits of attending “practitioner-involved forums”, which provide an opportunity to “come out of my research ivory tower and get my hands dirty in sort of ongoing and contemporary debates that are affecting the practitioner world”. Both publishers also mentioned the value of conferences, with **O2** describing one publication as “a result of probably a conversation at a conference”.

The value of training courses or events was mentioned by three people involved with social enterprise. **SE2** talked about a “quick books training course” but noted that resources to attend other conferences and events were limited. **SE3** discussed the useful presentations and valuable contacts made at the Footsey social enterprise trade fair.

Two social enterprise interviewees also discussed the value of PowerPoint presentations – **SE2** suggested it would be useful to have access to “virtual presentations stuff like that which is normally only available to attendees” and **SE5** talked about the difficulty of locating “particular PowerPoint presentations that were very valuable when you know you go to conferences and you get copies of slides”.

6.4.5 Support organisations

Support organisations operating as social enterprises themselves and providing advice and support on topics such as finance, HR issues, legal issues or IT systems were mentioned by **SE3**:

“there are other social enterprises springing up with infrastructure to serve those organisations.” **SE5** echoed this, emphasising that:

> “I got much more help from the smaller grassroots – for me it was an organisation called Social Enterprise Support Centre which is a social enterprise itself set up to help feed business development.”

6.4.6 Newsletters / current awareness

Current awareness information or newsletters were described as important sources of information by four people involved in social enterprise. **SE3** referred to NHS Confederation monthly bulletins: “you can pick up there on government policy or research studies... they just cover the managerial angle”, particularly noting the benefit of having large amounts of information condensed into a single paragraph. However, **PM1** was more sceptical about some of these current awareness services: “well my in box is full of email... distribution lists and kind of e-newsletters from adverts and conferences and things like that – to be honest they generally get deleted pretty quickly.”

SE4 described using current awareness was used to pre-empt possible information needs: “So we tend to meet our – in fact they may not have occurred because we get so much information coming through to us really“.

6.4.7 Web-based information

6.4.7.1 Google, websites and YouTube

Three people involved in social enterprise mentioned Google searches as a source of information, as did both policymakers. Both academics discussed using Google Scholar to find information.

There seemed to be different motivations to searching Google. **SE3** described looking for very specific information (social enterprises in the local area), whilst **SE4** described web searches as quite infrequent.

SE4 noted the difficulty of searching for information on Chinese websites (“they seem to come and go”) and preferred the quality of resources created by his own organisation:

> “we tend to find that actually information already on the workshops we’ve already had as good or if not better than the information that we’re getting on the web.” (**SE4**)

In contrast, **PM2** suggested “I always Google just because I like to see the randomness of what comes back.” **SE2** also suggests a degree of randomness in taking a broad approach to searching Google “it may be like wind turbines and research [...] what comes up – are they any good?”

Some interviewees also mentioned preferred websites which they would consult for information such as the Social Enterprise Coalition (**SE3**). **SE5** described the King’s Fund website as “a place I go to quite regularly for analytically informed policy debate” – suggesting a forum for interaction and engagement (“a place I go” for “debate”) rather than just a web resource.

One academic discussed the usefulness of YouTube for teaching materials, including short animated speeches from the Royal Society of Arts (“they’re very amusing... they illustrate... what the speaker is trying to say in a very graphic way and... they’re just very provocative - they’re just terrific teaching materials. Very inventive.” (**A1**)).

6.4.7.2 Government information and reports

4 people involved in social enterprise described using reports or government information (including websites) as sources of information, usually from the government department most closely related to the purpose of the business such as the NHS or Department of Health (**SE3, SE5**), or Department of Transport (**SE1**), but also including departments responsible for more general issues affecting social enterprises or other businesses, such as HMRC (**SE2**).

6.4.7.3 Toolkits

Three interviewees involved in social enterprise mentioned a more interactive type of resource in the form of toolkits. **SE3** discussed involvement in creating a toolkit for commissioning and for assessing added social value, whilst **SE5** described using a business planning toolkit to structure the relevant documentation.

6.4.7.4 Ideas for future possible web information sources

Two social enterprise interviewees (**SE2, SE4**) mentioned the desirability of a web-based directory of information about social enterprise with the aim of being “everyone’s first point of call” (**SE2**). **SE4** described having tried to create such a resource as part of their organisational website but “it was just too resource intensive and we didn’t have the time to do it”.

6.4.8 Research papers / articles

SE2 discussed the potential value of “research papers as well as other general textbook kind of things” for specific environmental topics and observed that “having access to research papers where you could search a bit more like Athens that’s what would be so useful” (**SE2**). Both academics talked about the research resources available through their university libraries – **A1** described using Emerald, Business Source Premier, Sage and Google Scholar; whilst **A2** mentioned a social science database and Google Scholar. **PM2** also described "taking a bit more of a kind of [an] evidence based role", using research skills developed during a postgraduate course to gather information relevant to professional practice.

6.4.9 Primary data

In addition to interviewees who discussed a need for data (**SE1, SE2, SE3**), both academics described collecting or analysing primary data as an important source of information. Both policymakers also talked about either commissioning primary research or carrying out analysis on local authority statistics.

6.4.10 Information sources for social enterprise: conclusions

The interviews demonstrated the diverse information sources used by people interested in social enterprise topics. These include personal knowledge and contacts, including information sharing through networks. Presentations, events and conferences were mentioned as useful sources of information by social enterprise practitioners, academics and publishers. Support organisations and newsletters or current awareness bulletins were also regarded as helpful, and most interviewees attached importance to Google searches or websites as information sources. More specialised web-based resources, such as toolkits and government information and reports were also used by social enterprise practitioners. More academic information sources, such as research articles, or books were also mentioned by social enterprise practitioners, academics and one policymaker. The value of primary data was discussed by social enterprise practitioners, policymakers and academics.

Table 6.4.10 gives an indication of which information sources were used to address the categories of cognitive need and information needs identified in section **6.3.6**.

Table 6.4.10: Categorisation of cognitive needs, information needs and information sources.

Cognitive need	Information need	Information sources used
To manage a social enterprise day-by-day	Financial management / operational management / strategy / IT support	Personal contacts / government information / Google / websites / books
To shape the future development of an established social enterprise	Co-op principles / community share issues / employee ownership / information about government policy	Personal contacts / other social enterprises / government information / websites / social enterprise support organisations
To carry out the core purpose of the social enterprise	Maps for cycle training / professional development opportunities / environmental data / information about specialised healthcare topics	Personal knowledge / current awareness emails / professional organisations / websites / books
To communicate about social enterprise	Information about terminology / information about marketing	Personal contacts / websites / toolkits / events / [also using evaluation of social value in marketing / communication]
To evaluate social value	Data about social value / data to evaluate potential impact (including environmental)	Data / toolkits
To facilitate social enterprise / co-op / mutual public sector spin-outs	Information about government policy / new initiatives / external support organisations	Personal contacts / Google / events / websites / government information
To research social enterprise topics	Current and pre-existing academic literature on the topic / practitioner perspectives / key figures involved in the field / core concepts / history of developments in the field / underlying theoretical frameworks	Articles / databases / Google scholar / data / personal contacts / [also using teaching exercises in research]
To teach others about social enterprise topics	Current and pre-existing academic literature on the topic / practitioner perspectives / key figures involved in the field / core concepts / history of developments in the field / underlying theoretical frameworks	YouTube / personal contacts / events / [also using research in teaching]
To develop policy	Best practice / performance of local organisation compared to others (benchmarking) / data about field	Personal contacts / Google / websites / articles / data / [also using specially commissioned research]

6.5 Characteristics of digital information

6.5.1 Benefits of brief summaries of information

Three interviewees involved with social enterprise discussed the usefulness of summaries or "snippets of information":

> "I keep hoping that I'll come across a really good guide at some point like get little bits of snippets of information that help." (**SE2**)

The social enterprise support manager discussed the advantages of current awareness bulletins:

> "So a lot of sources are there... twelve or fourteen different areas in a single paragraph." (**SE3**)

This was discussed more critically by **SE5**, particularly in the context of social media where information seemed:

> "a bit dumbed down really – the Twitter, the Facebooks and the social media engagement forums are about fast-track snippets of opinion-forming and influencing data that a lot of people get access to very rapidly which takes up the time I think it probably would take to go into a more interrogative piece but that might be accessed through a different route."

The academic interviewee **A1** also talked about the benefits of being able to break up video resources into the sort of "clips that are on YouTube" to use in teaching sessions and also described the snippet previews of content in Google Books as "incredibly helpful". Similar issues were discussed by the publisher **O2** who talked about the advantages of "slicing and dicing" content in a way which would potentially both "allow students to pick and chose which bits they want" and which could enable authors to provide additional digital summary documents to complement their full publications, without the prohibitive cost margins of printing paper copies of such documents.

Librarians and information practitioners also discussed the potential benefits of added granularity in information sources, such as the digital usage statistics for some resources which give chapter level detail (**LI6**) or the opportunities presented to create catalogue records for individual chapters of books (**LI2**). The government librarian **LI1** also discussed the library's role in providing summary documents ("Quick Information Packs") summarising information on a particular topic from a wide range of sources, including books, journal articles and social media sources.

6.5.2 "Free" information

Three social enterprise practitioner interviewees described the advantages of "free" information accessible on the internet. **SE4** described stopping organisational subscriptions to business databases because "so much of the information about it is just available free". **SE2** described the importance for a small environmental social enterprise to be able to access meteorological data free of charge, whilst the social enterprise support manager **SE3** described a "freebie session" given to emerging public sector spinout social enterprises by a marketing firm.

The emphasis on the advantages of "free" information for those involved in social enterprise contrasted sharply with the perspectives offered by both publishers, who emphasised the value added to information by the publishing process:

> "the big thing for me is that people think that digital is free, which you'll see it really isn't... with any digital product." (**O2**)
>
> [Somebody has] "to pay for the price of the publishing process and I think [that's] unquestionable – I wouldn't walk into Tesco and demand food free because you need to eat" (**O3**)

All library and information practitioners also discussed some of the issues surrounding "free" information, although all were very aware of the cost of digital materials. **LI6** and **LI3** both described directing their library customers to free resources from library websites. **LI3** predicted greater reliance on freely available websites as a source of information in the context of library budget cuts, and also discussed the evaluation process involved in selecting these materials. **LI3** seemed to see an understanding of the importance of free access to information as central to what public libraries can offer small business: "we are a service that's either free or quite cheap so I would hope we could help any small businesses get going". **LI6** described informing national library customers of the range of costs involved in providing information from different sources, actively promoting free alternatives:

> "we say there's a charge for this but on the other hand you can have this for free. You know because I don't want to disadvantage somebody who is far away and can't make... their way to the library."

LI4 also described making reusable learning objects freely available to the general public through a university website, seeing it as part of the "social mission" of the institution. **LI5** described advising students to visit a local public library which, through partnership arrangements, has access to a different range of business databases:

> "I would love to recommend students here to go down and access those free of charge instead of complaining that we don't have something that they want."

6.5.3 Characteristics of digital information: conclusions

Aspects of digital information were discussed by social enterprise practitioners, academics, policymakers, library and information practitioners and publishers. These included the benefits or disadvantages of short summaries of information and ideas about "free" information – social enterprise practitioners talked about "free" digital resources, both publishers emphasised that digital resources are not free and library and information practitioners seemed to take a middle way, emphasising the library's role in minimising costs for the individual user.

6.6 Critical Incident question responses

People involved in social enterprise, both academics and both policymakers were asked to describe a recent example of a time when they had needed information, how they went about finding it and whether it was useful. Library and information practitioner interviewees were asked to describe a time when their library or information service had assisted someone interested in social enterprise.

6.6.1 Social enterprise, academic and policymaker interviewees

3 people (**SE1, SE2, PM2**) gave two examples of recent times when they had needed, located and used information on a topic relating to social enterprise. The remaining **6** interviewees in this category gave a single example each.

Table 6.6.1 summarises each of the examples discussed. **6** examples were of completed information seeking activities (shaded blue in the table); **6** were of current or ongoing information seeking activities (shaded pink). The information sources are listed in the order they were mentioned, indicating, for example, where someone started with personal knowledge. In all **12** examples, personal knowledge (either of the interviewee or of a colleague) is either the first or second information source used. In **6** examples, Google, websites, internet searching or a web search were either the first, second or third source consulted. In **3** examples, consulting Google or the web leads on to personal contacts, although in **3** other examples personal contact follows on from personal knowledge (without an intervening web search). **2** explicitly described using a library and **1** academic implicitly suggested this, by referring to downloading journal articles. The inclusion of a final stage of the review of job descriptions – checking statutory requirements – suggests an awareness of the potential legal implications or consequences of this process, and the importance of checking compliance with the law before finalising any recommendations. No comparable source is mentioned in the information seeking processes for the **11** other examples.

Table 6.6.1: Critical incident responses – social enterprise, academic and policymaker interviews

Identifier	Situation / information need	Information sources	Outcome
SE1	"we wrote a bid... a quote"	Personal knowledge	[bid / quote]
	"we wrote a report"	- primary data - colleague's personal knowledge - reports	[report]
SE2	"GIS scoping study... mapping"	- colleague's personal knowledge - web search - free data - contact with external organisation	[new problems emerged; colleague left and "the efficiency became a bit wobbly"]
	"wind data"	- personal knowledge - library - atlases	"got us started" – provided basic background knowledge to inform discussions about wind direction in different locations
SE3	"marketing in terms of social enterprise"	- personal knowledge - personal contact - website - events / training sessions - support organisation - information sharing to the network	Social value toolkit for commissioning and marketing
SE4	"I was asked to participate in a tour and a seminar in the US"	- personal knowledge - newsletters / websites - personal contacts	- PowerPoint slides - conversations which clarified meanings, terms and differences
SE5	"I'm currently preparing a presentation to the Employee Ownership Association."	- personal knowledge - report - union publications	[presentation]
A1	Agency behind social enterprise mark (SEM)	- personal knowledge - databases - Google / social networking - library resources	- biographies of people involved with SEM - "contextualise why they've approached something the way that they have"
A2	Research into "changes in earned or commercial income" in social enterprises	- data analysis - personal knowledge - journal articles - personal contact	- revised search terms - writing up the research - Endnote file of references - "I'm better at finding things than at not finding things I think the problem is I find too much."

PM1	Question in a meeting about "what's happening elsewhere"	Planned approach will involve: - personal knowledge - internet search - personal contact	"a useful exercise to see what other people are doing."
PM2	Discussion in meeting about branding a service	- Google - personal knowledge - critical evaluation - academic research	- "I'm already starting to... critically evaluate the approach that's been taken" - deepening personal knowledge
	Reviewing job descriptions	- personal knowledge - personal contact - data collection - union personal contacts - statutory requirements	- "you have to have a robustness of the argument... based upon evidence" - "the research and information gathering stage is critical to the long term success"

In the **6** examples where the information seeking activities have been completed, **4** describe fairly tangible outcomes – a report, a bid, PowerPoint slides or a commissioning toolkit. However, **2** describe more intangible outcomes, such as deepening personal knowledge about particular topics or people. **2** of the examples of ongoing information seeking activities describe or envisage tangible outcomes (a presentation, an EndNote file of references, a research paper), **3** suggest more intangible outcomes. **2** of the examples of ongoing information seeking activities also describe the emergence of new problems or issues.

6.6.2 Library and information practitioners

Four library and information practitioners answered a critical incident style question about a time when their service has provided support relating to a social enterprise topic. Two library and information practitioners were either not asked the critical incident style question, because an information service was not yet launched, or were unable to answer it. Two further respondents provided no concrete examples of direct, relevant enquiries:

> "I haven't had anyone directly ask me – certainly lots of questions about business start up but not specifically related to social enterprise." (**LI5**)

> "I don't think anybody's really told us that they were doing a social enterprise" (**LI3**)

Examples were provided by two practitioners from a government library and a national library, respectively:

> "it's like everyone has hazy memories of giving people stuff but nothing very clear! [...] apart from providing books on request when people come and say get me that book on social enterprise and we bought it for them so that's, that's a definite clear one." (**LI1**)

> “only [one] enquiry I’ve ever received specifically on social enterprises and how many there might be and the potential growth...” (**LI6**)

However, some librarians thought that more people may have made enquiries, but without identifying themselves as social enterprises:

> “we’ve got people that are involved in the environmental side I’m not sure that they would say that they were a social enterprise I’m not sure how much they’re ploughing back in there, you know...” (**LI3**)

> “If somebody comes in as an individual I’ve no idea whether they’re attached to a social enterprise or not. It’s difficult to assess.” (**LI6**)

Despite this lack of apparent use of the libraries by people involved in social enterprise, two librarians did describe actively responding once a potential need for information about social enterprise had been identified. **LI1** discussed attending Policy Picnic lunchtime meetings (“a really useful good way of keeping in touch with what everyone in the department is doing”) about social enterprise and the Big Society. These “were really well attended so it was clear from that to me that there was a lot of interest in the area that’s when we bought a few of the books” (**LI1**). **LI6** showed how a single enquiry highlighted a possible need and prompted the addition of social enterprise links to the library website:

> “I think that largely was a result of that the initial enquiry, that we suddenly realised that there may be a potential interest in social enterprise and so we added the links to the website, but I haven’t found much in the way of published research in this, this sector at all.” (**LI6**)

6.7 Creating information about social enterprise

All five social enterprise interviewees, both academics and both policymakers described creating information, including:

- Reports (including original research) – some available on the web;
- Briefing documents;
- Presentations;
- Web tools – available on the web;
- Social value toolkits – available on the web;
- Business plans, tenders, contracts;
- Case studies – some available on the web;
- Journal articles;
- Staff handbooks;
- Data on service use and social impact;
- Books (whole texts or sections);
- Teaching materials.

A considerable amount of this potentially useful information would not be captured by libraries, although some of the web-based publications would now be subject to harvesting under non-print legal deposit regulations. Both publishers described the field of social enterprise as an emerging area of interest for formal publications, such as books and journals, both within the UK and internationally:

> "I mean I think it's a really emerging and... interesting agenda. I'm not sure quite how many people are writing about it at the moment..." (**O2**)
>
> "it's an increasing and emerging... field of interest within the academic community." (**O3**)

6.8 Social enterprise information and libraries

All social enterprise interviewees described having access to some sort of organisational collection of books or other information sources, ranging from "a couple of books" (**SE2**) to a "fairly extensive library in-house with something like 300 books" (**SE4**). Both academics had used university libraries for their work and one policymaker had also used an academic library for information on related topics. The British Library was mentioned by one of the social enterprise interviewees (who would encourage people to use the BIPC) and by both academics: **A1** mentioned the British Library's EThOS service ("they've done this wonderful project to digitise all of the PhDs").

Two people involved in social enterprise reported using libraries for their work, including a social enterprise support manager who had used an organisational library but who observed that "in a way the library element of it is sort of catching up" (**SE3**) in relation to materials for social enterprise. This was echoed by **SE2** who thought that "the social enterprise aspects and stuff like that seems relatively new in terms of literature."

This suggests a perception that library collections are retrospective and reactive, rather than proactive in anticipating people's information needs. **SE5** further developed this idea observing:

> "Actually again my reading at the time was that there is a paucity of reliable evidence that said social enterprise would work in health and the curious bit for me is well actually there's a lot of evidence that says social enterprise works in other sectors and to some degree being one of the early adopters or spearheads you then become contributors to that evidence base." (**SE5**)

This identifies a broader gap in the availability of evidence (not just formally published literature) about social enterprise in a particular context, and shows how an individual involved in social enterprise may then positively contribute to filling that gap. **SE5** also applied this specifically to a library context: “I’m part of that journey, I suspect that in two or three years time that library will be much better populated”.

Two other interviewees (**PM1** and **SE1**) discussed hypothetical future library use, either for locating information on a specific topic or if they had a clearer sense of what a library might be able to offer.

Librarians from public, academic and national libraries discussed the difficulty of ascertaining whether a customer is looking for information from a social enterprise perspective, or from a broader perspective to do with business or social or environmental issues. A government librarian mentioned the speed of developments within the field of social enterprise and related policy, meaning that significant emphasis is placed on the most current information. A public librarian identified another issue as:

> “a whole problem in itself is... how subjects are seen and whether they’re seen as important or not. That’s the problem. It’s quite difficult.” (**LI3**)

This seems to capture well a key challenge for library collection development, particularly in relation to interdisciplinary subjects, regarding identifying and prioritising emerging fields of interest.

This challenge of identifying emerging subject areas was also discussed by both publisher interviewees. They described a mixture of reactive and proactive methods for identifying potential fields of interest – discussing topics with the academic and practitioner communities, responding to expressions of interest from potential authors and actively commissioning experts to write textbooks in relevant fields. Both publishers described this as a process of engagement with a “community”, whereas library and information practitioner interviewees – particularly from academic libraries – seemed to describe engagement in more procedurally defined institutional terms. For example, collection development for new subjects would depend on budget discussions with departments to fund acquisitions for new modules (**LI5**) or on individual faculty policies (**LI4**).

An academic, a social enterprise practitioner and a policymaker all discussed their experiences of differing levels of electronic resource provision across library sectors. Two compared the access they had when they were members of universities, with the limitations they encountered when they were not:

> “having access to research papers where you could search a bit more like Athens that’s what would be so useful.” (**SE2**)

> “having to just go in and look at things but particularly online things like being able to get hold of journal articles or whatever was really... it’s hard, it’s exasperating.” (**A2**)

6.9 Storing information

Social enterprise practitioners and academics described a mixture of print and electronic systems for storing their information, all involving some computer files. They also discussed some types of information which they did not store: "In terms of keeping a record of webpages that I might have looked at, I don't do that." (**SE1**)

Tools included USB sticks, Google docs, Endnote, iBooks, GoodReader and intranets. Most of these were described as being fairly short term information storage solutions. **A1** specifically described one system (GoodReader) as a place "to keep stuff temporarily so this for me this is like a holding area" before deciding whether "to keep it permanently" in iBooks.

In contrast, both publishers discussed their responsibilities to preserve the materials which they publish for the longer term, as well as the systems they use to facilitate this. However, two library and information practitioner interviewees who belong to organisations with a publishing role drew a contrast between publication and permanent storage:

> "What the department does is puts them [departmental publications] online on the website for as long as they're accessible and then takes them off again whereas... we will keep copies of all of them in the library." (**LI1**)
>
> "in my mind the website's documents section will be like a shop window which still has all the latest publications in stock... but at the same time as you're looking at that there's the portal and then you go up there and there you've got the works you know the filing cabinet." (**LI2**)

This can be seen as a demonstration of the importance of the preservation role of libraries, discussed by four library and information practitioners. Two used the image of their services as a lifeboat; one described an online information resource – part of a strategy for preserving "knowledge at risk" (**O1**) – as being "a sort of lifeboat for information" (**LI2**) and another described the process of selection for preservation as being "like choosing who gets in the lifeboat" (**LI4**). This image suggests both a role in rescuing at risk materials, referring particularly to transient digital materials, and a process of selection which might be based on ideas of perceived value or perceived vulnerability. **LI3** also contrasted reference and lending library approaches within a single public library system: the reference library would retain material for longer "whereas lending are more ephemeral".

6.10 Definitions of collection

The responses of seven interviewees to the question “how would you define the term collection?” suggested that they identified the term as library jargon. This included three library and information practitioners, two social enterprise practitioners, one policy maker and one publisher. **LI1** explained:

> “the terms are relevant but I don’t know if I’d use them when I was talking to anyone outside the library, because terms for a non-library person, chances are if you’re talking about the collection they would think of a set of books”.

In this case “sources of evidence” would be **LI1**’s preferred way of referring to library resources when talking to people from beyond the library. A non-librarian working to develop an online information service similarly identified the term with a library-specific meaning: “by the way I’ve learned a lot since I’ve been here about the terminology used specifically in librarianship” (**LI2**), whilst **LI6** discussed examples of customer perplexity caused by the use of the term “licensed digital collections” on the library website: “why don’t you just call it databases?”.

Two social enterprise practitioners also closely associated the term with library jargon. **SE2** expressed this in two different ways – firstly by describing seeing the word collection in a library: “it just brings up images of like [the university] library where it says ‘collections’ on a sign” and then by emphasising “I’ve very much not had a librarian background – I’ve no idea if that’s right or not.” **SE5** also seemed unsure about defining the term: “Am I way off the mark? Not being a librarian.” However, it should be noted that both **SE2** and **SE5** provided very valid and valuable definitions of the term collection, despite their uncertainty about its meaning in the context of library terminology. Indeed, despite the potential association of the word “collection” with library jargon, most interviewees offered interesting, complex, and nuanced definitions, which are explored in more detail below. One librarian (**LI3**) emphasised the view that “collections is a better term” comparing it favourably to alternatives such as “resource discovery” or “stock”.

6.10.1 Collection as process, store and access

The conceptual issues raised by the various definitions of “collection” seemed to be summarised by one social enterprise practitioner:

> “I guess there’s two possible meanings, one is the actual collecting of the information and data, collecting raw data, and then I guess the other sort of collection can mean the storage of the data and I guess another collection would be external information which you’re collecting up so you’ve got access to it – that’s three types!” (**SE1**)

This articulates “three types” of meaning: collection as a process (“actual collecting”), collection as a store or thing (“the storage of the data”), and collection as access (“so you’ve got access to it”). The first two definitions echo a couple of dictionary definitions from the *Oxford English Dictionary* (2013): “A number of objects collected or gathered together” or “The action of collecting or gathering together”. The idea of collection as access echoes Feather and Sturges (2003: 80-81) broad definition of collection as “the information resources to which a library has access”. However, bringing them together as three elements of a single view of collection seems to be a novel approach to the concept of collection.

SE1’s comments also highlight how different definitions of “collection” can merge, appearing together in a single interview. Following further interviews, and examining these alongside findings from the other two strands, these three meanings seem to broadly delineate views of the concept of collection.

6.10.1.1 Collection as process: selection, search and service

One comment from a social enterprise practitioner summed up the idea of collection as a process very effectively by suggesting “collection... feels like a journey, doesn’t it?” (**SE5**). Other comments relating to the idea of collection as process seemed to fall into three distinct but related categories: selection, search, and service.

Collection as process – selection

One academic defined collection as “a body of work that has been brought together using a particular set of criteria” (**A1**). One academic and one publisher also discussed the existence of older materials on related topics such as the co-operative movement, or community development, which are relevant to emerging fields of current interest, such as social enterprise.

Two library and information practitioner interviewees also described the role of automated processes in item selection. These processes included a system for automatically purchasing additional copies of high demand material:

> “it’s an automated system through this new scheme that if demand spikes we’ll just automatically purchase additional, until hopefully the title disappears off the list and demand has been satisfied by the additional copies that we’ve got” (**LI5**)

The other aspect of selection discussed by library and information practitioners related to deselection: reviewing and removing material from the library collection. Three librarians specifically mentioned the role of current pressures on space in encouraging this process.

LI3 also discussed the challenges of deselection in a public library reference collection, particularly dealing with a legacy of reluctance to deselect, creating a situation where materials which are now "old, they're now important... but if they'd thrown them away at the time, we wouldn't have this problem." Current pressure on space contributed to this sense of **LI3**'s retrospective frustration with the legacy of past decisions:

> "why in 1950 have we just moved them around so much and just left them to get really dusty in the outstore why [wasn't] somebody actually you know throwing them away at the time? I think we've got to be bold enough to think that if it's no longer useful, if it's out of date, we need to actually throw something away."

LI1 also discussed the difficulty of deselection decisions in the context of radical reductions in physical library space:

> "I think our next step is we're going to get rid of our entire reference collection... and that means that we'll have a little bit of space there. Get new things coming in for a little time then obviously we'll start getting rid of things again."

In contrast, one social enterprise practitioner discussed a strikingly straightforward approach to discarding journals in his office collection:

> "they're held for six months and unless there's something very specific, specific that someone wants to hang on to for any reason, most of those after six months are recycled." (**SE4**)

LI5 described a process of advance deselection, where records for some ebooks which could be available for purchase using a Patron Driven Acquisitions method were suppressed before the system was introduced, because they were perceived as not being relevant to the needs of the academic library users.

<u>Collection as process – search</u>

The dynamic generation of a collection of information through searches conducted within information resources was discussed by one academic: "you choose your keywords and... you can actually create your own customized collection" (**A1**). **LI2** discussed using "nil return search reports" to identify topics which users are searching for, but for which no material is found, to guide future material selection. Both academic librarians also talked about an integrated approach to searching for and discovering content within a collection. One described a new resource discovery system, which brings together institutional repository material with more traditional collection items, and one discussed a project to develop an in-house system which would make content in a wide range of formats searchable through a single platform, potentially including videos, research data and social media content. The aim of all of these projects seemed to be echoed by a publisher:

> "I suppose a really good collection is... where you take content and you can merge it, you can cross-fertilise it, you can... discover easily" (**O2**).

Collection as process – service

A public librarian described the collection as "what we use to answer our reference enquiries and our information enquiries" (**LI3**), suggesting the idea of active information, defined by use. This can be contrasted with comments from two social enterprise practitioners, who discussed inactive, unused local collections of electronic documents. One described these materials as: "dead, sitting in our... own folders of research notes" (**SE4**). **SE5** described information in a computer archive as having "done its purpose and I don't need to use it any more and it probably has some value or some of its value". In a follow up interview, **SE5** described revived interest in topics covered by some computer folders "it's an active area suddenly, so there's lots of new stuff in there". **LI2** also described a pre-existing "finished collection" which was no longer being maintained.

6.10.1.2 Collection as store or thing: groups and sub-groups

The term collection was also defined as a store or a thing. A librarian suggested the usefulness of the term collection in capturing the totality of library's resources, comparing it to other terms, such as stock, and observing: "you'd still have to have some concept of the whole and I think collection just does make it a whole" (**LI3**).

Collection as store or thing – groups

One policymaker defined collection as "a group of similar things that have got some sort of aspect in common" (**PM1**), another described collection as "something you would curate… with a theme or a kind of motif around it" (**PM2**). The term "curate" suggests both museum approaches to collection and the vocabulary of the emerging field of digital curation; this was echoed in a discussion with a publisher who described some librarians as curators. One academic concisely summarised the idea of collection as a theme-based group: "More than one and relating to a theme" (**A2**). This also raised the question of whether a minimum number of items are needed for something to qualify as a collection. Four social enterprise practitioners offered definitions of collection based on a grouping of materials around a particular topic.

Most people gave a generally inclusive view of the formats of materials that might comprise these subject groups. Some interviewees remarked on a shift from print to digital: for example, an academic observed that "it used to be that... you'd be seeking to digitize the paper world whereas now the paper world is a route into building up your digital world" (**A1**). This also suggests a different approach to the concept of "digital world" – the use of the possessive pronoun suggests the totality of an individual's existence in a digital space, as opposed to using the term "digital world" to refer to the external world increasingly characterised by the use of digital technology. One academic librarian identified a potential place for social media sources within a collection, including organisational Twitter feeds and blogs. A librarian in a national library observed "it may not be a physical collection but it's a collection of links" although later noting "it's possible that most people still think of a collection as being print" (**LI6**). A social enterprise support manager suggested: "I wouldn't necessarily see a collection as just a row of books on a shelf: there are probably some books on a shelf, there's probably a few DVDs, and there's [whatever] on the internet" (**SE3**).

Collection as store or thing – sub-groups

An academic posed the question, "How many sub-groups of collection are there within a collection?" (**A2**). This idea of subsets making up a collection was also echoed by three social enterprise interviewees. **LI3** offered a more technical library-focused explanation of the same idea:

> "collection management will actually split down into the different subject areas of things like... Dewey. So you do split up your collection into different areas by whatever is relevant in your kind of library."

These responses suggest that collection is a useful term for implying a hierarchical organisation of information including subdivisions, as well as capturing the totality of everything within the whole collection.

6.10.1.3 Collection as access

Seventeen interviewees discussed the concept of access in relation to collections, including all six library and information practitioners. **O1** also gave a definition of collection based on "access to material via an online resource". For one librarian, it seemed that:

> "now we've moved psychologically from the idea of holding physical stuff in this building and are much more relaxed about thinking about stuff which doesn't necessarily belong to us but for which we have a role in providing access". (**LI4**)

LI5 echoed this, suggesting that "the term collection can mean anything that we provide access to for both teaching and research to do with the university".

However, another librarian saw a potential challenge to the concept of "collection":

> “the direction that it’s going is away from anything like a collection, ...it’s more fluid, you know if you look at social media and things like that we seem to be moving slowly and steadily away from having solid lumps of information that are the definitive version and moving to something that’s much, much more fluid.” (**LI1**)

6.11 Historical collections

In contrast to some of the issues raised about the currency of information in library collections, the significance of historical collections was also discussed by eight interviewees. Both academics talked about the relevance to social enterprise research of historical collections about similar topics – **A1** observing that “there are large bodies of... work that exist already. I mean not specifically created for social enterprise but which are directly useful” and **A2** mentioned “co-operatives in the 1980s and 1990s” stressing that “There’s a lot of work that’s already there”. It seems interesting that this more historical perspective on the potential scope of relevant information was given by academic interviewees, but not by people involved in social enterprise or policymakers.

The government librarian **LI1** discussed the challenge of digitising and making accessible older government publications, describing a process of largely ad hoc digitisation based on requests for specific documents by individual service users. In contrast, the public librarian **LI3** emphasised the potential value of a systematic digitisation programme for official publications:

> “we have found as part of our retention policy... we’re having to keep things that we’ve got that are old until they appear on the internet. I mean things like, um, some of the government publications... they’re fine from a certain date but before that they don’t exist on the internet yet.”

This highlights the potentially misleading impression which may be given by a collection where older material, which is only available in printed copy, is on the shelves whilst more recent publications are only available electronically. It also indicates the potential existence of fairly widespread collections of historical printed official publications in public libraries, which could provide alternative collaborative opportunities for approaching a digitisation strategy.

A strong pattern also emerged of library and information practitioners identifying aspects of their collections as unique. For **LI1** this was related to the specialism of the government department served and the historically valuable legacy publications of predecessor departments. **LI3** also described the “regional remit” of the public library in the context of its historical collections: “But our really early stuff is still needed because it’s not... it doesn’t appear anywhere unless you go down to the British Library”. On a much larger scale **LI6** also describes the uniqueness of the national library collection in the context of its national remit – especially in providing remote access to electronic resources which may not be available from any other source. **LI2** described the thesaurus built to support the collection as something which would make it "more use than other similar collections might be". **LI4** and **LI5** identified unique materials produced by the academic institutions they serve – **LI5** in particular emphasised the importance of curating multimedia learning objects, such as podcasts:

> "I think if we can organise our assets and get them out there we can actually affect the pedagogy – the way in which things are taught"

6.12 Libraries, publishers and social enterprise

Although most library and information practitioners described generally distant and indirect relationships with publishers, both publishers emphasised the importance of working effectively with librarians:

> "we could work a lot more collaboratively together in order to come to some conclusions and solutions" (**02**)

> "hopefully we're all working toward the same goal" (**O3**)

Both publishers conveyed a strong sense of their purpose in serving academic and practitioner communities. Both publishers also emphasised the quality of their service and the value this adds to the information they provide. Key areas where library and information practitioner issues overlapped with those discussed by publishers included:

- Debates surrounding open access models;
- The impact of institutional repositories, particularly if their content is made easier to discover or linked across multiple institutions;
- The impact of patron driven acquisitions;
- Managing the digital transition:
    - its costs, particularly in the context of misunderstandings about digital information being free;
    - the proliferation of new formats;
    - the importance of accurate and automated metadata;
    - the introduction of legal deposit for electronic publications.
- The importance of collaboration;
- The impact of shrinking budgets on libraries;
- The impact of tuition fee increases on customer expectations of academic libraries.

One publisher and one academic librarian described their organisation as a type of social enterprise, whilst both policy makers discussed possible opportunities for public libraries to benefit from a social enterprise approach to service delivery.

6.13 Policy and process documentation

All library and information service interviewees discussed their documentation of collection policies and processes. **LI2** described the process of creating an entirely new online information resource and documenting this for the first time. He described how this documentation has evolved with the collection itself:

> "when I first started very much my priority was to get everything written down first and then to get on with it but as the scale of it really becomes apparent you need to start making some progress first so I got quite a lot of draft things jotted down and then started using them and went back when I needed to change them... that sort of iterative process."

Discussions with **LI1** and **LI3** revealed the different challenges of developing and maintaining documentation for existing collections. For **LI1**, the relatively small size of the government department library collection means the documentation need only be relatively brief, although a description of one colleague as a "walking, talking" collection development policy suggests a potential weakness of over-dependence on the tacit knowledge of one individual. In contrast to **LI1**'s observation that larger collections, where "you've got a lot of people making decisions," have greater need for formal documentation, **LI3** described the challenges of devising a single collection policy to cover the whole of a public library collection, resulting in a series of subject-specific policies, of varying degrees of detail. One policy in particular, developed for a special collection as it went through an external accreditation process, was identified as being "a very good document."

Two library interviewees were either in the process of reviewing their collection policy documentation or were unsure about the currency of the relevant documents. However, four library and information interviewees were willing to share copies of documentation relating to their collection. The characteristics of these documents are summarised briefly in **Table 6.13** below.

These documents are highly heterogeneous but give a useful illustration of the different approaches to collection documentation in different contexts. **LI6A** provides a formal statement about the national library collection for business. It discusses legal deposit, web archiving, the provision of links to freely accessible web resources and approaches to prioritising budget spending. It also discusses the reallocation of materials with potential historical value to other departments. As described by **LI3**, the document **LI3B** was created as part of an accreditation process led by an external organisation. This is a more formal (and more comprehensive) document than the other two from the same library. **LI3A** and **LI3C** both seem to reflect individual informal attempts to capture personal knowledge and experience of the collection for others. All three of these public library documents include specific treatment of historical collection materials. **LI1A** also appears to be a more informal, concise statement about a government library collection. It states a preference for electronic resources and describes a historical collection starting in the 17^{th} century. **LI1B**-**LI1E** provide examples of

Quick Information Packs on specific policy areas. They summarise a wide range of available materials, including articles, reports, books and (where relevant) social media sources.

Table 6.13: Characteristics of library documentation

Participant	Document	Type of document	Length
LI1 – Government librarian	**LI1A**	'Collection policy'	c. 500 words, 2 pages
	LI1B	'Quick Information Pack' [3]	c. 4300 words, 10 pages
	LI1C	'Quick Information Pack template'	c. 500 words, 5 pages
	LI1D	'Quick Information Pack' [2]	c. 7200 words, 15 pages
	LI1E	'Quick Information Pack' [1]	c. 2600 words, 7 pages
LI2 – Online information resource manager	**LI2A**	'Thesaurus'	c. 11700 words, 47 pages
LI3 – Public librarian	**LI3A**	'Stock policy for planning'	c. 300 words, 2 pages
	LI3B	'Collecting & Retention Policy' for a special collection	c. 1200 words, 6 pages
	LI3C	'Travel Stock Policy'	c. 600 words, 3 pages
LI6 – Librarian in a national library	**LI6A**	'Review of Collection Development Policy' for business	c. 2400 words, 7 pages

LI2A is a thesaurus of terms relating to social enterprise, the voluntary sector, charities and co-operatives, as well as terms relating to theoretical concepts in these fields, groups of people involved, types of research and relationships between concepts. In thousands of terms, five uses of the term "social enterprise" and three uses of the term "social entrepreneur" or "social entrepreneurship" are included. The term "community interest company" appears once, the term "co-operative" is used 11 times and "charity" is used 8 times.

6.14 Discussion

6.14.1 Concept of collection

The concept of collection suggested by the analysis of these interviews provides a more dynamic way of viewing "collection" in the digital world. There also appear to be differences between the way collection is interpreted by people working in library and information services and by people involved in social enterprise, academics and policymakers. **Figure**

6.14.1a depicts library and information practitioner and publisher responses to the specific question about how they define the term collection.

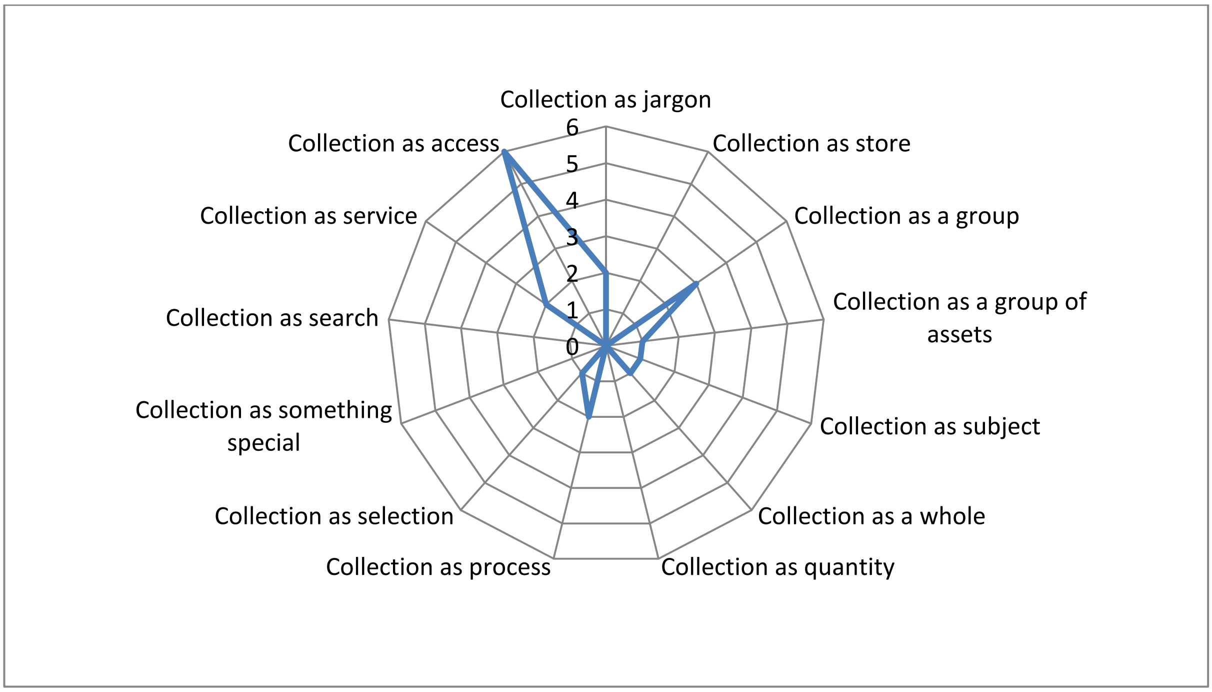


Figure 6.14.1a: Library and information practitioner and publisher definitions of collection

Combining together responses from people involved in social enterprise, academics, policymakers and an administrator, a different pattern of definition emerges, shown in **Figure 6.14.1b**.

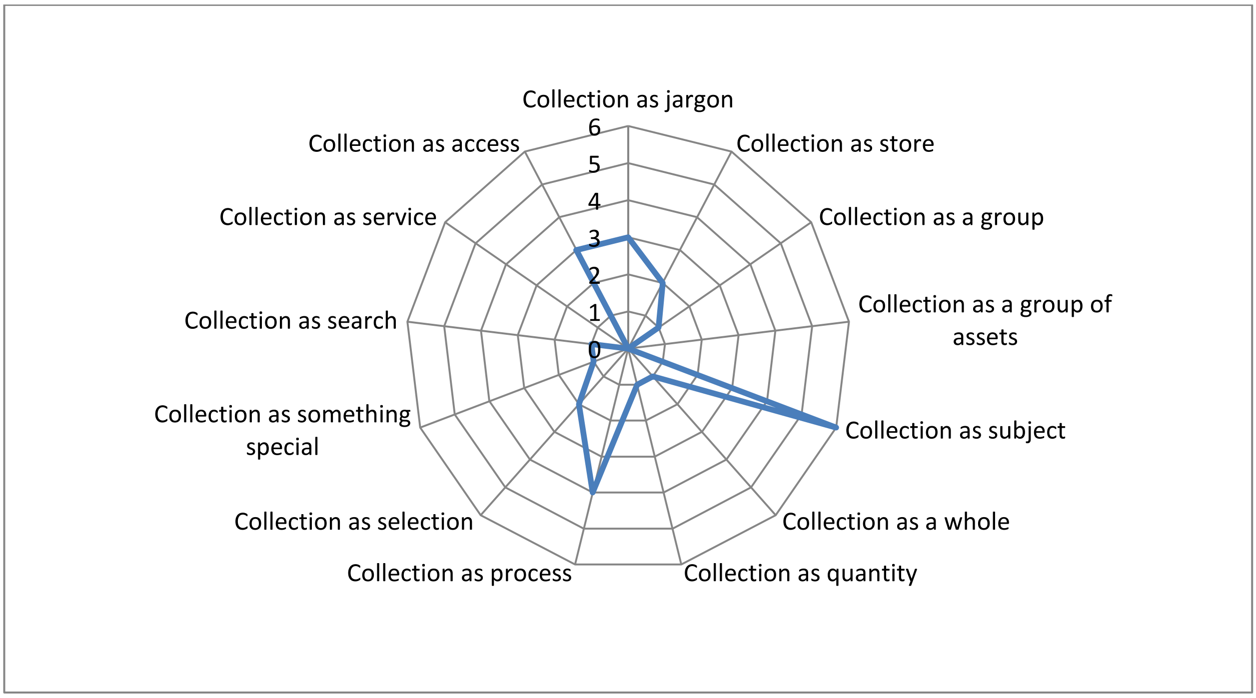


Figure 6.14.1b: Definitions of collection from people involved in social enterprise, academics, policymakers and administrator.

This appears to show quite different approaches to defining the term between the two groups. Library and information practitioners and publishers appear to be more likely to define the term in relation to ideas of access, service and organised groupings, whereas people involved in social enterprise, academics and policymakers appear to more frequently define the term around a particular subject or topic, as a process or as jargon.

6.14.2 Critical incident responses

Although the critical incident technique has only been applied in a very basic way in these interviews, taking the form of a single question in a broader interview (rather than potentially a whole interview shaped around the critical incident), the responses to this question have provided some interesting insights. In the social enterprise, academic and policymaker interviews, all **9** interviewees reported using personal knowledge to address their information need and **5** used personal contacts or contacts with an external organisation. However, all interviewees also balanced these more tacit types of information with other sources, including web information and more formal publications. This might be seen as reflecting **SE5**'s comment about the need to balance "soft and hard information".

In **3** interviews the initial context of the critical incident information need was itself expressed in terms of an information product:

> "we wrote a report" / "we wrote a bid... a quote" (**SE1**)
>
> "I was asked to participate in a tour and a seminar in the US" (**SE4**)
>
> "I'm currently preparing a presentation to the Employee Ownership Association." (**SE5**)

6.14.3 Addressing the research questions

These interviews have provided useful insights into the original research questions.

6.14.3.1 How is the library collection for social enterprise used?

It appears that the library collection for social enterprise is only occasionally used and that this use may well be invisible to library and information practitioners. The interviews suggested that the most highly regarded library resources – databases, online research articles, e-books – are those which are accessible remotely, and that having to go to a physical library to access resources is perceived as a barrier to use. Academic libraries and, in one case, a national library appeared to be better regarded than public libraries, although the availability of computers in public libraries was perceived as an advantage by one social enterprise interviewee. All interviewees directly involved in social enterprises also described some sort of organisational library, such as a collection of books, magazines or maps.

6.14.3.2 What are the characteristics of the self-described information seeking behaviour of people interested in social enterprise?

Key information needs relating to social enterprise included topics relating to the concepts, principles and terminology of social enterprise, issues relating to business management, topics linked to the purpose of the social enterprise and the need to demonstrate social impact and social value. People interested in social enterprise, including academics and policymakers, indicated that they draw extensively on their own personal knowledge, the personal knowledge of particular colleagues and their own personal contacts to address their information needs, using networks to obtain and to share information. Websites or more formal information sources, such as reports or research articles, are also used to provide balance or alternative perspectives. Training courses and resources such as PowerPoint presentations were also mentioned, although managing and organising these sorts of information so they can be easily retrieved was described by some interviewees as a challenge.

6.14.3.3 What are stakeholders' perceptions of library and information collections and terminology?

There appeared to be some perception of library collection terminology as jargon, both amongst library and information practitioners and among social enterprise practitioners, academics and policymakers. Some social enterprise interviewees suggested that the library collection is seen as reactive and retrospective, rather than proactive in anticipating information needs relating to emerging fields such as social enterprise. However, it is unclear whether this is a function of the nature of libraries, or an aspect of relatively slow publication and literature production processes. Both academics also mentioned the importance of historical material on different but potentially relevant fields. This may be seen as linked to the preservation role of libraries, although library and information practitioners gave ambivalent responses about the implications of preservation for other aspects of the library service. Access seemed to be a key issue for both library and information practitioners and for publishers, although publishers appeared to affirm the value of the service they provide within the publication chain more directly than librarians.

6.14.3.4 What does this study suggest about the wider issues relating to library and information collections in the digital world?

The interviewees discussed the value of “snippets” of information, including from social media sources, as well as the implications of perceptions of digital information as free. In particular, library and information practitioners seemed to occupy a middle ground of cost mediation, seeking to minimise costs for customers whilst also having a realistic understanding of the cost of particular resources to the library. Digital collection development processes, such as patron driven acquisitions potentially reorder processes developed in the print world – access by a small number of library customers leads to the longer term addition of content to the library’s collection.

6.14.3.5 What constitutes the concept of the library collection in the digital world?

These interviews have suggested a tentative model of the library collection in the digital world with the following dimensions:

- Collection as process:
    - Selection
    - Search
    - Service
- Collection as store or thing:
    - Groups (on a subject or theme; something special; quantity)
    - Sub-groups / organisation
- Collection as access

The idea of *collection-as-access* appeared to be more frequently expressed by library and information practitioners, whilst the idea of *collection-as-process* appeared to be more frequently expressed by people interested in social enterprise. Both of these aspects of the model suggest a more dynamic view of library collections than may conventionally be the case.

6.15 Survey instrument development

These initial interviews provided a basis for designing online survey instruments to explore the wider applicability of some of the ideas discussed here. In particular, data from these interviews enabled the identification of potential variables relating to:

- Information needs of people interested in social enterprise;
- Information sources used by people interested in social enterprise;
- The creation and sharing of information by people interested in social enterprise;
- The use of library or information services by people interested in social enterprise;
- Stakeholder definitions of collection;
- Library and information practitioner collection terminology;

- Library and information practitioner awareness of social enterprise and related information needs;
- Library and information practitioner perceptions of communities;
- Library and information practitioner approaches to policy documentation;
- Library and information practitioner collection priorities;
- Library and information practitioner approaches to interdisciplinary subjects;
- Library and information practitioner approaches to freely available web-based material.

6.16 Conclusion

The interviews conducted as part of the initial stage of this project have provided valuable insights into the key topics investigated. In particular, they have helped to identify:

- Some of the information needs of people interested in social enterprise;
- Information sources used by people interested in social enterprise;
- Types of information created by people interested in social enterprise;
- Perceptions of different levels of e-resource provision across library sectors;
- The potential value of a web-based directory of information sources for social enterprise;
- A tentative framework for defining "collection" in the digital world;
- The importance of librarian-publisher collaboration at a strategic level to address common challenges and concerns;
- The potential relevance of social enterprise approaches for library service provision.

The ideas which emerged from these initial interviews were used as a basis for designing surveys for people involved in social enterprise and for library and information practitioners, which aim to explore the wider applicability of these ideas.

7 STRAND 3: SURVEY FINDINGS

7.1 Introduction

This chapter summarises the results from two surveys conducted between July and October 2012. Invitations for one survey were sent to **338** library and information practitioners and **103** completed responses were received (30.5% response rate). Invitations to the second survey were sent to **445** people interested in social enterprise, including academics, policymakers and social enterprise practitioners, and **46** completed responses were received (10.3% response rate). The final version of the survey for library and information practitioners is shown in **Appendix 11** and the final survey for people interested in social enterprise is included in **Appendix 12**.

These surveys incorporated ideas which had emerged from the Strand 3 interviews and aimed to answer the following research questions:

2. How is the library collection for social enterprise used?
3. What are the characteristics of the self-described information seeking behaviour of people interested in social enterprise?
4. What are stakeholders' perceptions of library and information collections and terminology?
5. What does this study suggest about the wider issues relating to library and information collections in the digital world?
6. What constitutes the concept of the library collection in the digital world?

This chapter summarises and discusses the responses received for each survey question, focusing first on the library and information practitioner survey and then on the social enterprise survey, mainly using descriptive statistics. Percentages are reported to one decimal point. All results are given out of the total number of survey responses (103 or 46) unless a lower total number is explicitly stated, which indicates that not all respondents replied to a particular question. Fisher's Exact test has been used to identify statistically significant differences between library and information practitioners and people interested in social enterprise in response to variables which appeared in both surveys.

7.2 Library and information practitioner survey: summary of results

7.2.1 Background information, demographics and library types

103 completed responses were received for the library and information practitioner survey, a response rate of 30.5%. **38** (36.9%) of the respondents were male and **64** (62.1%) were female. One person chose not to answer this first question. **45** respondents (43.7%) were 25-44, **57** (55.3%) were 45-64 and **1** (1%) was 65 or over. The numbers of responses from different library types are shown in **Figure 7.2.1a**. It should be noted that the "National library" respondents were all employed by a single library. Two respondents selected multiple sectors; one selected "Public library", "Special library" and "Other", specifying "business library"; a second respondent selected "Public library", "Academic library" and "National library". A third respondent, replying to an invitation sent to national library professionals identified "Public library" in response to the sector question. This suggests that there may be more fluidity in some professionals' perception of their sector than is usually considered to be the case. To avoid including duplicate results when cross-tabulating responses on the basis of library sector, the two responses which identified more than one sector have been allocated to a separate category of "Multi-sector".

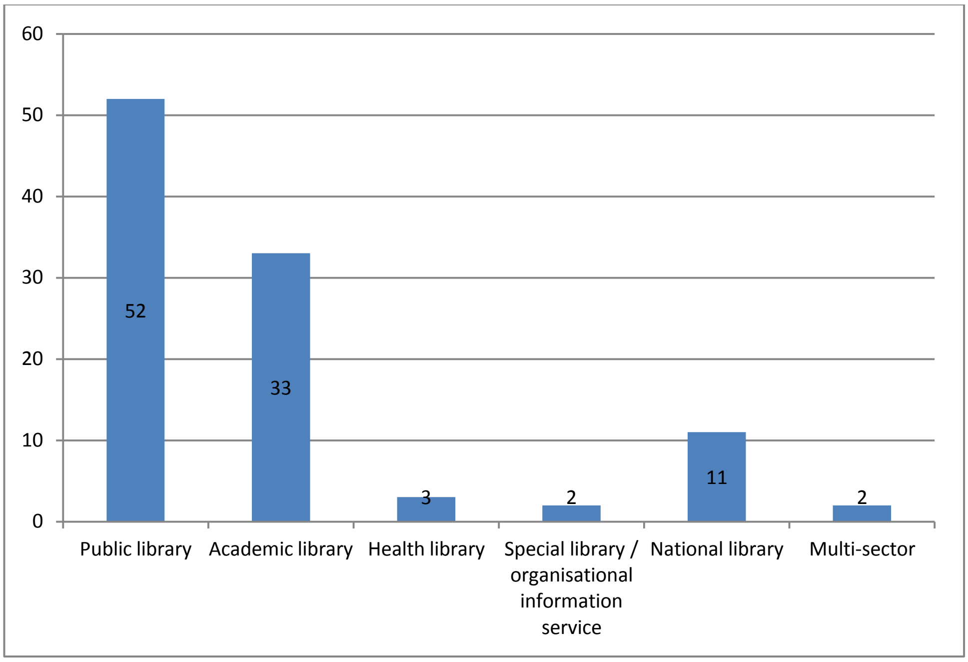


Figure 7.2.1a: Respondents by library type.

The majority of respondents (**78**, 75.7%) identified their country as England (see **Figure 7.2.1b**).

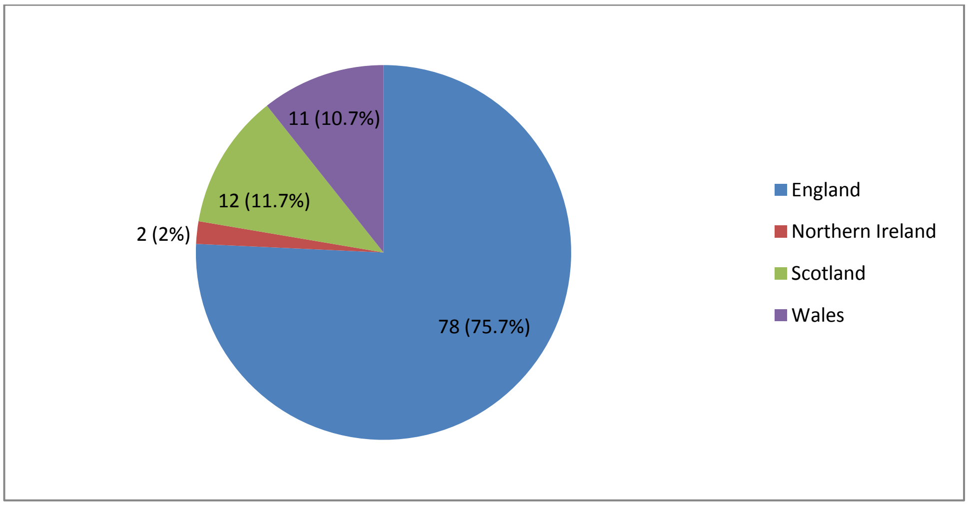


Figure 7.2.1b: Countries of respondents.

7.2.2 Collection terminology

Overwhelmingly, the preferred definition of "collection" (question B1) was "A group of materials on a subject or theme" which **84** respondents (81.6%) ranked first (**1** respondent (1.0%) chose not to select any first rank options). This was the preferred first rank option across all library sectors, chosen by between 75% (**39** public librarians) and 100% (**3** health, **2** special and **2** multi-sector librarians) respondents from each sector.

To give a broader picture of generally favourable ranking choices for the remaining definitions, responses for ranking options 1, 2 and 3 (out of 8) have been combined in **Figure 7.2.2a**, although it should be noted that declining numbers of respondents chose to specify preferences at each consecutive rank (at rank 1, **1** person did not reply, at rank 2, **6** people chose not to reply and at rank 3, **10** did not respond). Using this approach, "Provision of access to resources" and "A set of results created through searching" emerge as the second and third most popular definitions in these top three ranks.

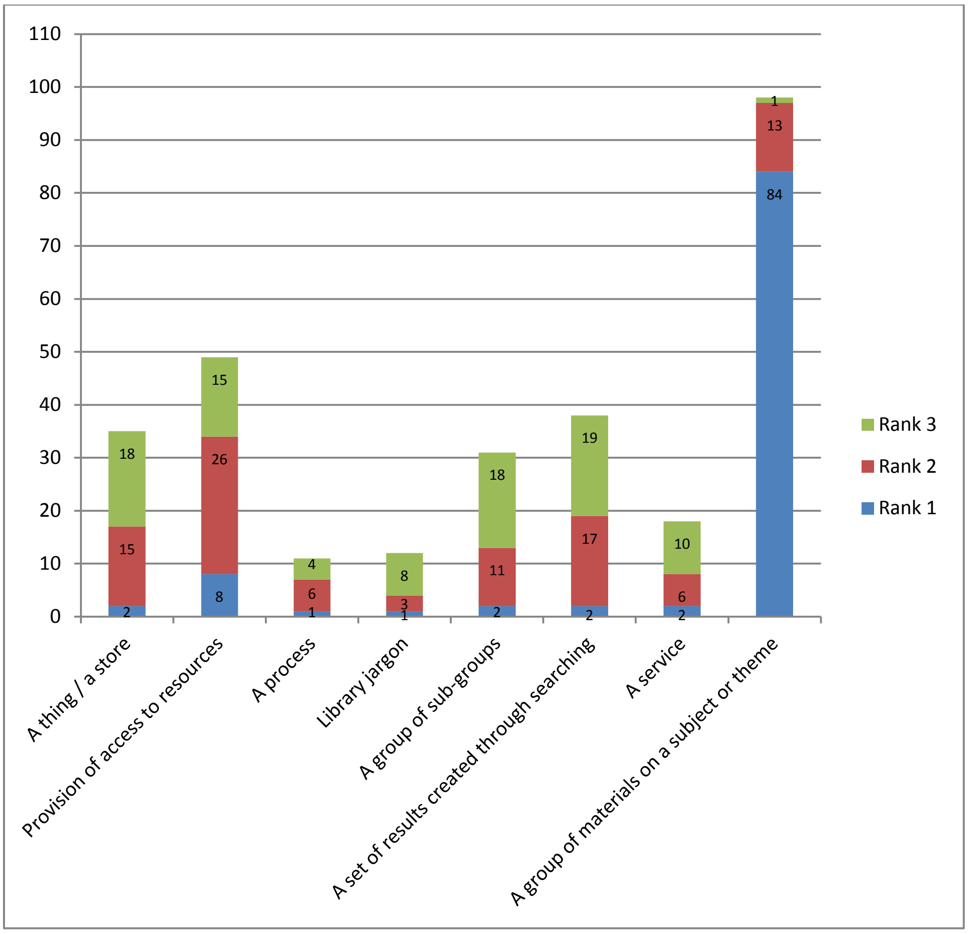


Figure 7.2.2a: Definitions of collection.

22 respondents also suggested a range of alternative definitions of "collection". **6** focused on the idea of selecting or gathering together resources for a particular purpose: "A purposeful selection". **3** suggested collection was a systematic arrangement of resources, with **2** further respondents linking collection to sets:

> "A set of print-based and electronic information resources that exist dynamically (managed, expanded, preserved for the future) to serve a certain purpose (teaching, learning, research or social & cultural enrichment)"
>
> "a coherent and linked set of data"

4 identified the idea of collection with ownership or acquisition by or from a particular individual or organisation (**3**) or with the view that "…it is important that every collection is unique to a particular insitution" [sic]. Finally, **2** respondents identified collection as the totality of a library's holdings, perhaps echoing interview findings about collection as a whole.

Library and information practitioners were also asked to indicate which terms they use to refer to the resources they provide (B3, **Figure 7.2.2b**). "Stock" was the most popular term for public librarians (**45**, 86.5%). It was also the second most popular term for academic librarian respondents (**26**, 78.8%), behind "collection" (**28**, 84.8%) and only just ahead of "holdings" (**25**, 78.8%). "Other" terms included: "archives"; "Items, resources"; "Learning resources"; "online resources"; "tend to say display or books for a collection of materials".

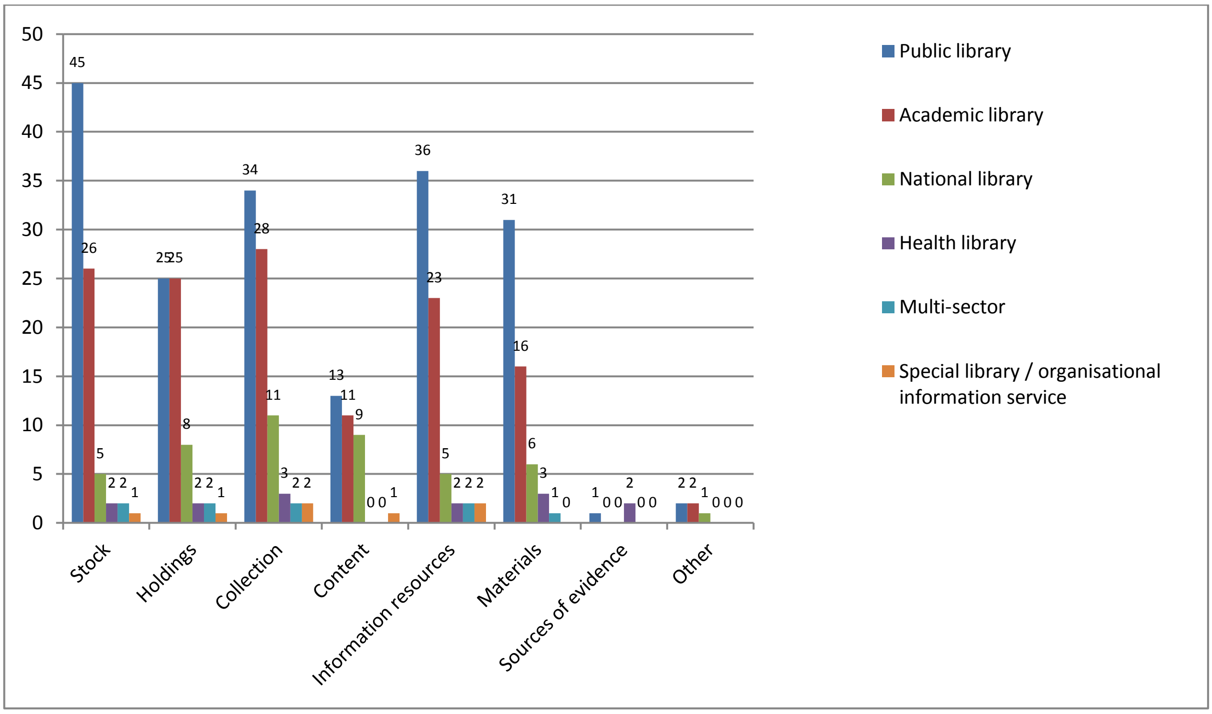


Figure 7.2.2b: Library resources – terms used.

There appeared to be noticeable differences between sectors in some of the terms used. For example, "stock" was used by 86.5% of public librarians, and 100% of multi-sector respondents, but only by **5** (45.5%) respondents from a national library. “Sources of evidence” was used only by **2** (66.7%) health librarians and **1** (1.9%) public librarian.

7.2.3 Libraries and social enterprise

In response to question C1, **85** out of 102 respondents (83.3%) indicated that they had heard of social enterprise; this included both “Multi” sector respondents, **10** of “National library” (90.9%) respondents; **45** of the public library respondents (86.5%); **25** of the academic library respondents (78.1%); **2** of the health library respondents (66.7%) and **1** of the special library respondents (50%). This suggests a slightly greater awareness of the term in a national library and in public libraries.

In C2, **65** out of 102 respondents (63.7%) agreed or strongly agreed that they understood what social enterprise meant – suggesting a gap between having an awareness of the term and having an understanding the concept. This included **36** public library respondents (69.2%) and **19** academic library respondents (59.4%), again suggesting that public library participants were marginally more familiar with the term than academic librarians.

80 (77.7%) agreed or strongly agreed that they had heard the term in the media, including **25** academic librarians (75.8%) and **40** public librarians (76.9%). **53** (51.5%) agreed or strongly agreed that had heard the term in their library or information service or in their parent organisation, including **12** academic librarians (36.4%) and **27** (51.9%) of the public librarians; **26** (25.2%) agreed or strongly agreed that it was a field in which they had a personal interest (including **8** (24.2%) of academic librarians and **12** (23.1%) of public librarians).

The UK government’s definition of social enterprise was displayed before question D1 and responses to the statement “Having read the definition, I understand what ‘social enterprise’ means” indicated an increase in numbers of respondents agreeing or strongly agreeing that they understood the term (**Figure 7.2.3a**) with **92** people (89.3%) indicating that they understood the term.

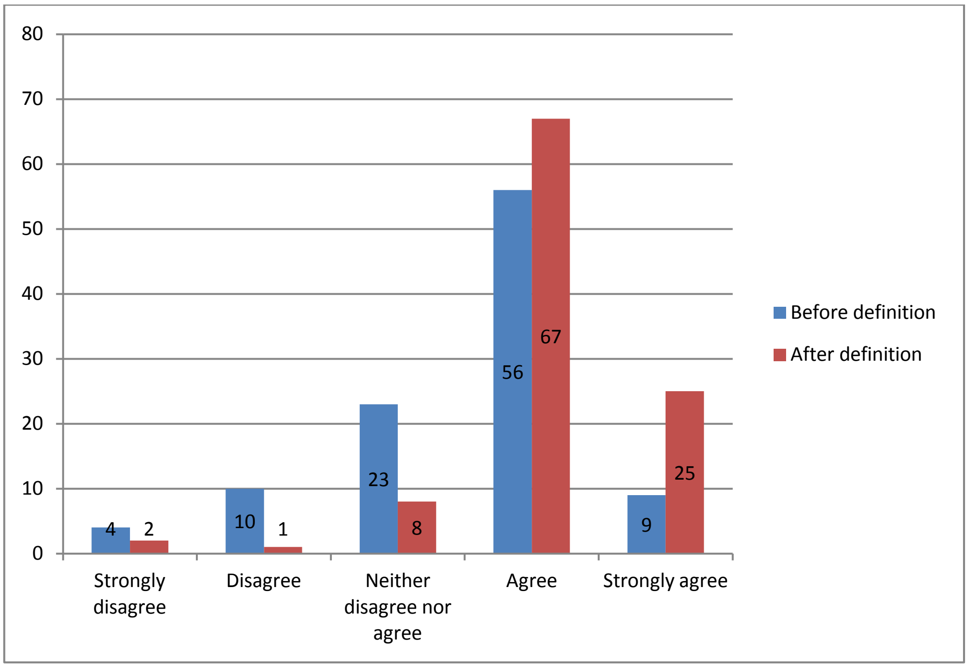


Figure 7.2.3a: I understand the term social enterprise.

The remaining parts of question D1 asked about people's perceptions of the resources provided by their libraries for social enterprise, whether social enterprise is an area of interest for users and who these users might be. Responses are shown in **Figure 7.2.3b**.

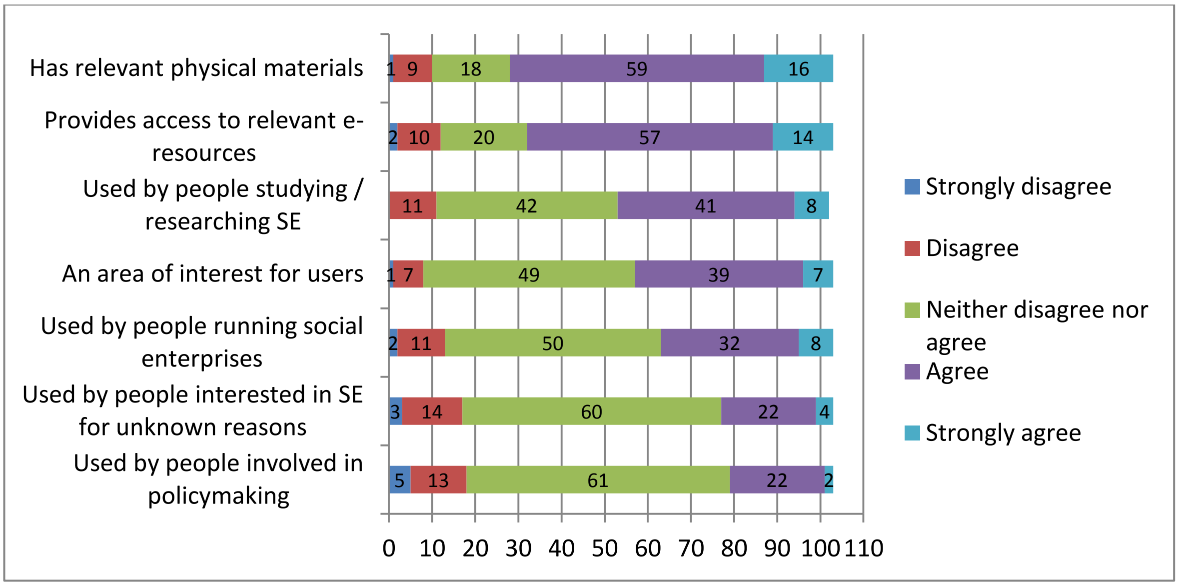


Figure 7.2.3b: Library resources for social enterprise and perceived use.

A clear majority of respondents (**75**, 72.8%) agreed or strongly agreed that their library holds physical materials relevant to social enterprise, including **22** academic librarians (66.7%) and **39** public librarians (75%). Slightly fewer respondents (**71**, 68.9%) agreed or strongly agreed that their library provides access to electronic resources relevant to social enterprise, including **24** (72.7%) academic librarians and **33** (63.5%) public librarians. This may suggest a possible difference in format orientation between the academic and public library sectors: public librarians appear marginally more likely to identify potentially relevant resources in print rather than in digital formats.

Numbers of respondents agreeing or strongly agreeing that their libraries contained relevant resources appeared to be noticeably higher than perceptions of social enterprise as an area of interest for users. Less than half of respondents (**46**, 44.7%) agreed or strongly agreed that social enterprise is an area of interest for their customers, including **19** academic librarians (57.6%) and **20** public librarians (38.5%).

Some sectoral differences in perceived levels of use by people with different types of interest in social enterprise were apparent. **49** out of 102 (48%) agreed or strongly agreed that their library is used by people studying or researching social enterprise, including **23** (69.7%) academic librarians, **16** (31.4%) public librarians and **9** (81.8%) national library respondents. In contrast, the **40** (38.8%) who agreed or strongly agreed that their library is used by people who run social enterprises, included **23** (44.2%) public librarians compared to only **9** (27.3%) academic librarians. **6** (54.6%) responses from a national library also identified use by people running social enterprises.

A lower proportion of respondents **26** (27.2%) agreed or strongly agreed that their library is used by people interested in social enterprise, but that the reason for their interest is unknown. This included similar proportions of respondents from both academic and public library sectors: **8** (24.2%) academic librarians and **13** (25%) public librarians. Again, there was also a higher level of agreement amongst national library respondents (**5**, 45.5%).

Similarly low proportions of respondents (**24**, 23.3%) agreed or strongly agreed that their library is used by people involved in policy making related to social enterprise. This included **7** (21.2%) academic librarians, **11** (21.2%) public librarians and a higher proportion of national librarians (**5**, 45.5%).

In question D2, library and information practitioners were asked to indicate their perceptions of the relative importance of different information sources for people interested in social enterprise (**Figure 7.2.3c**). Personal networks were most frequently described as very important or essential (**83** respondents out of 102 (81.4%)) followed closely by websites. Libraries were moderately well-rated, with **59** respondents (57.3%) describing them as very important or essential, ahead of Google.

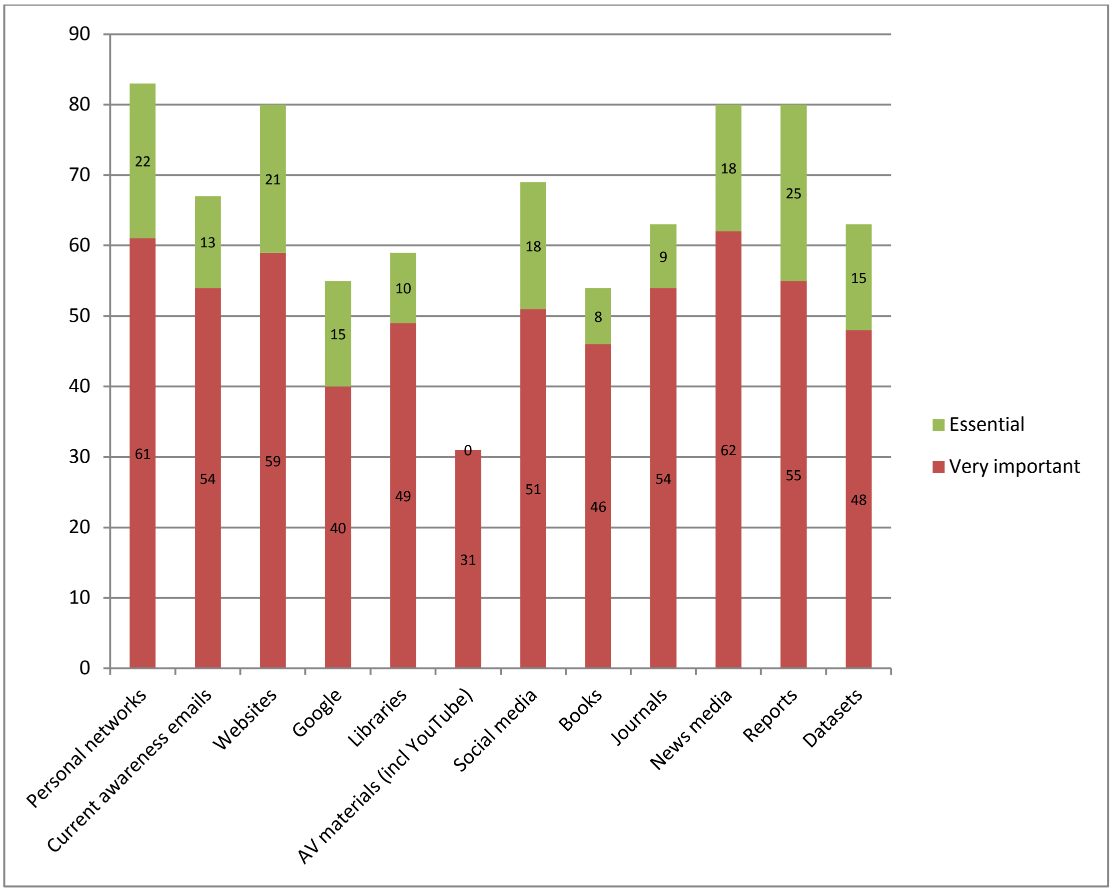


Figure 7.2.3c: Importance of social enterprise information sources.

Responses between sectors seemed to follow similar patterns. The most noticeable difference appeared to be in the replies regarding Audio Visual material including eg YouTube. These were seen as very important by only **12** (23.1%) public librarians and **10** (30.3%) academic librarians, compared to **7** national library librarians (63.6%).

In response to question D3, **15** library and information practitioners described other potential sources of information including:

- government information(including electoral registers), government departments and local or regional support organisations (**4**);
- “blogs”;
- “subscription only electronic reference materials”;
- “networking” / “existing partnerships”;
- “workshops”;
- “professional bodies of which they are members”;
- “archival materials”;
- “Working papers, dissertations and theses”;
- “Data and opinions on and from users of the social enterprise”;
- “Case studies, if not already included in journals, reports”.

One respondent used this space to indicate difficulty answering the first question in this section: “being a public library we do not ask why people use us.”

7.2.4 Community analysis

Question E1 asked library and information practitioners for their opinions of community analysis processes. Responses are shown in **Figure 7.2.4**.

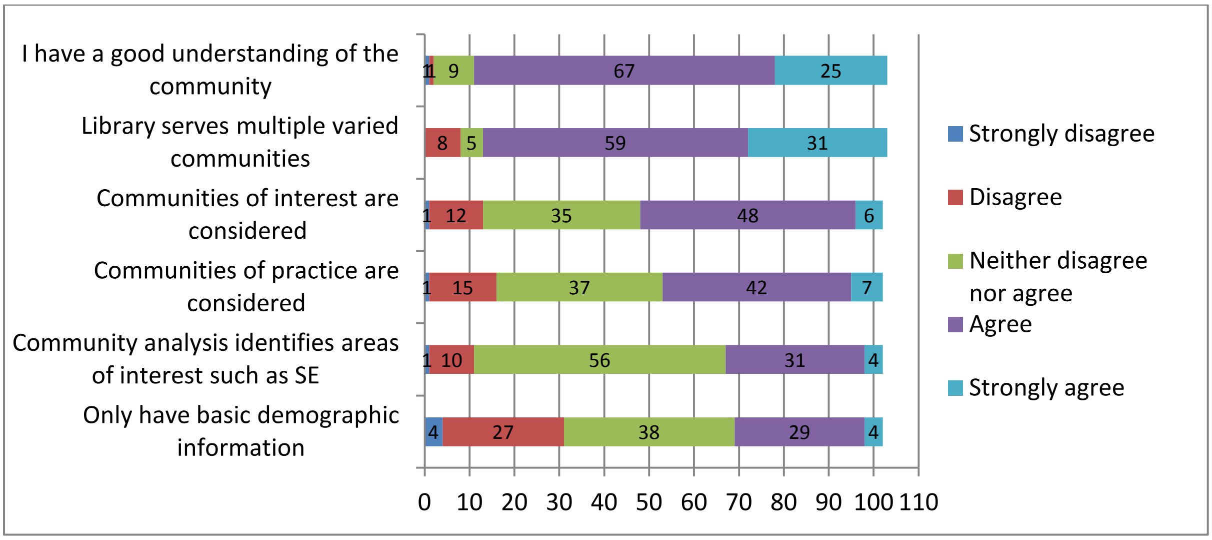


Figure 7.2.4: Library perspectives on communities and community analysis.

Generally, responses appeared to follow similar patterns across all sectors. Most respondents **92** (89.3%) agreed or strongly agreed that they have a good understanding of the community their library or information service serves and **90** (87.4%) agreed or strongly agreed that their library or information service serves multiple varied communities.

However, there appeared to be a considerable gap between respondents' perceptions of their understanding of the communities they serve, and their confidence in the potential of community analysis to facilitate the identification of communities for emerging fields. Only **49** out of 102 respondents (48.0%) agreed or strongly agreed that communities of practice are considered when analysing the community served by their service, including **14** (42.4%) academic librarians and **21** (40.4%) public librarians. **54** out of 102 respondents (52.9%) agreed or strongly agreed that communities of interest are considered; this time including a slightly higher proportion of public librarians **26** (50%) compared to **15** (45.5%) academic librarians.

Only **35** out of 102 (34.3%) agreed or strongly agreed that community analysis enables them to identify emerging areas such as social enterprise, although responses from public librarians (**19**, 36.5%) and a national library (**7**, 70%) were slightly more positive than those from other sectors (including **8** (24.2%) academic librarians).

Public librarians were also more likely to agree or strongly agree that they only have access to basic demographic information when conducting community analysis: **21** (40.4%) public librarians compared to **33** out of 102 (32.4%) overall, **7** (21.2%) academic librarians and **2** (20%) national librarians.

51 respondents – **17** academic librarians, **1** health librarian, **1** multi sector respondent, **2** national librarians, **29** public librarians and **1** special librarian – indicated how they get information about the community:

- Statistical data – demographic or institutional (**15**). Two specifically mentioned the MOSAIC resource;
- Surveys / focus groups (**13**);
- Anecdote / staff knowledge / networking (**13**);
- Academic liaison / staff and students statistics (**12**);
- Media, current awareness or "daily alerts" (**5**).

One respondent said "We should do more work to find out about our users" and another concluded "With great difficulty these days. Community need is not the motivator of service provision currently".

7.2.5 Collection documentation

Question F1 asked about the types of collection policy document used by the respondents' library and information service (**Figure 7.2.5**).

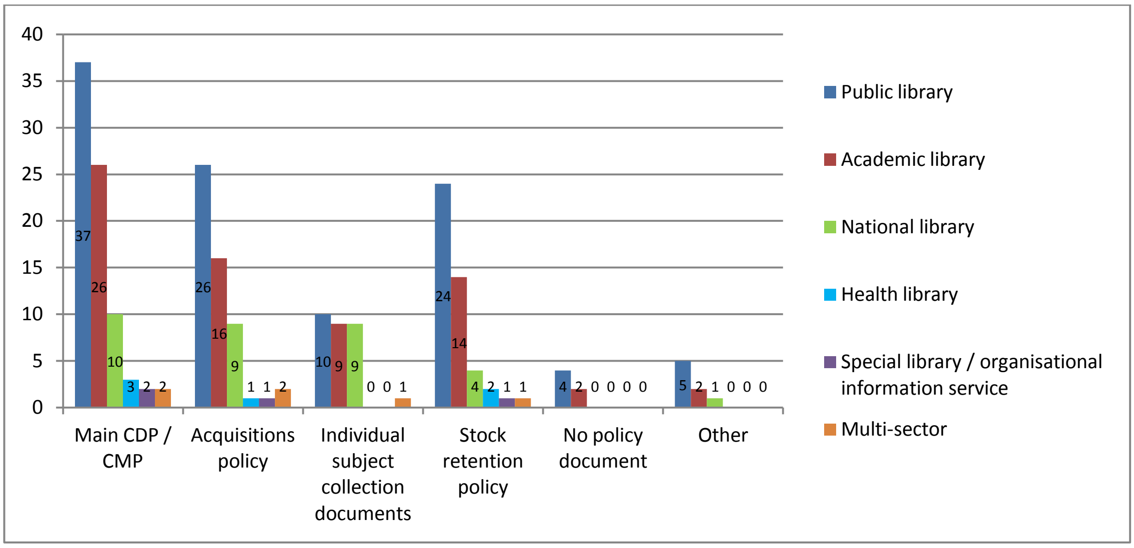


Figure 7.2.5a: Types of policy document.

4 public libraries and **2** academic libraries indicated that they have no collection policy document. One noticeable difference was observed between sector responses regarding individual subject collection documents, which **9** (81.8%) national librarians selected, compared with much lower proportions of responses from other sectors: **10** (19.2%) public librarians and **9** (27.3%) academic librarians.

"Other" responses (**2** from academic librarians, **1** from a national library librarian and **5** from a public librarian) included:

- **2** indicating that policies are currently being developed;
- **1** referring to staff experience;
- **1** mentioning stock plans for individual libraries and areas;
- **1** referring to "Organisational long-term vision and strategies";
- **1** mentioning policies about specific formats.

In response to question F2, **37** respondents out of 97 (38.1%) indicated that their policy documentation was most recently updated between 2007-2010 (**Figure 7.2.5b**).

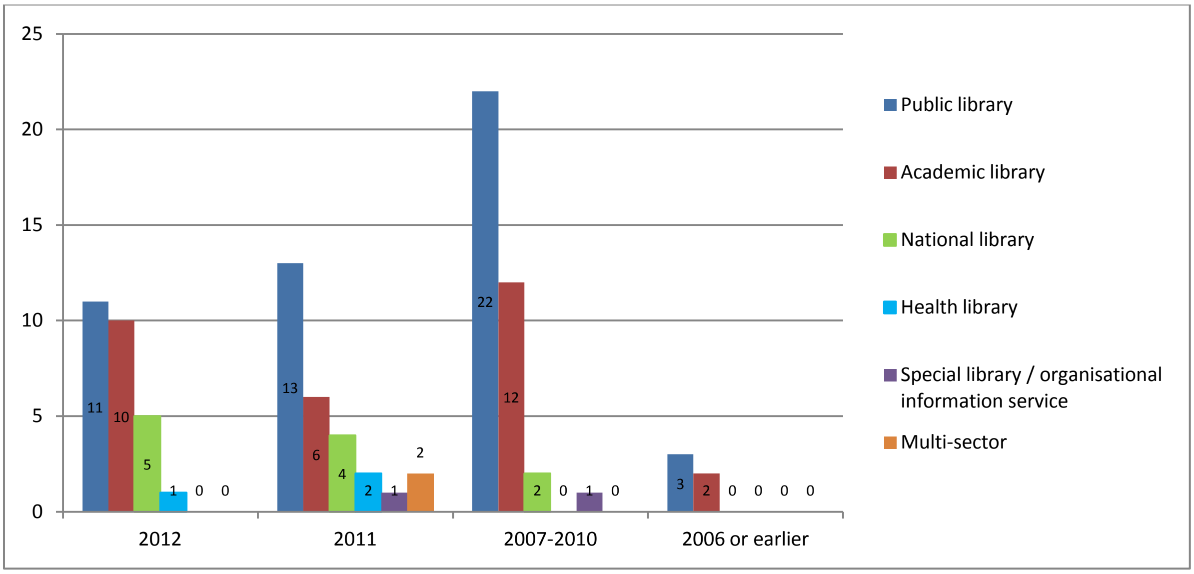


Figure 7.2.5b: Documentation update date

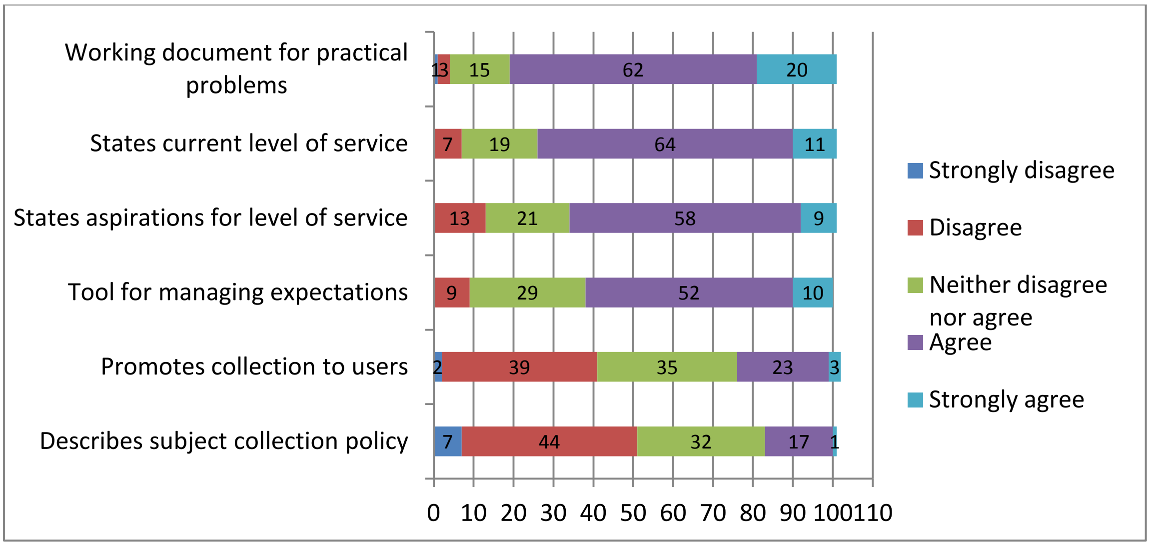


Figure 7.2.5c: Purpose of collection policy documents.

Further questions in section F3 asked library and information practitioners to give their opinions about the purpose of collection policy documents – responses are summarised in **Figure 7.2.5c**.

Most respondents agreed or strongly agreed that collection policy documentation is “A working document setting out how we approach practical problems managing the collection” (**82** out of 101 (81.2%)), suggesting that a primary use for a policy is in supporting staff carrying out activities relating to the collection.

A majority of respondents also felt that collection policy documentation assisted in communicating with users about the collection. **75** out of 101 (74.3%) thought the document acted as “A statement about the current level of service provided by our collection”, and **67** out of 101 (66.3%) described it as “A statement about our aspirations for the level of service provided by our collection”. **62** out of 100 (62%) respondents felt that collection policy documents are “A tool for managing expectations”, although a much smaller proportion (**26** out of 102 (25.5%)) saw policies as a positive way “to promote the collection to our users”.

Only **18** out of 101 (17.8%) agreed or strongly agreed that collection policy documentation is “A detailed description of collection policy in individual subject areas, including topics such as social enterprise”.

Patterns of responses to these questions seemed to be similar across the different library sectors.

22 respondents – including **6** academic librarians, **1** health librarian, **2** national library librarians, **12** public librarians and **1** special librarian – indicated other reasons for having policy documentation including:

- Consistency (**5**);
- Quality, performance or budget management (**8**);
- Tool for succession planning, staff training and for continuity (**3**);
- “There are various collection policies, but formal subject policy documentations / collection statements have fallen out of favour and are no longer required on a regular basis”;
- “A statement of support required from other parts of the organisation; a 'visionary' purpose to motivate and anticipate change; a plan for cooperation and collaboration with other organisations; providing clarity and transparency for our users and general public (not quite the same as promotion)”;
- “if we had one it would show the purpose of having a Library!”

7.2.6 Library and collection activities

Question G1 asked for views about the relative importance of a range of activities relating to the library collection (**Figure 7.2.6**). "In-library access to e-resources" appeared to be marginally more popular than "In-library access to print".

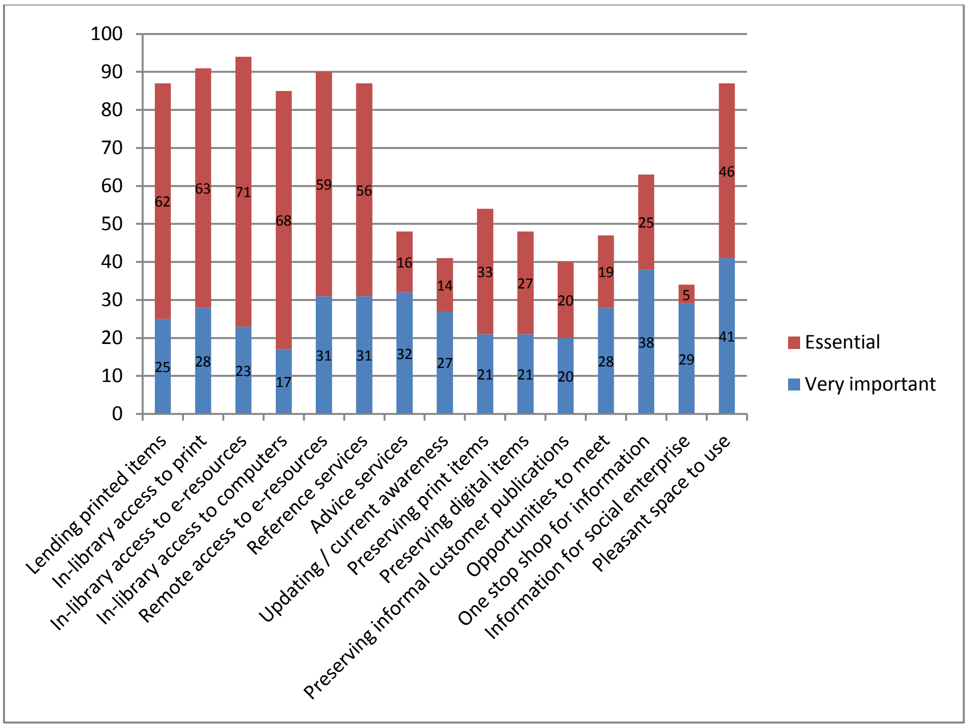


Figure 7.2.6: Importance of collection activities

There were noticeable differences between library sectors in a number of these questions. Public libraries were more likely to rate as very important or essential "Lending printed materials" (**49** (94.2%)), "Providing in-library access to computers" (**48** (92.3%)), or "Providing opportunities for people to meet each other" **32** (62.7%) compared to academic librarians (**30** (90.9%), **28** (84.8%) and just **6** (18.2%), respectively).

In contrast, academic librarians were more likely to rate as very important or essential "Providing remote desktop access to electronic resources" (**33** (100%)), "Providing in-library access to electronic resources" (**32** (97.0%) or "Providing in-library access to print materials" (**31** (93.9%) compared to public librarians (**44** (84.6%), **45** (86.5%), **44** (84.6%) respectively).

There were sectoral differences in responses relating to preservation activities – between **9** (81.8%) and **10** (90.9%) national library respondents described preservation activities as very important or essential, compared to between **15** (29.4%) and **22** (43.1%) public library respondents. A higher proportion of public library respondents (**20** (33.3%)) than academic library respondents (**9** (27.3%)) prioritised preserving informally published customer publications.

24 respondents indicated other collection activities which they considered at least as important as those listed above. These included:

- Information literacy and information skills training (**5**);
- Outreach / social inclusion activities (**4**);
- Supporting advice services (business advice / careers advice) (**2**);
- Remote access (**2**).

7.2.7 Collection evaluation / deselection

Question G3 asked about attitudes towards collection evaluation and deselection (**Figure 7.2.7**).

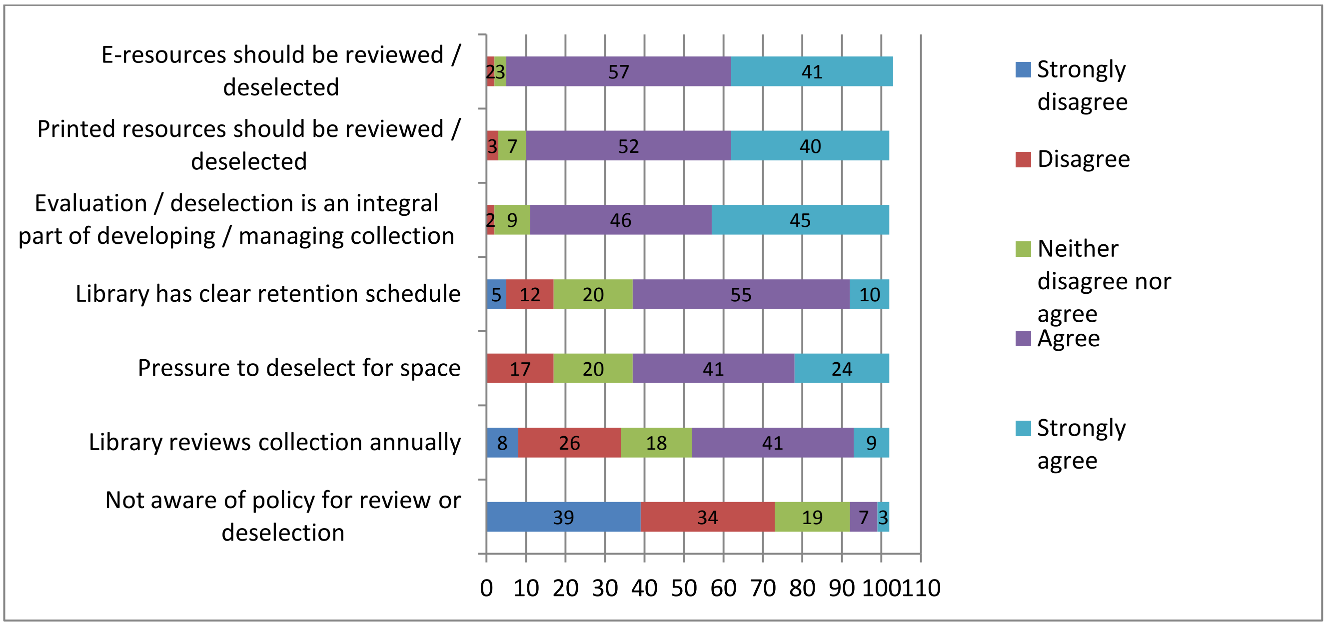


Figure 7.2.7: Attitudes to collection evaluation and deselection.

A slightly higher proportion of respondents agreed or strongly agreed that e-resources should be reviewed and or deselected, compared to print resources. The responses followed similar patterns between different library sectors, although "pressure to deselect materials to provide more space" appeared to be a greater issue for academic librarians, **29** (87.9%) of whom agreed or strongly agreed with this statement, compared to **31** (59.6%) public librarians.

91 (89.2%) out of 102 agreed or strongly agreed with the statement "I think collection evaluation and deselection is an integral part of effective collection development and management", including **30** (90.9%) academic librarians and **49** (94.2%) public librarians, compared to just **5** out of 10 (50%) national library librarians, suggesting the lower priority given to review and deselection by a national library. In contrast, only **50** (49%) out of 102 respondents agreed or strongly agreed that "My library or information service carries out a thorough review of the collection annually, including deselecting material". This seems to suggest a gap between agreement with the principle of evaluation and deselection (and awareness of library policy relating to this) and the existence of retention schedules or routine annual reviews of the collection to operationalise these principles. However, this apparent contrast may be a consequence of the quite specific wording of the first two statements, focusing as they do on retention schedules for particular types of materials and on the process of annual review, rather than similarly regular but less frequent reviews.

7.2.8 Interdisciplinary subjects

Question H1 asked about library and information practitioners' views on collection development and management issues relating to interdisciplinary subjects (**Figure 7.2.8a**).

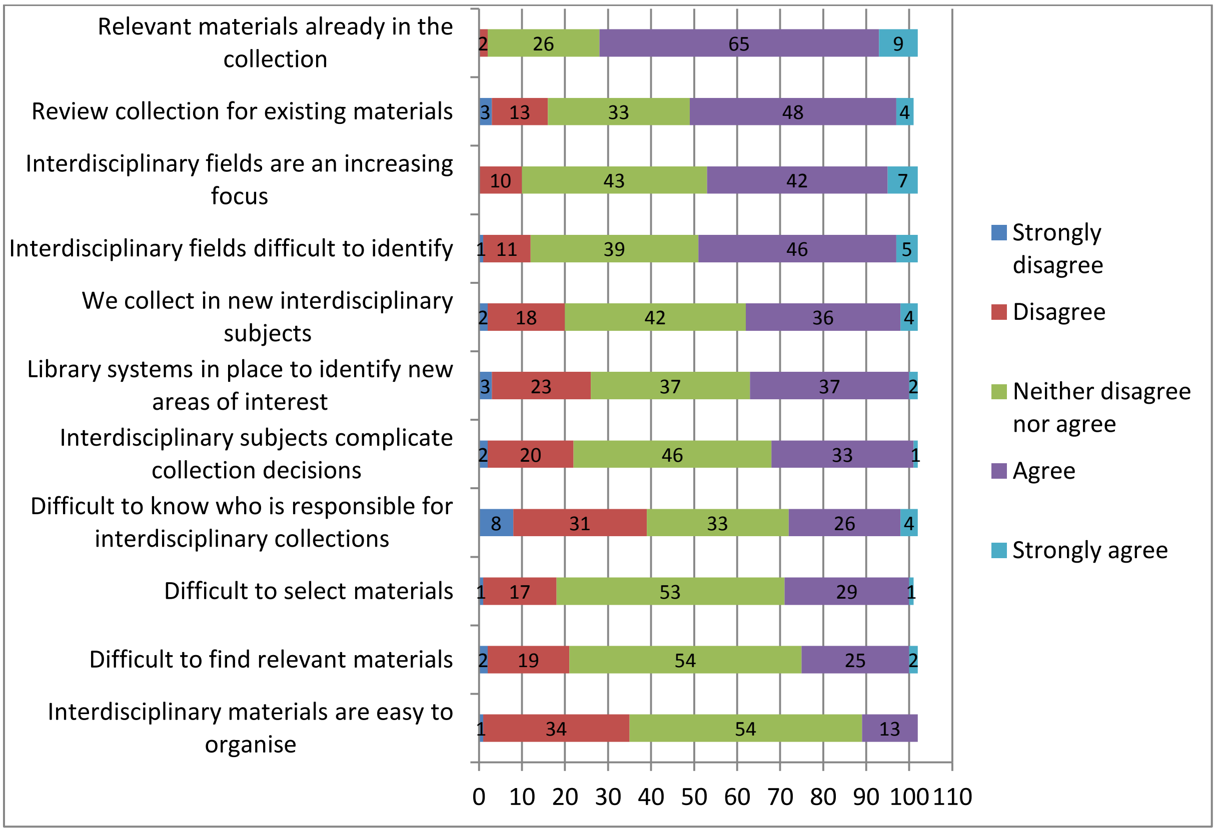


Figure 7.2.8a: Attitudes to interdisciplinary subjects and relevant materials.

Health librarians (**3** (100%) and national library librarians (**8** out of 10 (80%)) seemed to be more likely to agree or strongly agree that their information service had systems to identify new areas of customer interest than either academic or public librarians (**13** (39.4%) and **15** (28%) respectively). Public librarians less frequently agreed or strongly agreed that "Interdisciplinary subjects are an increasing focus for my customers", with only **9** (17.3%) choosing these options, compared to **29** (87.9%) academic librarians, **2** (66.7%) health librarians and **7** out of 10 (70%) national library librarians. A less pronounced difference between the sectors was also noticeable in responses to the statement "There are relatively new interdisciplinary subjects for which we currently actively collect". Again, a lower proportion of public librarians agreed or strongly agreed with this statement (**8** (15.4%)) compared to academic librarians (**22** (66.7%), health librarians (**2** (66.7%)) and national librarians (**7** out of 10 (70%))

Responses to the other statements seemed to follow similar patterns across all library sectors. In particular, most respondents from all sectors (**74** out of 102 (72.5%) agreed or strongly agreed that relevant materials for emerging interdisciplinary subjects were likely to exist in the library's collection.

Question H2 (**Figure 7.2.8b**) asked about methods of selecting materials for interdisciplinary subjects such as social enterprise.

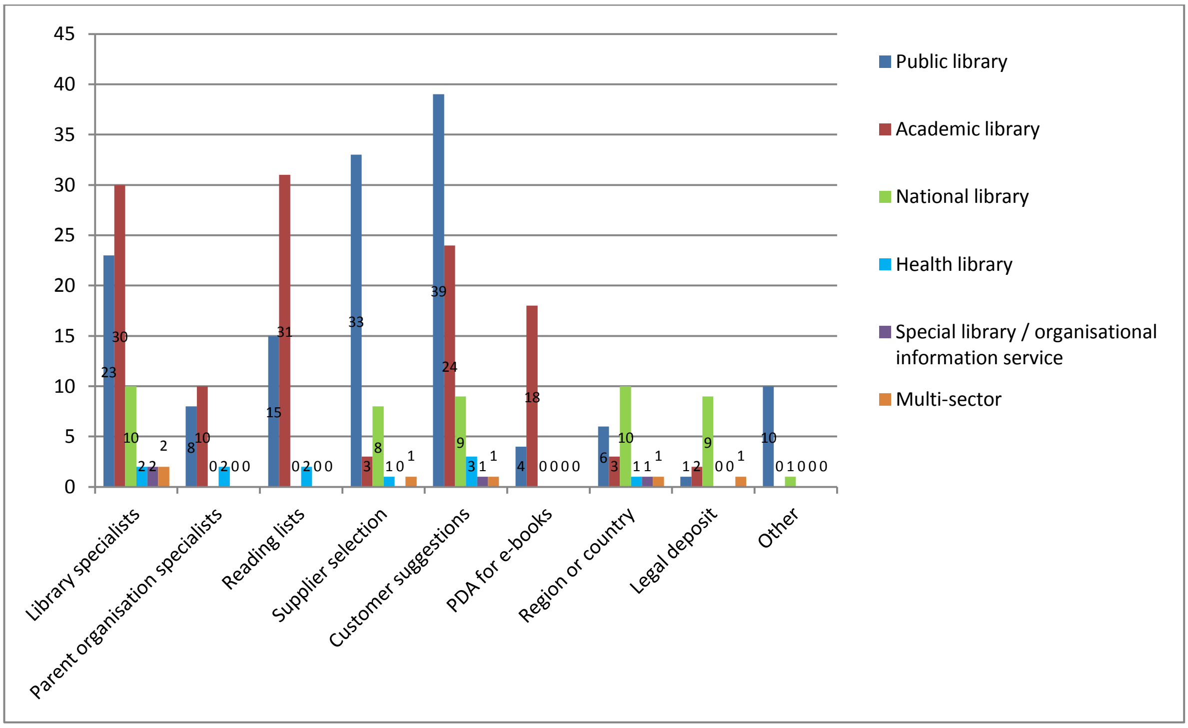


Figure 7.2.8b: Methods of selection for interdisciplinary subjects.

There appeared to be similar patterns of responses between sectors for selection based on customer suggestions and selection by parent organisation specialists. Reading lists and selection by the library were the two most popular responses for academic librarians (**31** (93.9%) and **30** (90.9%) respectively), contrasted with customer suggestions (**39**, 75.0%) and supplier selection (**33** (63.5%)) which were the two most popular selection methods for public librarians. PDA was selected by **18** (54.5%) academic librarians, a higher proportion than in any other sector. Selection based on region or country was more popular with national library librarians (**10** (90.9%)), as was selection from legal deposit materials (**9** (81.8%)).

Question H3 (**Figure 7.2.8c**) asked about methods for exploiting collections for emerging interdisciplinary subjects. The option most commonly ranked first was to improve search tools (**42** rank 1 selections (42.9%)) followed by gathering these together virtually (**25** (25.5%)).

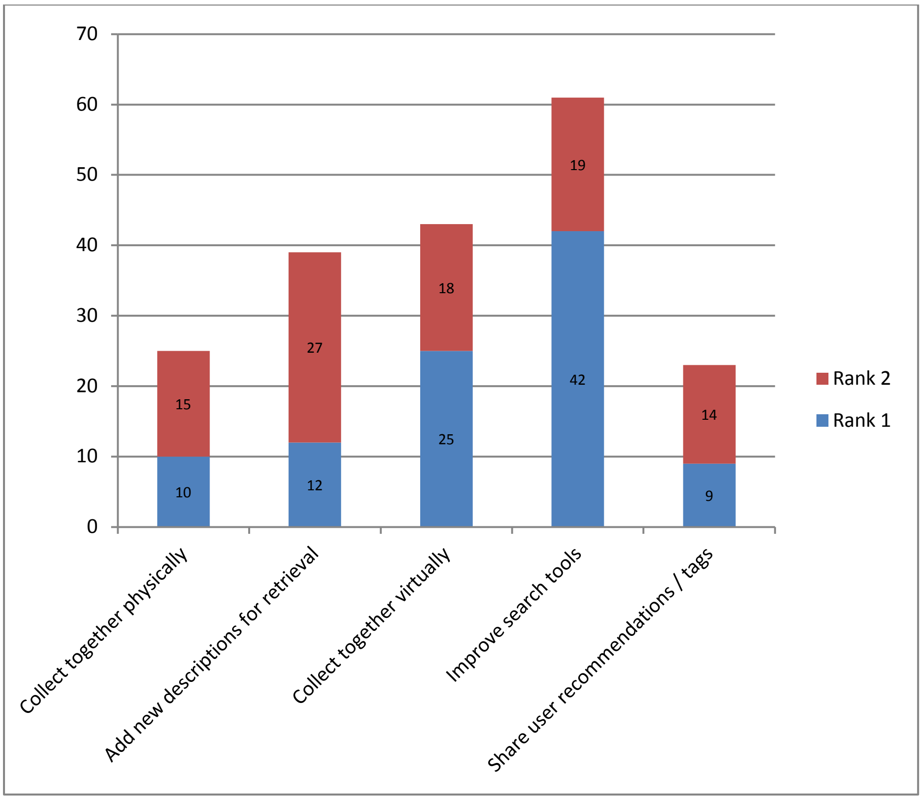


Figure 7.2.8c: Methods of exploiting interdisciplinary collections.

17 respondents gave suggestions about how collections for emerging interdisciplinary subjects could be exploited, including:

- Improved marketing and promotion (**7**);
- Partnerships (**5**) – including “collaboration across providers – public and academic libraries working together”;
- “Organise events for communities of practice”;
- “Topical bibliographies”;
- “Digitisation of physical materials; and text mining digital resources”;
- Creating access points for particular user groups.

7.2.9 Access to freely available web-based resources

Question I1 asked about approaches to providing access to freely available web-based resources (**Figure 7.2.9**).

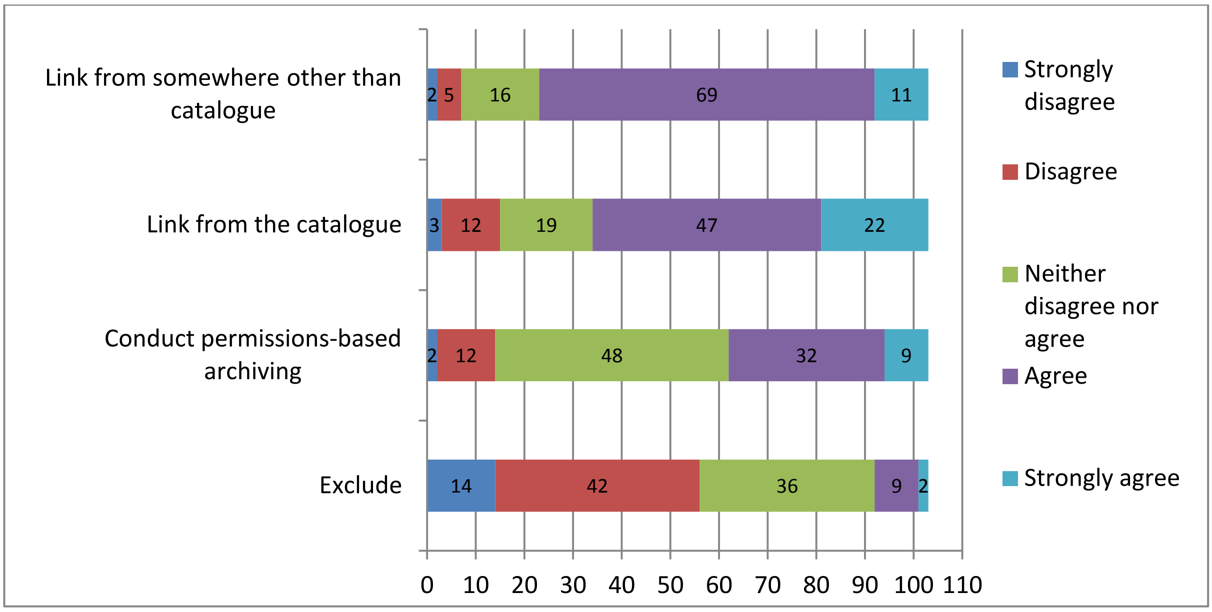


Figure 7.2.9: Freely available web-based materials.

Across all sectors **80** (77.7%) agreed or strongly agreed with providing links from somewhere other than the library catalogue, such as subject guides – this included half or more respondents from each individual sector. **69** (67%) agreed or strongly agreed with providing links from the catalogue to freely available web-based resources, such as PDFs – this included a majority of all respondents from each sector.

The biggest contrast between sectors related to permissions' based archiving. **10** (90.9%) national library librarians agreed or strongly agreed with this approach, compared to only **21** (63.6%) academic librarians and **8** (15.4%) public librarians.

This seems to indicate quite a high level of agreement with providing access to such materials by including links from the catalogue, or from another location, but much lower levels of agreement about the library's potential role in archiving such materials.

21 respondents gave suggestions about how access could be provided to these materials, including:

- Lecturers including them on reading lists or in VLEs (**5**);
- Linking to them from the library website (**4**);
- Subject portals (**2**);
- Ingest and create catalogue records on the basis of legal deposit legislation (voluntary or statutory deposit) (**2**);
- "Link to copy in another repository; subscribe to a service that aggregates and preserves such material";
- "small sets [...] created and provided by user groups – not just library staff";
- "They should be subject to the same level of scrutiny as purchased resources when assessing them for inclusion in a collection";

- "Public libraries do not have staff resources to do anything except support customers searching for this material. Not part of our core purpose".

7.2.10 Final comments

7 respondents made additional final comments, including:

> "I think collection management as a whole gets lost in libraries. Parts of it are carried out regularly but perhaps the overall thought of collections is lost at times but needs to be kept in mind in order to help manage budgets, increase customer useage [sic] and plan for the future."
>
> "Increasingly collection management in public libraries is being removed from the control of staff and handed over to suppliers and/or automated systems. It makes a response to a rapidly changing information environment virtually impossible."
>
> "We don't experience much call for information from or about social enterprises, but we have some resources which might be useful (similar to our small business resources). It would be a small part of our overall information provision to the general public."

7.2.11 Library and Information Practitioner survey: conclusions

These results suggest some support for the idea of "collection-as-thing", "collection-as-process" and "collection-as-access". The analysis shows how the use of terminology to describe library resources, approaches to collection policies and activities such as collection evaluation and deselection, and prioritisation of different types of services varies between different sectors.

There also appear to be some contradictions – or gaps – in these results: respondents believe they have a good understanding of their communities, but feel they lack effective systems to identify emerging areas of interest; collection review and potential deselection are viewed as important for both print and electronic resources, but only a minority of respondents report undertaking such reviews on an annual basis; and, although collection policy documents appear to be seen as useful in supporting practical problem-solving in relation to the collection, a small minority of libraries report not having such a document.

7.3 Social enterprise survey: summary of results

7.3.1 Background, demographics and respondent roles

46 completed responses were received for this survey, a response rate of 10.3%. **24** respondents (52.2%) were male, **21** (45.7%) were female and one did not reply to this question (A1). **1** respondent (2.2%) was aged 24 or under, **20** (43.5%) were 25-44, **23** (50%) were 45-64 and **1** (2.2%) was over 65. One person selected "no answer" for this question.

Over half of the respondents (**26** (56.5%)) described themselves as social enterprise practitioners (**Figure 7.3.1a**). A significantly higher proportion of academics or researchers responded to the survey: **11** out of 37 (29.7%), compared with **26** out of 351 invitations sent to social enterprise practitioners (7.4%). The academics / researchers included **3** postgraduate research students, **7** university lecturers and **1** university professor. Although no respondents chose to describe themselves as policy makers, two described themselves as having roles within local authorities: “Economic Development Officer” and “Local Authority Regeneration Delivery”. Other roles cited included “business support” / “Specialist Business Advisor”; “CSR professional”, “manager”, “social entrepreneur” and “Interested in Social Enterprise”. One respondent gave their role as “Other”, but did not specify what this was.

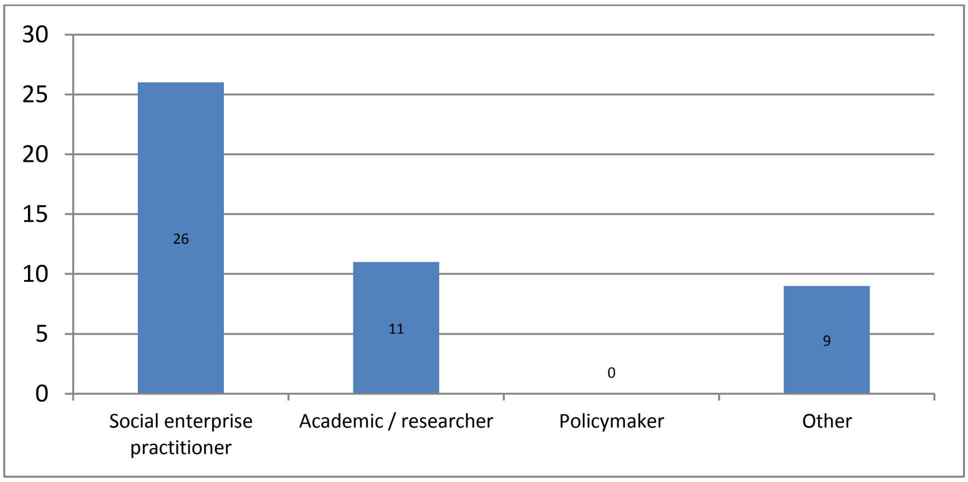


Figure 7.3.1a: Respondent roles.

The majority of respondents identified their location as England and no responses were received from Northern Ireland (**Figure 7.3.1b**). One respondent gave their location as “other”: “International”.

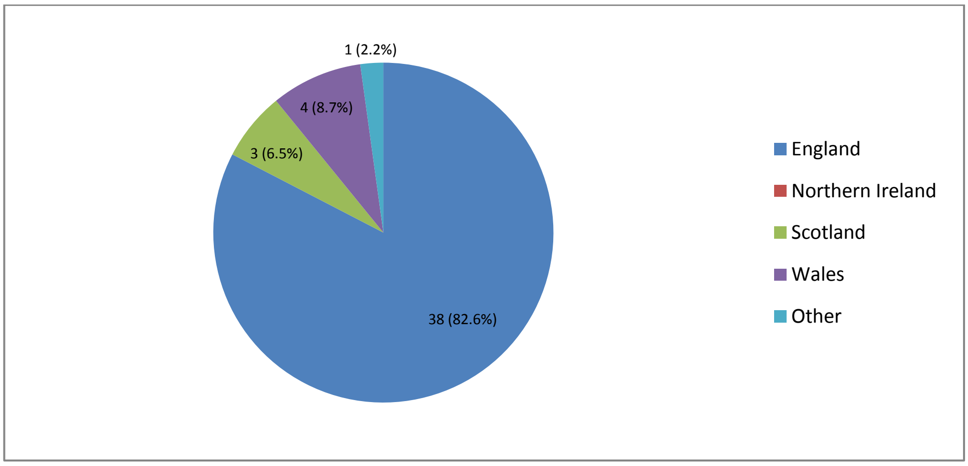


Figure 7.3.1b: Location of respondents.

The **26** social enterprise practitioners described a range of different purposes for their organisations, including activities relating to:

- Young people and children (**6**);
- Arts (**5**);
- Community development organisations (**4**);
- Health or social care (**5**);
- Business support (**2**);
- Food (**2**);
- Energy and environmental awareness (**1**).

The **8** respondents who described their role as "other" gave a range of reasons for their interest in social enterprise, including **4** relating to providing business support and **2** describing involvement in a social enterprise or in renewable energy.

7.3.2 Information needs

Question B1 asked about people's information needs relating to concepts and background topics for social enterprise. Information about the social impact of social enterprise was ranked as essential or very important by **41** respondents (89.1%) (**Figure 7.3.2a**). Apparent differences were found between academics, practitioners and "other" respondents in relation to their needs for information about research, which was more frequently identified as very important or essential by academics (**11**, 100%), than by "other" respondents (**3**, 33.3%) or social enterprise practitioners (**13**, 50%). Similarly, differences were apparent in responses relating to a need for statistics about regional levels of social enterprise activity, which were more frequently identified as very important or essential by academics (**9**, 81.8%) and by "other" respondents (**7**, 77%) than by social enterprise practitioners (**14**, 53.8%).

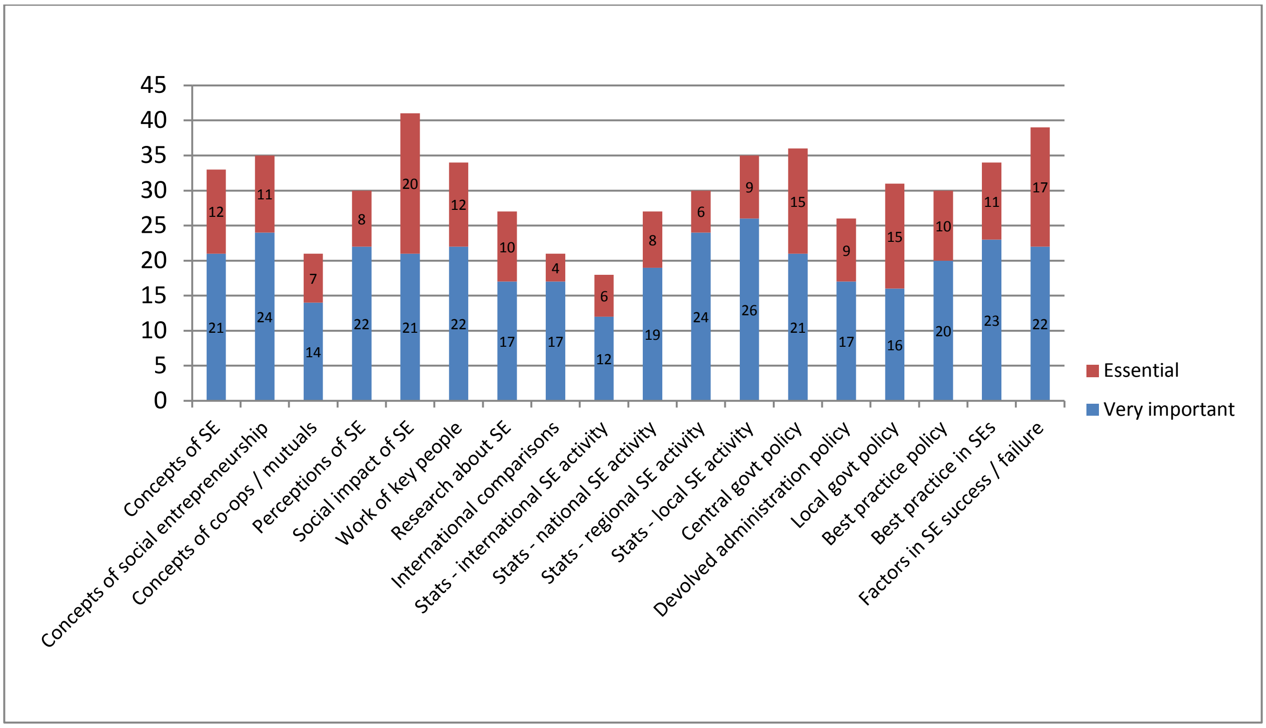


Figure 7.3.2a: Information needs: concepts and background

Question B2 asked about information needs relating to the business activities of social enterprises. **42** respondents (91.3%) indicated that information about funding for social enterprise was either essential or very important (**Figure 7.3.2b**). In these responses, differences were apparent between academics, practitioners and “other” respondents in relation to their needs for information about invitations to tender for public service contracts, which were more frequently identified as very important or essential by “other” respondents (**8**, 88.9%) and practitioners (**18**, 69.2%) than by academics (**4**, 36.4%).

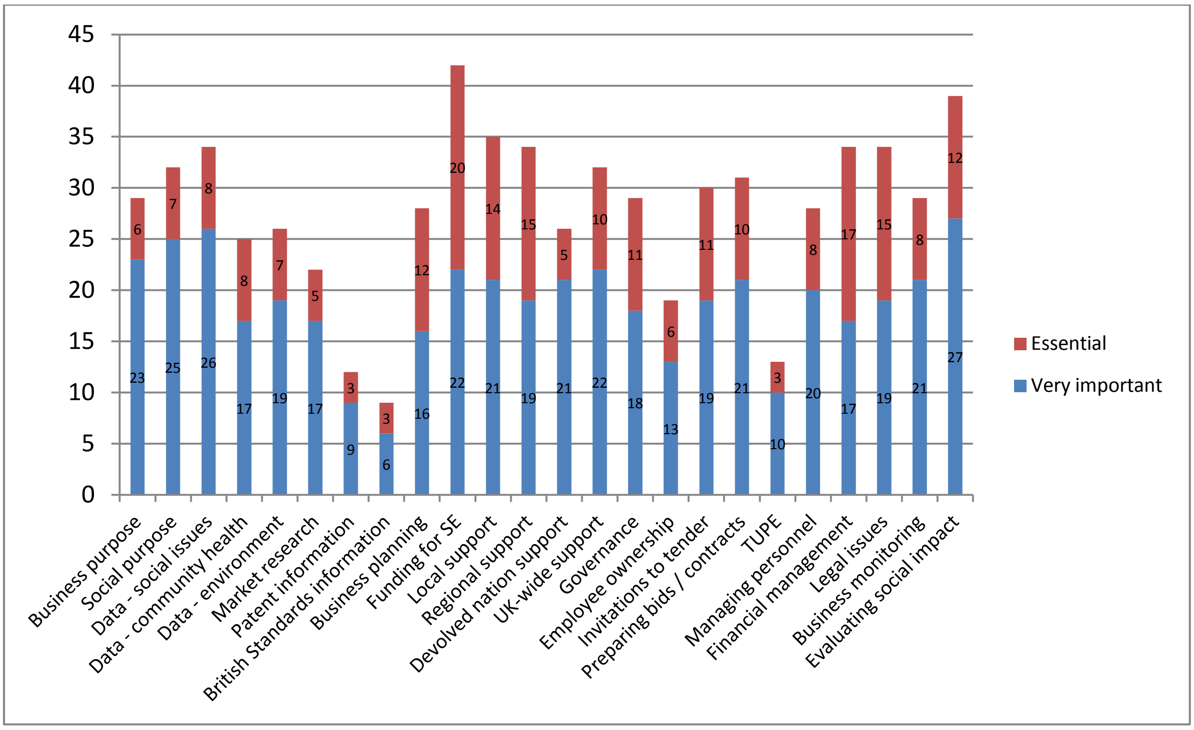


Figure 7.3.2b: Information needs: business activities.

16 respondents gave details of other information needs including:

- Business management, including financial and legal issues (**5**);
- People involved in social enterprise – including "women SEs" (**3**);
- Collaborative and partnership opportunities (**2**);
- "community engagement" (**1**);
- Social enterprise support and drivers (**1**);
- Historical and philosophical topics relevant to social enterprise (**1**).

7.3.3 Information sources

C1 asked about people's perceptions of the relative importance of information sources for social enterprise. Google and websites were both most frequently rated very important or essential (**37** (80.4%)), followed by personal networks, rated as very important or essential by **34** (73.9%) (**Figure 7.3.3**). Libraries were least well rated, with **15** respondents (32.6%) describing them as essential or very important. This contrasts with the responses to the same question in the library and information practitioner survey, where libraries were more frequently regarded as an essential or very important information source than Google.

There appeared to be different patterns of responses from different groups of respondents. Academics more frequently described as very important or essential books (print or electronic) (**10**, 90.9%), journals (print or electronic) (**11**, 100%) and libraries (**7**, 63.6%). In comparison, these were only rated very important or essential by **13** (50%), **10** (38.5%) and **6** (23.1%) practitioners, respectively.

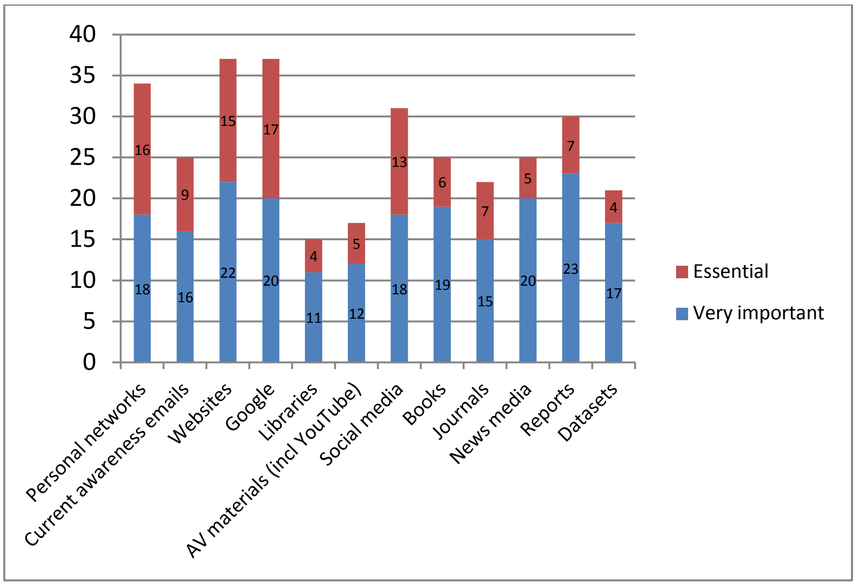


Figure 7.3.3: Importance of information sources.

28 respondents provided details of websites which they use most frequently for information relating to social enterprise. These included:

- Government websites (**10**): HMRC (**3**), Companies House (**2**), Regulator of Community Interest Companies (**2**), Office of the Scottish Charity Regulator (**1**), Business Link (**1**), council website (**1**);
- Social enterprise websites (**7**): Social Enterprise Coalition (**2**), social enterprise networks (**3**), other social enterprises (**2**);
- Guardian (including Guardian professional networks) (**3**);
- Co-op websites (**2**);
- Google or "tend to do bespoke searches" (**2**);
- "Cobweb and Business Balls" (**1**).

17 respondents also listed other sources of information in response to question C3. These included:

- People (**5**);
- Conferences (**2**);
- Professional associations and other organisations (**4**)

7.3.4 Creating and sharing information

In response to question D1, social enterprise practitioners most frequently described creating business plans (**21** out of 26 practitioners (80.8%)) and reports (**19** (73%)) (**Figure 7.3.4a**). **8** academics or researchers indicated that they create journal articles, followed by **6** academics or researchers who described creating reports. Differences were apparent between academics, practitioners and "other" respondents in relation to both contracts (which "other" respondents (**6**, 66.7%) and practitioners (**13**, 50%) more frequently described creating than academics (**1**, 9.1%)) and journal articles, which academics (**8**, 72.7%) more frequently described creating than "other" respondents (**3**, 33.3%) or practitioners (**7**, 26.9%).

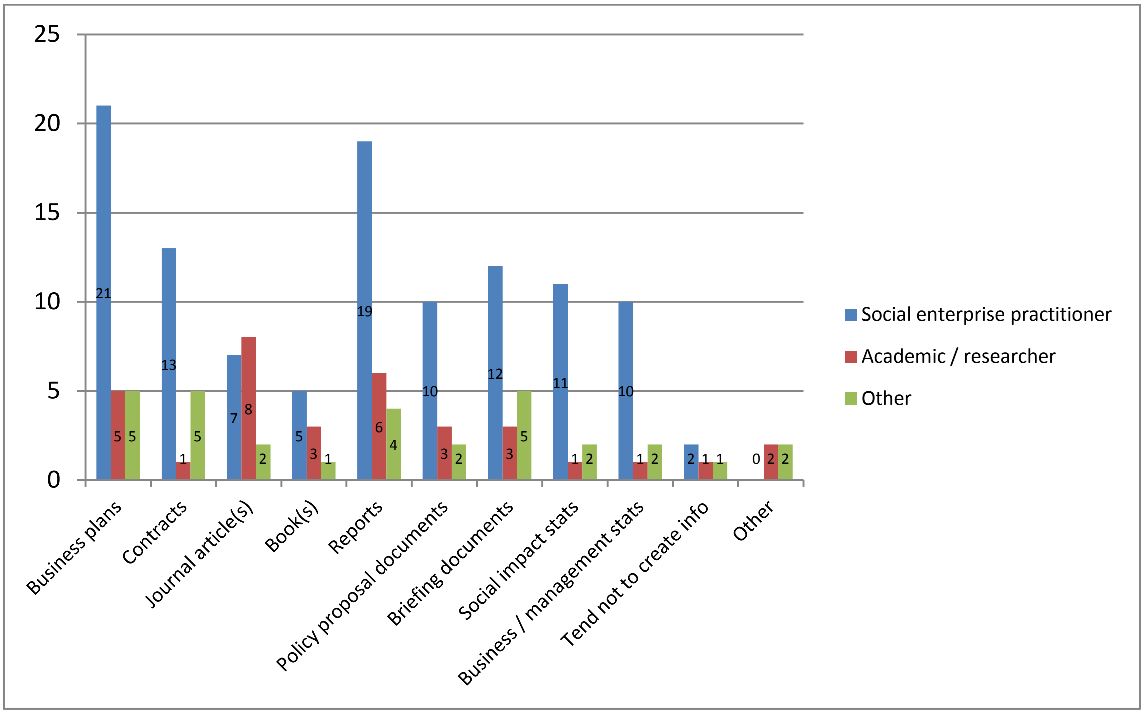


Figure 7.3.4a: Information created.

4 people described other types of information which they create:

- Lectures;
- "Paper presentations";
- "Voluntary Standards";
- Promotional materials.

For social enterprise practitioners and academics / researchers, information was most frequently shared through personal networks (**Figure 7.3.4b**). Academics were more likely to report sharing information through formal publication (eg in a book or journal) (**7** (63.6%)), compared to **2** (22.2%) "other" respondents and **5** (19.2%) practitioners.

"Other" respondents also seemed to prefer sharing information using new technologies: **8** (88.9%) "other" respondents and **19** (73.1%) practitioners share materials on organisational websites, compared to just **2** (18.2%) academics. **6** (66.7%) "others" and **14** (53.8%) practitioners share materials through social media, compared to just **1** (9.1%) academic whilst "other" respondents were also more likely to share materials on a blog (**4** (44.4%)), compared to **4** (15.4%) practitioners.

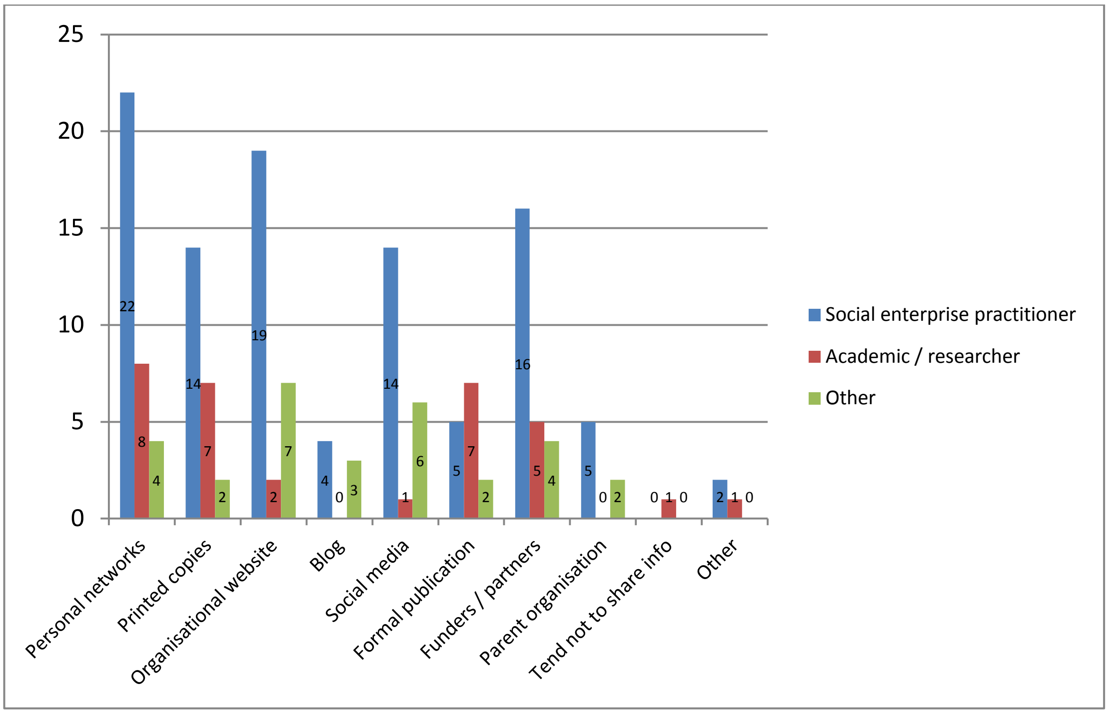


Figure 7.3.4b: Sharing information.

3 people described other ways in which they share information:

- "As requested by agencies";
- "In lectures";
- "wiki websites specific to each project".

7.3.5 Social enterprise and libraries

Question E1 asked about respondents' views of libraries (**Figure 7.3.5a**). Although considerable numbers of these respondents report having access to public or academic libraries, and fewer agree that they have access to a national library, only a minority agree that they have used libraries for information about social enterprise and most of those who have were academics or researchers. These responses also contrast with responses to similar questions from the library and information practitioner survey. In that survey, **71** (68.9%) and **75** (72.8%) of respondents respectively indicated that their library provided electronic resources or physical materials relevant to social enterprise.

However, only **13** out of 45 (28.9%) social enterprise survey respondents agreed or strongly agreed libraries provide access to relevant materials, with similar patterns of responses from all groups (**4** (36.4%) academics and researchers, **7** out of 25 (28%) 25 social enterprise practitioners, and **2** (22.2%) "other").

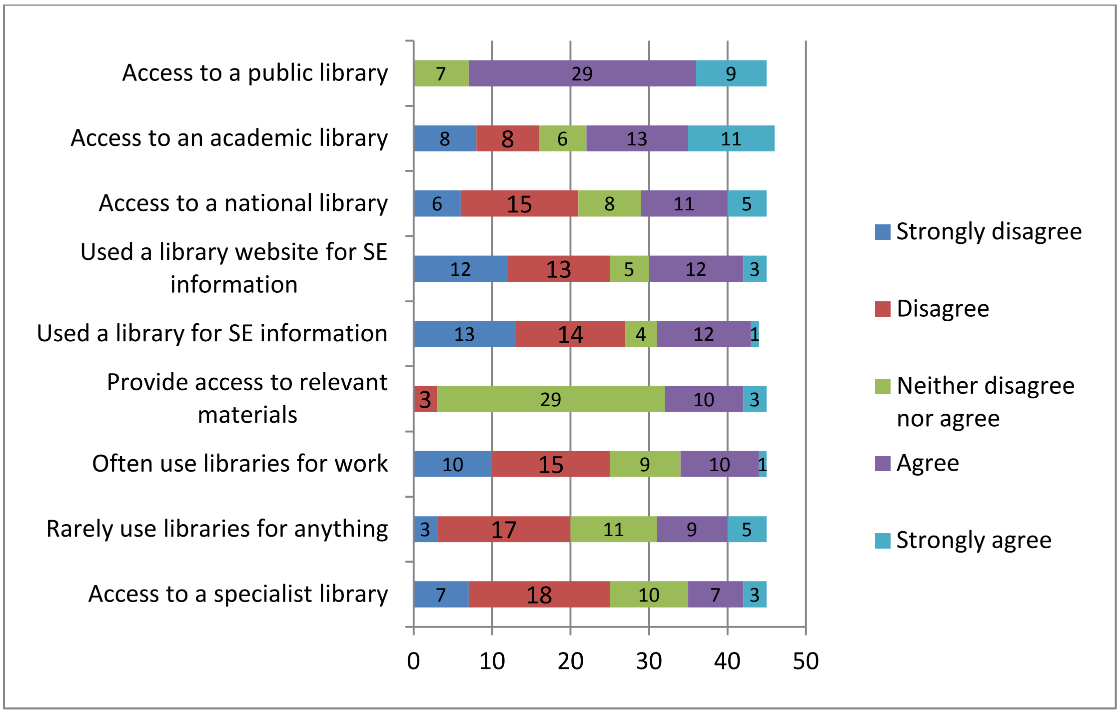


Figure 7.3.5a: Social enterprise perceptions of libraries.

There were noticeable differences between responses from academics regarding their use of libraries, compared to other groups of respondents. They were much more likely to agree or strongly agree that they have access to an academic library (**11** (100%)), or to a national library (**7** (63.6%)); that they had used a library website for social enterprise information (**9** (81.8%)) or often use libraries for work-related information (**7** (63.6%)); and that they have used a library for social enterprise information (**6** (54.5%)). In comparison, only **3** out of 25 (12%) social enterprise practitioners and **1** (11.1%) "other" often use libraries for work information.

In E2 respondents were asked which libraries they had used to access information about social enterprise (**Figure 7.3.5b**). **16** (61.5%) social enterprise practitioners and **6** (66.7%) "other" respondents indicated that they had never used a library for this type of information, an option not selected by any academics. However, **8** (30.8%) practitioners, **2** (18.2%) academics and **2** (22.2%) "other" had used a public library to access social enterprise information. All **11** academics and researchers had used an academic library to access information about social enterprise, compared to only **1** (3.8%) social enterprise practitioner. **6** (54.5%) academics had used a national library, compared to **2** (7.7%) practitioners. One respondent entered "Other": "none". In response to question E3, **13** out of 23 (56.5%) were satisfied or very satisfied by the service they received from the library they used most recently.

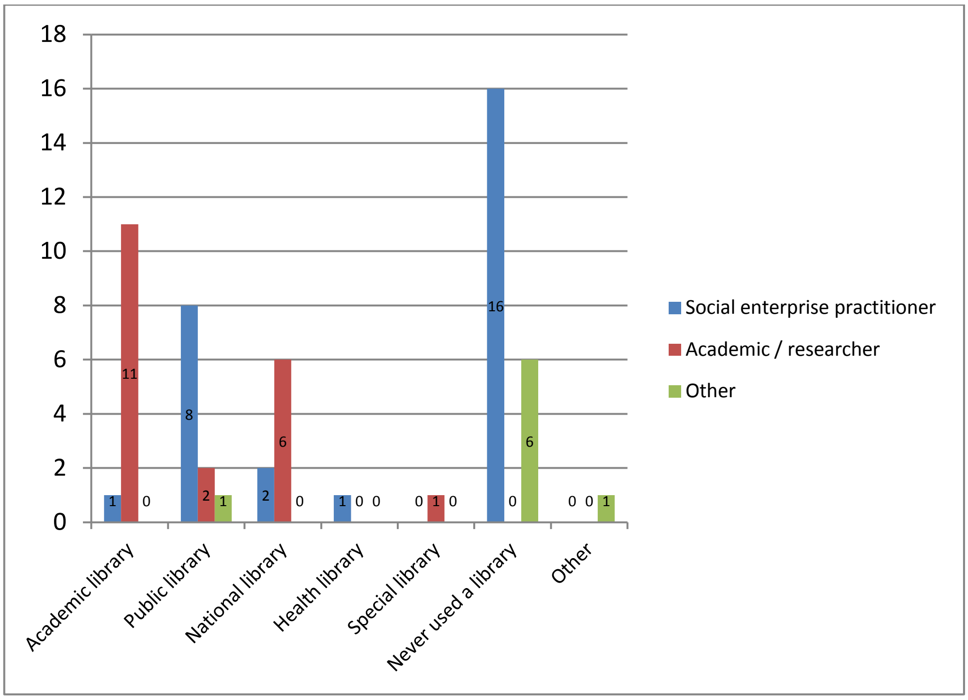


Figure 7.3.5b: Libraries used.

In response to question E4, remote and in-library access to electronic resources were both most frequently described as either very important or essential (**34** respondents (73.9%)), followed by lending and in-library availability of printed materials (**Figure 7.3.5c**).

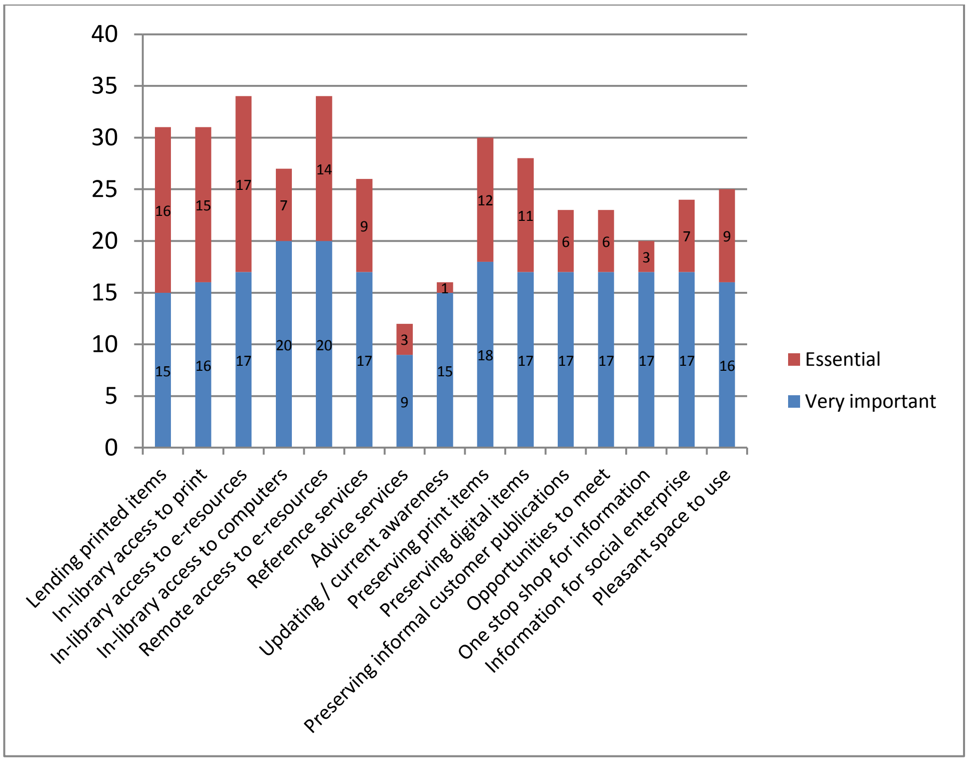


Figure 7.3.5b: Importance of library activities

The respondents to the social enterprise survey gave a higher priority to the provision of information for social enterprise than library and information practitioners gave in their responses to this question. **9** (81.8%) academics rated this very important or essential, together with **12** out of 25 (48%) social enterprise practitioners and **3** out of 8 (37.5%) "other" respondents.

Another interesting contrast between the two surveys is the higher proportion of respondents who viewed preservation as a very important or essential collection activity (**30** out of 44 (68.2%) for print, **28** out of 44 (63.6%) for digital), compared to **54** out of 102 library and information practitioners (52.9%) giving that priority to preservation of print and **48** out of 102 (47.1%) to preservation of digital items. The responses from people interested in social enterprise also appeared to include a lower proportion of essential to very important collection activities, compared to responses from the library and information practitioner survey.

Different patterns of responses were apparent between academics, practitioners and "other" respondents, with academics being more likely to regard as very important or essential the provision of remote access to electronic resources (**10** (90.9%)) and lending printed materials (**9** (81.8%)), compared to social enterprise practitioners (**18** out of 25 (72%) and **16** out of 25 (64%), respectively) or "other" respondents (**6** out of 8 (75%) and **6** out of 9 (66.7%)).

Academics also tended to place greater onus on preservation activities: both preservation of formally printed materials and digital materials were rated as very important or essential by **10** (90.9%), compared to practitioner responses (**17** out of 25 (68%) for preservation of printed material and **15** out of 25 (60%) for digital preservation) and **3** out 8 (37.5%) "other" respondents for both printed and digital preservation questions.

Practitioners and "other" were more likely to regard provision of computers in libraries as very important or essential library services (**16** out of 25 (64%) and **6** out of 9 (66.7%), respectively) compared to academics (**5** (45.5%)). In-library access to electronic resources were rated very important or essential by similar proportions of academics (**8** (72.7%)), social enterprise practitioners (**19** out of 25 (76%)) and "other" respondents (**7** (77.8%)).

18 respondents went on to provide suggestions about potential library activities which would be at least as useful as those outlined above including:

- Hosting events and providing facilities for meetings (**6**);
- Provide information in the formats users need (**6**), including e-newsletters; "with books becoming more of the decor"; "provide easy access to academic research papers that are normally restricted to university students";
- "Be more proactive about what they can offer";

- “Help promote standard classifications / terminology to be used by content providers when indexing material. Google is great for searching. But the data is has to work with is largely unstructured.”

7.3.6 Collections

17 respondents answered question F1 by listing collections of information to which they have access. These included:

- Personal collections, including electronic files (**2**);
- Email updates and newsletters (**2**);
- Two subscription resources (**2**);
- Libraries including an “online library” and a home library (**3**);
- The web (**1**);
- Too many to detail or too time-consuming to answer (**2**).

The rankings of definitions of collection (**Figure 7.3.6**) seem to follow the same pattern as those provided by library and information practitioners. An overwhelming majority of people (**98** (96.1%) library and information practitioners and **37** (80.4%) social enterprise respondents) ranked “A group of materials on a subject or theme” as their Rank 1, 2 or 3 definitions. For both social enterprise and library and information practitioner respondents, this was followed by “Provision of access to resources” (**49** (47.6%) library and information practitioners; **24** (52.2%) social enterprise survey respondents) and “A set of results created by searching” (**38** (36.9%) library and information practitioners; **20** (43.5%) social enterprise survey respondents) as the second and third most popular Rank 1, 2 or 3 definitions, respectively. However, the order of fourth and fifth most popular Rank 1, 2 or 3 definitions differed between the two sets of responses. For respondents to the social enterprise survey, “A group of sub-groups” was the fourth most popular Rank 1, 2 or 3 definition, followed by “A thing / a store” (fifth). In the library and information practitioner survey, this order was reversed.

These definition choices seemed to follow similar patterns for all groups of social enterprise survey respondents.

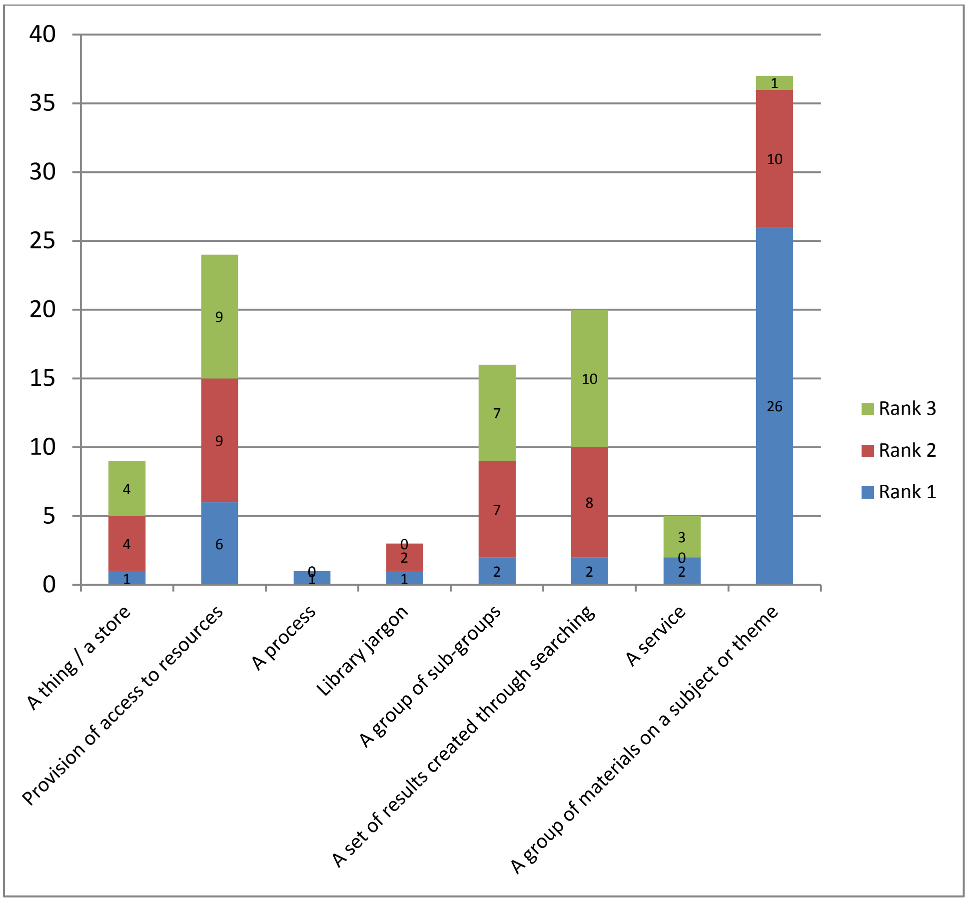


Figure 7.3.6: Definitions of collection.

4 respondents provided other definitions of "collection" including:

- "A file of relevant / related information";
- "A group of related items stored systematically";
- "A number of interrelated objects or materials compiled, collated or available in an easily [accessible] format or place";
- "Accessible resources connected by topic".

5 respondents provided final comments including:

> "Libraries need a complete brand revamp and spread their age-group attraction / use. They need to be resited on co-located sites/premises and turn up the volume! Busy = noisy."

> "Has raised issues in my mind of what relevant information might be available in my local/regional library."

> "Makes me realise how irrelevant libraries have perhaps become with advent of google. But sadder that we have a massive waste of resources going into dozens of agencies trying to make a living out of a fairly simple concept – and actually getting in the way of simpler access to the key source data."

7.3.7 Social enterprise survey: conclusions

The social enterprise survey responses seem to support some of the ideas developed in the Strand 3 interviews with people interested in social enterprise. In particular, these results illustrate the types of information needs experienced by people involved in social enterprise as well as highlighting differences between the information needs of people in different roles, such as social enterprise practitioners, academics / researchers or others.

Social enterprise survey respondents described their preferred sources of information for topics relating to social enterprise as Google, websites and personal contacts; with libraries being seen as very important or essential by the smallest number of respondents. People described creating a range of different types of information, and sharing these through personal networks. Respondents indicated low expectations that libraries would be able to provide materials relevant to social enterprise and most report not having used a library for information relating to social enterprise. A significant minority of respondents do not regard public libraries as being positively accessible to them, with lower levels of perceived accessibility recorded for other types of library, including academic and national libraries.

Social enterprise survey respondents describe collections of material in both electronic and print format (although more provide examples of electronic collections). Their choice of definitions of collection also seem to support ideas generated in the strand 3 interviews of "collection-as-thing", "collection-as-access" and "collection-as-process".

7.4 Comparing the survey responses

34 identical variables were included in both the library and information practitioner survey and the social enterprise survey. These were in three question groups:

- Perceived importance of information sources for social enterprise;
- Perceived importance of library activities;
- Definitions of collection.

The responses to these questions were extracted from the two original datasets and were combined in a new SPSS file, identifying each response as being from either a library and information practitioner or from a social enterprise survey respondent. Fisher's Exact test was then applied to identify any statistically significant differences between responses from each survey. Statistically significant differences were identified in responses to **18** of these questions. Full frequency tables including Fisher's Exact test p-values are shown in **Appendix 22** (variables relating to information sources and library activities) and **Appendix 23** (definitions of collection).

In the questions about the perceived importance of information sources for social enterprise, **8** statistically significant differences were identified, including **3** with a p-value of less than 1% (suggesting highly statistically significant results):

- Importance of libraries (Fisher's Exact test p=0.000) – more frequently regarded as very important or essential by library and information practitioners than by social enterprise survey respondents;
- Importance of Google (Fisher's Exact test p=0.004) – more frequently regarded as very important or essential by social enterprise survey respondents than by library and information practitioners;
- Importance of AV materials (Fisher's Exact test p=0.008) – more frequently regarded as very important or essential by social enterprise survey respondents than by library and information practitioners.

5 had a p-value of less than 5%, suggesting mildly statistically significant results:

- Importance of personal networks (Fisher's Exact test p=0.011) – marginally more frequently regarded as very important or essential by library and information practitioners;
- Importance of social media (Fisher's Exact test p=0.016);
- Importance of news media (Fisher's Exact test p=0.020) – marginally more frequently regarded as very important or essential by library and information practitioners;
- Importance of journals (Fisher's Exact test p=0.042) – marginally more frequently regarded as very important or essential by library and information practitioners;
- Importance of datasets (Fisher's Exact test p=0.042) – marginally more frequently regarded as very important or essential by library and information practitioners.

In the questions about the perceived importance of library activities, **9** statistically significant differences were identified, including **7** with a p-value of less than 1%:

- Information for social enterprise (Fisher's Exact test p=0.000) – more frequently regarded as very important or essential by social enterprise survey respondents;
- One-stop shop (Fisher's Exact test p=0.000);
- Reference services (Fisher's Exact test p=0.000);
- In-library access to computers (Fisher's Exact test p=0.000);
- In-library access to e-resources (Fisher's Exact test p=0.000);
- In-library access to print materials (Fisher's Exact test p=0.000);
- Pleasant space (Fisher's Exact test p=0.001).

Apart from the first of these differences, all seemed to be due to the much higher levels of "Essential" responses given by library and information practitioners. **2** had a p-value of less than 5% suggesting mildly statistically significant differences; again, these differences seemed to be due to higher levels of "Essential" responses given by library and information practitioners:

- Remote access to electronic resources (Fisher's Exact test p=0.022);
- Lending printed materials (Fisher's Exact test p=0.034).

Finally, a mildly statistically significant difference (Fisher's Exact test p=0.023) was identified between library and information practitioner rank 1 collection definition response choices, with relatively more library and information practitioners identifying the term with a "group of materials" (**84**, 81.6%) compared to a lower proportion of social enterprise survey respondents (**26**, 56.5%). Relatively more social enterprise survey respondents identified "collection" first with "provision of access to resources" (**6**, 13%), or declined to rank a first choice definition (**5**, 10.9%). No other statistically significant differences were identified between the responses to this question given by library and information practitioners and those received from the social enterprise survey, suggesting that definitions of collection did not vary significantly between the two surveys. This also suggests that, far from being perceived as library jargon (as suggested in some of the Strand 3 interviews), there are useful shared understandings of the term "collection" common to both sets of survey respondents.

7.5 Addressing the research questions

7.5.1 How is the library collection for social enterprise used?

The library and information practitioner surveys showed a generally high level of awareness of social enterprise in libraries. **85** out of 102 respondents (83.3%) had heard of social enterprise, although it should be emphasised that the survey invitations were targeted at people providing business information services or supporting business subjects – this level of awareness may therefore be assumed to be higher than that of library and information practitioners in general, with slightly higher levels of awareness indicated by respondents from a national library and from public libraries. **46** (44.7%) of library and information practitioners agreed or strongly agreed that social enterprise was an area of interest for their customers, with **75** (72.8%) agreeing or strongly agreeing that their library provides physical materials relevant to the topic and **71** (68.9%) agreed or strongly agreed their library provides access to relevant electronic resources.

Library and information practitioners had mixed perceptions about the levels of use of library collections by people interested in social enterprise. **40** (38.8%) agreed or strongly agreed that their library is used by people who run social enterprises, with differences in responses between library sectors: **23** (44.2%) public librarians identified this type of use, compared to just **9** (27.3%) academic librarians. Conversely, **49** out of 102 (48%) agreed or strongly agreed that their library is used by people studying or researching social enterprise, again with a difference between the sectors (**23** (69.7%) academic librarians compared to **16** (31.4%) public librarians). Fewer library and information practitioners agreed or strongly agreed that their library was used by people involved in social enterprise policymaking (**24**, 23.3%); or that their library was used by people whose reason for interest in social enterprise was unknown (**26**, 27.2%).

A very different perspective on the perceived availability of materials relevant to social enterprise in library collections was provided by the social enterprise survey responses. Only **13** (28.9%) out of 45 agreed or strongly agreed that libraries provide access to materials relevant to social enterprise. Despite the UK's statutory public library service, only **38** (84.4%) out of 45 agreed or strongly agreed that they have access to a public library and only **16** (35.6%) out of 45 agreed or strongly agreed that they have access to a national library (eg the British Library, National Library of Scotland or National Library of Wales). **24** (52.2%) agreed or strongly agreed that they have access to an academic library. **10** (22.2%) out of 45 agreed or strongly agreed that they have access to a specialist library or information service. Only **11** (24.4%) out of 45 agreed or strongly agreed that they often use libraries for finding work-related information. This included **7** (63.6%) academics and researchers, **3** (12%) social enterprise practitioners and **1** (11.1%) “other”. However, slightly more social enterprise survey respondents agreed or strongly agreed that they have gone to a library to access information about social enterprise (**13** out of 44, 29.5%) including **6** (54.5%) academics, **6** (24%) practitioners and **1** (12.5%) “other”. More respondents (**15** out of 45, 33.3%) agreed or strongly agreed that they have used a library website to access information about social enterprise. This included **9** (81.8%) academics and researchers, **4** (16%) social enterprise practitioners and **2** (22.2%) “other”.

8 (30.8%) practitioners, **2** (18.2%) academics and **2** (22.2%) “other” had used a public library to access social enterprise information. All **11** academics and researchers had used an academic library to access information about social enterprise, compared to only **1** (3.8%) social enterprise practitioner. **6** (54.5%) academics had used a national library, compared to **2** (7.7%) practitioners. **13** out of 23 (56.5%) were satisfied or very satisfied by the service they received from the library they used most recently.

7.5.2 What are the characteristics of the self-described information seeking behaviour of people interested in social enterprise?

The social enterprise survey asked about people's information needs relating to background or conceptual topics. Respondents most frequently described information about the social impact of social enterprise as being essential or very important (**41**, 89.1%). Funding for social enterprise was most frequently described as being either an essential or very important topic relating to the business activities of social enterprise on which information was needed (**42**, 91.3%).

In response to questions about the relative importance of various information sources, Google and websites were both most frequently rated very important or essential (**37** (80.4%)), followed by personal networks, rated as very important or essential by **34** (73.9%). Libraries were least well rated, with **15** respondents (32.6%) describing them as essential or very important. Websites used by social enterprise survey respondents included government websites, social enterprise or co-operative organisation websites or the website of the Guardian (including its professional network for social enterprise).

Social enterprise practitioners most frequently described creating business plans (**21** out of 26 practitioners (80.8%)) and reports (**19**, 73%), whilst **8** academics / researchers described creating journal articles, followed by **6** academics / researchers who reported creating reports. Information created by social enterprise survey respondents was most frequently shared through personal networks (**35**, 76.1%).

Social enterprise survey respondents most frequently identified remote and in-library access to electronic resources as either very important or essential (**34** respondents (73.9%)), followed by lending and in-library availability of printed materials. A higher proportion of social enterprise respondents viewed preservation as a very important or essential collection activity (30 (65.2%) for print, **28** (60.9%) for digital), compared to **42** library and information practitioners (46.7%) who gave that priority to preservation of print and **36** (40%) to preservation of digital items.

Social enterprise survey respondents also suggested a number of other potentially useful activities which could be undertaken by library or information services, such as providing e-newsletters; “provide easy access to academic research papers that are normally restricted to university students”; “Help promote standard classifications / terminology to be used by content providers when indexing material. Google is great for searching. But the data it has to work with is largely unstructured.”

7.5.3 What are stakeholders’ perceptions of library and information collections and terminology?

84 library and information practitioner respondents (81.6%) ranked the definition of collection as “A group of materials on a subject or theme” first. Provision of access to resources was the second most popular definition of collection at either rank 1, 2 or 3 (**49**, 48.0%), followed by "A set of results created through searching" (**38**, 37.3%). Only a minority of library and information practitioners (**12**, 11.8%) described collection as "Library jargon" in these first three ranks. Alternative free-text definitions included:

- "A purposeful selection";
- “A set of print-based and electronic information resources that exist dynamically (managed,
  expanded, preserved for the future) to serve a certain purpose (teaching, learning, research or social & cultural enrichment)”;
- “a coherent and linked set of data”.

Differences were identified between library sector responses to alternative terms for library resources, including “stock”, “content” and “sources of evidence”.

Social enterprise survey respondents identified personal collections including electronic files, email updates and newsletters, subscription resources and the web. The most popular rank 1, 2, 3 options for defining collection followed the same pattern as the library and information practitioner responses. However, there was a mildly statistically significant difference between the two surveys in the first rank of definition choices: across all respondents, including those who declined to identify a first rank choice, library and information practitioners more frequently chose “group of materials” (**84**, 81.6%), compared with social enterprise survey respondents (**26**, 56.5%), and more social enterprise survey respondents identified “collection” with “provision of access to resources” (**6**, 13%), or declined to rank a first choice definition (**5**, 10.9%).

7.5.4 What does this study suggest about the wider issues relating to library and information collections in the digital world?

Library and information practitioner responses to questions about community analysis suggested a tension between the majority perception that they have a good understanding of the community they serve (**92** (89.3%) agreeing or strongly agreeing) and that their services serve multiple varied communities (**90** (87.4%) agreeing or strongly agreeing) compared to much lower levels of responses agreeing or strongly agreeing (**35** out of 102 (34.3%)) that community analysis helps to identify emerging areas such as social enterprise. The impression that identifying emerging areas is a challenge was supported in responses to a later question in which only **39** (38.2%) out of 102 respondents agreed or strongly agreed that “My library or information service has systems in place to identify new areas of customer interest”. Respondents also indicated how they access information about their communities – two referred specifically to the MOSAIC market segmentation database, whilst five mentioned other resources, such as the media, current awareness or daily alerts.

Collection policy documents are not universally used, with 4 public librarians and 2 academic librarians reporting that their organisation has no such document. However, **82** out of 101 (81.2%) agreed or strongly agreed that collection policy documentation is “A working document setting out how we approach practical problems managing the collection”; **75** out of 101 (74.3%) agreed or strongly agreed that collection policy documentation is “A statement about the current level of service provided by our collection”; **67** out of 101 (66.3%) agreed or strongly agreed that collection policy documentation is “A statement about our aspirations for the level of service provided by our collection”; **62** out of 100 (62%) agreed or strongly agreed that collection policy documentation is “A tool for managing expectations”. Much smaller proportions of respondents agreed or strongly agreed that collection policy documentation is “A document to promote the collection to our users” (**26** out of 102 (25.5%)) or “A detailed description of collection policy in individual subject areas, including topics such as social enterprise” (**18** out of 101 (17.8%)).

In library access to e-resources was most frequently rated either very important or essential by library and information practitioners (**94**, 91.3%), just ahead of providing in-library access to print based materials. Generally, levels of importance attached to providing access to (or preserving) materials seemed similar irrespective of whether the format was print or electronic.

Similar proportions of respondents agreed or strongly agreed that resources should be reviewed and potentially deselected on a regular basis whether electronic (**98** out of 103, 95.1%) or print (**92** out of 102, 90.2%). However, only **50** out of 102 (49%) reported that their library carried out an annual review of the collection.

74 (72.5%) out of 102 agreed or strongly agreed that “For some emerging interdisciplinary subjects, relevant materials already exist in the library's collection”, suggesting some support for the idea of latent collections suggested by the interview findings. Respondents generally ranked the use of digital technology for exploiting collections for emerging interdisciplinary subjects more highly than physical responses – the option most commonly ranked first was to improve search tools (**42** rank 1 selections (42.9%)) followed by gathering these together virtually (**25** (25.5%)), and adding new descriptions for retrieval (**12**, 11.7%). However, collecting items together physically was a preferred rank 1 option (**10**, 9.7%) to sharing user recommendations or tags (**9**, 8.7%). Digitisation and text mining were also suggested as alternative approaches.

Automated approaches to item selection from subjects such as social enterprise were reported by a majority of public librarian respondents – **33** (63.5%) use supplier selection for this material, compared to **39** (75.0%) using customer suggestions, or the use by academic libraries of reading lists (**31**, 93.9%) or library specialist selection (**30**, 90.9%).However, academic librarians also reported the use of automated selection systems in the form of Patron Driven Acquisitions for e-books (**18**, 54.5%). Some general concerns about this trend towards automated systems for material selection were raise by a public library respondent in a concluding comment:

> “Increasingly collection management in public libraries is being removed from the control of staff and handed over to suppliers and/or automated systems. It makes a response to a rapidly changing information environment virtually impossible.”

A high proportion of respondents agreed or strongly agreed that library and information services should link to freely available web material (such as PDFs) either from the library catalogue (**69**, 67%) or from somewhere else (**80**, 77.7%). A much smaller proportion agreed or strongly agreed about the library's role in conducting permissions-based archiving, such as in an institutional repository (**41**, 39.8%).

7.5.5 What constitutes the concept of the library collection in the digital world?

The pattern of definitions of collection offered by both library and information practitioners and social enterprise survey respondents suggests some support for the idea of "collection-as-thing" (a group of materials on a subject of theme), "collection-as-access" (provision of access to resources) or "collection-as-process" (a set of results created by searching). However, although there is some support for the groups of definitions identified in the Strand 3 interviews, it is noticeable that the apparent contrast between approaches to defining collection, which suggested that library and information practitioners might favour definitions relating collection to access and that people interested in social enterprise might favour definitions based on subjects or themes, was not supported by the survey data. It seems notable that the examples of collections cited by social enterprise survey respondents focused more on electronic materials, such as electronic files and email updates, and included a request for libraries to promote open access to scholarly articles.

Library and information practitioner responses suggest that collection activities relating to print and electronic resources are viewed as equally important, although there are sectoral differences. Use of terminology also differs between sectors, suggesting different concepts of collection. For example the greater use of "stock" in public libraries may suggest more emphasis on turnover of materials (circulation) as well as focusing attention on physical resources. There seems to be a degree of ambivalence towards some key collection processes: library and information practitioner respondents seem to attach importance to understanding their communities, but only a minority feel they have effective systems for identifying new areas of interest; collection policies are regarded as useful tools for approaching practical problems relating to the collection, but not all libraries have such a policy; reviewing electronic and printed resources for potential deselection is viewed as important, but only a minority of libraries conduct such a review on an annual basis.

Some of these issues were summed up in one public librarian’s final comment:

> “I think collection management as a whole gets lost in libraries. Parts of it are carried out regularly but perhaps the overall thought of collections is lost at times but needs to be kept in mind in order to help manage budgets, increase customer useage [sic] and plan for the future.”

7.6 Conclusion

Although the two surveys described in this chapter received only a relatively low number of responses, some interesting themes have emerged from these data. The survey responses appear to provide some support for the idea that “collection” may be seen as the provision of access to resources and a dynamic process (such as a set of results created by searching), as well as a thematic group of materials or a thing. Sectoral differences in use of terminology and views of library collection activities and processes have emerged from the analysis of library and information practitioner survey responses. A clear contrast is apparent between library and information practitioner perceptions of the comparative importance of libraries to Google and the very different view of this provided by social enterprise stakeholders. Library and information practitioners generally perceive there to be more relevant materials in their collections than social enterprise survey respondents, whilst social enterprise survey respondents also seem to attach greater importance to the preservation role of libraries than library and information practitioners.

8 DISCUSSION

8.1 Introduction

This chapter discusses and synthesises findings from the three strands of this research. It begins with a brief discussion of some terminological issues involved in the use of the word "collection" and considers evidence from the research findings of differing sectoral approaches to the use of this term, as well as the meanings attributed to it by non-library and information practitioners. The term "collection" is reconsidered in comparison to other physical world terms, such as "searching" and "sharing", which have taken on new dimensions of meaning in the digital world.

The chapter then explores a revised version of the collection themes introduced in Chapter 6 (collection-as-thing; collection-as-process; collection-as-access) using this as a basis for discussion and introducing three models:

- a table which links these concepts of collection to levels of strategic management to suggest a new collection development hierarchy, followed by brief scenarios describing how this could be used to inform practical decision-making and problem-solving in collection development and management in the digital world;
- a diagram which attempts to depict some of the relationships between the concepts of collection, which provides a basis for considering the role of collection in the digital world from both librarian and user perspectives;
- a diagram which depicts collection as adding or indicating context about content, which explores links between collection in a library context and information behaviour more broadly.

8.2 Terminology relating to library collections – sectoral differences and social enterprise perspectives

The Strand 1 British Library case study and the Strand 3 surveys highlighted the range of different terms which may be used instead of or as well as "collection" to describe library resources. In the library and information practitioner survey "stock" was the most popular term for library resources, chosen by **81** (78.6%) just ahead of "collection" (**80** (77.7%)). However, there were differences between library sectors, with "stock" being the most popular term amongst public library practitioners and "collection" being the preferred term among academic librarians. The Strand 1 analysis of British Library Annual Reports also highlighted a similar contrast, with early reports featuring Lending Division sections which tended to use the term "stock" and Reference Division sections which tended to use the term "collection". In more recent data collected as part of the Strand 1 British Library case study, the content strategy review reflects a shift in terminology within the Library from "collection" to "content".

Literature from the field of terminology studies, within applied linguistics, offers some insight into the development and use of specialist terminologies within professions. Sager (1997: 25) defines term formation as:

> "the process of naming the concepts required by a particular special language community for the development of cognitive processes and communication. It is a conscious human activity and differs from the arbitrariness of general word formation processes by its greater awareness of pre-existing patterns and models and of its social responsibility for facilitating communication and the transmission of knowledge."

Furthermore, term formation "always occurs in a particular environment" (Sager, 1997: 25) – the examples given include the lab or workshop, but could easily be extended to include the library (or the social enterprise).

Bowker (1997b) recommends a shift away from a prescriptive approach to terminology use within special language communities, emphasising the value of new technology in identifying multidimensional variations in how professionals and subject experts use their terms. Picton (2008) explores how the changing frequency of use of term variants over time may indicate the development of knowledge in a specialised field, drawing on specific examples from the scientific field of space optics. Bowker (1997b) focuses on the use of "flatbed colour scanner" compared to "colour flatbed scanner", noting that both terms are used to emphasise different dimensions of meaning. Bowker (1997b: 296) concludes:

> "An expert may consciously choose to use one term to emphasize a particular dimension at one time, and another term to focus on another dimension at another time, even though both terms are referring to the same concept."

Using the diagrammatic approach used by Bowker (1997b; 1997a), one possible depiction of the variation between terms used to describe library resources is shown in **Figure 8.2**.

Bowker (1997a) describes the relationship between terminology and classification, as well as summarising one explanation for abstract concept formation – shared characteristics are identified in a number of concepts to establish abstract concepts. In examining the British Library Annual Reports, the shifting use of terms associated with emerging technologies suggests a move from more concrete to more abstract terms over time. For example, "computer", "computing" and "telecommunications" were widely used initially, but seem to be displaced over time by broader more abstract terms, such as "electronic", "digital" or "information systems", which focus on significant underlying aspects of how the technology works, rather than on its specific manifestation.

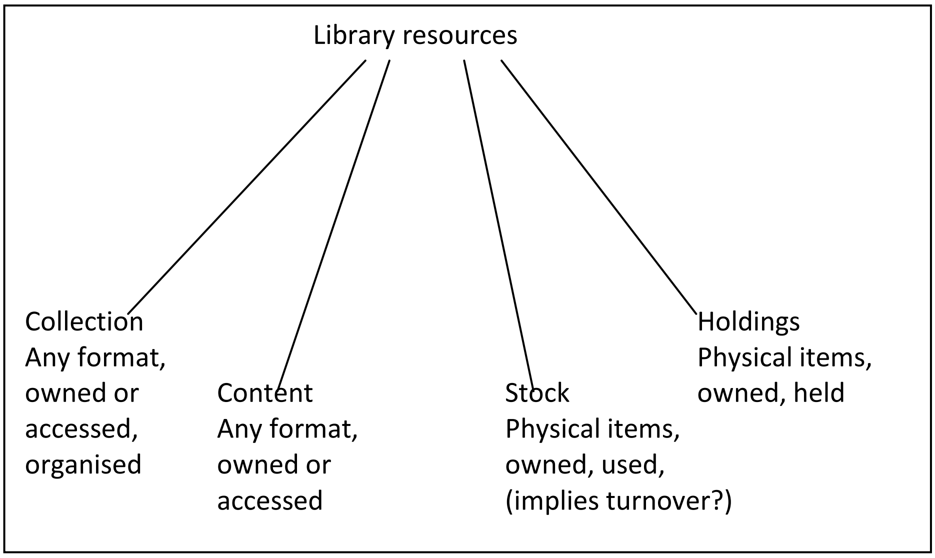


Figure 8.2: Variations in dimensions of meaning: terms for library resources

Definitions of the specific term "collection" provided in the Strand 3 interviews proved to be nuanced and sophisticated. The distinction suggested by Lee (2005: 80) between a librarian and a user's approach to the concept of collection as "that of management, and its emphasis was on control" did not appear to be echoed in these interviews. Instead, definitions provided by social enterprise practitioners, academics, publishers and library and information practitioners all seemed to include elements of what Lee (2005: 80) referred to as "The users' perspective... of access,... personal convenience and flexibility". Other specific criteria identified by Lee were echoed in the interviews, including "instant availability" (Lee, 2005: 72), "selectivity" (Lee, 2005: 72, 76), "subcollections" (Lee, 2005: 73), "Subject" and "Material permanency" (Lee, 2005: 76), with lifeboat comparisons offered by two interviewees to suggest the role of collection as a preserving container for material which might otherwise be lost, and the importance of the process of selection by which materials are identified for preservation.

Two of the three aspects of collections discussed in this chapter (collection-as-thing and collection-as-process) echo distinctions made between meanings relating to "actions" and "things" identified in previous analysis of other terms. The literature review (chapter 2) highlighted social enterprise debates about the use of "enterprise" to describe an action (Nicholls, 2006; Bornstein, 2007) or as a concrete noun referring to a type of organisation (Pearce, 2003; Defourny and Nyssens, 2006; Teasdale, 2010). Buckland (1991) also explored ideas of "information-as-thing" and "information-as-process" as well as "information-as-knowledge” and information processing, summarising these ideas in terms of entity and process and tangibility and intangibility. This is indicative of underlying linguistic connections between the use of words to refer both to things and also to actions or activities.

8.2.1 Searching, sharing... collecting?

The rich and nuanced responses given by Strand 3 interviewees and survey respondents to questions about the concept of collection, situating it in relation to both print and electronic resources, suggests that the concept of collection remains useful in the digital as well as the physical world. It is relevant both to library and information services and more generally because of the breadth and sophistication of its potential meanings. Indeed, collection can be seen as a fundamental human activity. In some ways the term seems to be similar to those words which describe other real world activities which have become key parts of the emerging vocabulary of the digital world, such as “searching” or “sharing”. Battelle (2006) traces the dramatic implications of search technology for the development of the web and on wider culture, commerce, society and politics, exemplified by the success of Google. Earlier articles discuss the idea of search as a “quest” (Cohen and Meudell, 1968: 338; O'Connor, 1993: 214), an activity “common throughout the animal kingdom” (Cohen and Meudell, 1968: 322) which, in human terms, may take the form of a physical search for a material object, or a mental search for an immaterial object (Cohen and Meudell, 1968: 338).

Belk (2010) examines ideas of sharing in different cultures throughout history, in relation to gift-giving and forms of commercial exchange and as an expression of self, noting that social media sites “have ushered in a new era of sharing that has quickly been embraced by millions” (Belk, 2010: 715). Wittel (2011: 5) distinguishes between sharing of material and immaterial objects, noting that “In the pre-digital age sharing is always mutual, always social, and always based on the principle of generalised reciprocity” and concludes that “sharing in the digital age is about social exchange on the one hand and about distribution and dissemination on the other hand” (2011: 8). In his discussion of “sharing” John (2013) identifies four groups of meaning, including sharing as a process of division (sharing food), observing that "sharing, whether it involves the distribution of either candies or prey, is constitutive of social relations" (John, 2013: 169); sharing as “something in common” whether tangible or intangible (John, 2013: 169); sharing as a communicative act (sharing thoughts or feelings) (John, 2013: 170); and sharing in a specifically computer-based sense, as suggested by “file-sharing”, a mixture of concepts such as sharing, copying and distribution (John, 2013: 170). A further meaning of “sharing your world” is identified, first developed in social networking tools and again carrying ideas of communication, providing access to a common resource or set of materials, or distribution (John, 2013: 173-175). In suggesting an explanation for why the term has become popular in web 2.0, John (2013: 175-176) focuses on its established use in the context of computer technology, the versatility of its pre-existing meanings (distribution and communication), and its “positive connotations of equality, selflessness and giving”.

“Collection” appears to have a similar range and breadth of meanings – process or thing, involving material or immaterial objects, with possible suggestions of a positive social value – as well as rich cultural connotations (Pearce, 1995: 6-13). In the final few months of the preparation of this thesis, one example of “collection” in the digital world – revelations relating to security agency capture and monitoring of internet communications – have highlighted the continuing relevance of the term in the online environment. A single news story about these programmes describes collection as a process of gathering together communications data; collection as a “staggeringly large” store of data in a range of databases; collection as something which is kept accessible for a specific period of time; and collection defined by how it may be searched (Greenwald, 2013). Another interpretation of collection was provided by the US Director of National Intelligence (Office of the Director of National Intelligence, 2013), who used an elaborate library metaphor to explain apparent inconsistencies in his description of these programmes:

> "what I was thinking of is looking at the Dewey Decimal numbers of those books in the metaphorical library. To me collection of U.S. Persons data would mean taking the books off the shelf, opening it up and reading it."

8.3 A proposed model of collection in the digital world

Based primarily on the interview data described in chapter 6 and with additional elements from other strands, a model of collection in the digital world is proposed, including the following elements:

- Collection as thing:
    - Collection as a group of materials (on a subject or as “something special”)
    - Collection as a group of sub-groups (organisation)
    - Collection as quantity
    - Collection as container / store (including preservation)
    - Collection as a whole
- Collection as access:
    - Collection and connection
    - Collection for use (promoting / facilitating use)
- Collection as process:
    - Collection as selection
    - Collection as search
    - Collection as service

Examples of all these elements can be seen in each of the three strands (**Table 8.3a**).

Table 8.3a: Examples of collection concepts from project strands.

	Strand 1: BL case study	**Strand 2: OPAC searches**	**Strand 3: interviews, some with support from surveys**
Collection as thing:			
- Collection as a group of materials	Approaches to grouping materials by region, subject or format	Groups of materials located in catalogues	"a group of similar things that have got some sort of aspect in common"
- Collection as a group of sub-groups (organisation)	Subject profiling and prioritisation within disciplines	Types of collection / location identified in catalogues	"How many sub-groups of collection are there within a collection?"
- Collection as quantity	Scale of collection for social enterprise and of the Library's whole collection	Scale of collection located from all catalogues	"More than one and relating to a theme"
- Collection as container / store (including preservation)	Preservation role of the national library	Unique material in individual collections	"like a lifeboat"
- Collection as a whole	Examines collection across a range of services including MBS portal, EThOS, UKWA	Larger collection identified from catalogues	"collection just does make it a whole"
Collection as access:			
- Collection and connection	Connecting and collecting	Links to online documents from catalogues	"collection of links"
- Collection for use (promoting / facilitating use)	EThOS – single access transaction leads to addition to permanent collection	Catalogue records as method of access for use	Things "brought together in a way that's useable"
Collection as process:			
- Collection as selection	Documents describe selection for acquisition, preservation or deselection	Variations between results suggest different selection priorities	"a body of work that has been brought together using a particular set of criteria"
- Collection as search	Use of failed searches to build collection	Searches have identified a type of distributed national collection	"you choose your keywords and... create your own customized collection"
- Collection as service	Use of collection for enquiry support	Module materials	"what we use to answer our reference enquiries"

"Collection for use" has been added as a more specific description of an aspect of collection as access. The idea of "collection and connection", included here as another aspect of collection as access, was encountered most directly in the Strand 1 British Library case study, reflecting the British Library's shift towards connecting to external content as well as collecting material to add to its own holdings. This concept was also identified in strand 2 (the presence in some library catalogues of links to freely available web-based materials, or links to EThOS documents) and strand 3, where it was most explicitly described by the national library librarian who suggested "it may not be a physical collection but it's a collection of links".

Eight of these definitions of collection were tested in the Strand 3 surveys. Both surveys included a question asking respondents to rank eight definitions of collection based on how well they thought the definitions described the term, from rank 1 (best match) to rank 8. Overwhelmingly, both groups of survey respondents selected "Group of materials on a subject or a theme" as their rank 1 definition with 80%-95% of respondents ranking this definition within the top three ranks. The second and third definitions most frequently ranked in the top three ranks were also the same for both library and information practitioners and social enterprise respondents. "Provision of access to resources" was the second most popular definition and "a set of results created by searching" was the third most popular definition (**Table 8.3b**).

Table 8.3b: Definitions of collection

<table>
<tr><th colspan="2">Question</th><th>Library and information practitioner responses</th><th>Social enterprise stakeholder responses</th></tr>
<tr><td rowspan="3">Defining collection: options ranked 1, 2 or 3</td><td>Group of materials on a subject or theme</td><td>98 (95.1%)</td><td>37 (80.4%)</td></tr>
<tr><td>Provision of access</td><td>49 (47.6%)</td><td>24 (52.2%)</td></tr>
<tr><td>Search results</td><td>38 (36.9%)</td><td>20 (43.5%)</td></tr>
</table>

These results suggest some support for the ideas of collection as thing ("A group of materials on a subject or theme"), collection as access ("Provision of access to resources"), with "A set of results created through searching" being suggested as an example of the more dynamic interpretation of collection as process. Apart from the first rank of definition choices, there appeared to be no statistically significant differences between the responses to this question in the library and information practitioner survey, or the social enterprise survey. In the first rank of definition choices, library and information practitioners more frequently identified the term with a "group of materials" (**84**, 81.6%), compared social enterprise survey respondents

(**26**, 56.5%), and more social enterprise survey respondents identified “collection” with “provision of access to resources” (**6**, 13%), or declined to rank a first choice definition (**5**, 10.9%).

The rest of this section (**8.3**) discusses the ideas of “collection-as-thing”, “collection-as-access” and “collection-as-process”, with reference to findings from each of the three strands of this project. Three models are then introduced to explore potential implications of these ideas. Section **8.4** discusses a proposed new collection development hierarchy, initially described in a paper delivered at the 2012 Libraries in the Digital Age conference (Corrall and Roberts, 2012) and further expanded in a paper delivered at the Charleston Conference on Issues in Book and Serials Acquisition by Roberts (2013b). Sections **8.5** and **8.6** describe two further models, developed independently of this earlier discussion of the collection development hierarchy. The first of these models seeks to describe possible relationships between ideas of “collection-as-thing”, “collection-as-access” and “collection-as-process”, whilst the second model depicts collection as a way of adding context to content, thereby adding value to individual units of content.

8.3.1 Elements of the model: collection-as-thing

The British Library case study documentation describes collection-as-thing, either in the form of the totality of the items held by the Library, reinforcing the idea suggested in a Strand 3 interview with a librarian “collection just does make it a whole”, or as sub-sets of material based on geographical area (European Collections), subject area (Social Science Collections) or format of material (Map Collections). Newer resources such as the Management and Business Studies portal or the Electronic Theses Online Service represent digital versions of collection-as-thing, with each resource acting as a container for digital objects which are either united by a shared subject, or by common formation or production route (such as theses from higher research degree courses in UK universities). The British Library collection-as-thing is also represented by the Library catalogue. The previous Integrated Catalogue focused on resources physically held by the Library, whilst the new Primo catalogue blurs some of the boundaries between owned materials and other resources, such as journal articles, to which the Library can provide access. It should also be noted that the link between holding material and owning material may be more fluid in a national library than in other libraries: the St Cuthbert Gospel is a good example of an item which was originally placed on loan to the library for safekeeping (without a transfer of ownership) in 1979, before finally being purchased by the Library in April 2012.

The Strand 2 catalogue search results suggest slightly different perspectives on collection-as-thing in different library sectors. In public library catalogues, collections and locations tended to be identified with physical places or specific branches; in academic library catalogues, a higher proportion featured collections based on the format of resources (such as electronic resources). 399 titles which had not been identified in the British Library catalogue searches were located, suggesting that these Strand 2 searches provided a snapshot of a distributed national collection of materials relevant to social enterprise and related topics. Finding a latent collection in this way suggests some support for the observation made by one academic interviewee in Strand 3: “there’s a lot of work that’s already there”. Survey responses also suggested considerable support for the idea of collection-as-thing, indicated by the numbers of respondents to each survey who selected “Group of materials on a subject or a theme” as their rank 1 definition (81.6% library and information practitioners and 56.5% social enterprise survey respondents).

The idea of collection as “something special” (Strand 3 interview) was reinforced by the Strand 2 catalogue search results: 81.7% of items only identified in Strand 2 were only identified in a single library. Strand 3 survey responses also highlighted the idea of collection as a special thing: three respondents suggested their own definitions of collection based on current or previous ownership by a specific individual or organisation and one said “I think it is important that every collection is unique to a particular insitution [sic].”

Collection was also seen as a container or store – or as a lifeboat – by Strand 3 interviewees. The idea of lifeboat representing one perspective on collection-as-thing suggests a preserving, protective container for material. There was an interesting contrast between Strand 3 survey respondents’ perspectives about the preservation role of libraries. A greater proportion of social enterprise respondents described preserving printed materials, preserving digital materials and preserving informal publications created by customer communities as very important or essential library activities (**Table 8.3.1**). Within the library and information practitioner responses, there were considerable sectoral differences – between 81.8% and 90.9% of national library respondents gave those levels of priority to preservation activities, compared to between 29.4% and 43.1% of public library respondents. A higher proportion of public library respondents (33.3%) than academic library respondents (27.3%) prioritised preserving informally published customer publications.

Table 8.3.1: Comparing library and information survey respondents perceptions of the preservation role of libraries with responses from people interested in social enterprise

	Survey response	Library and Information practitioners	Social enterprise responses
Significance of library preservation role	Preserving print: very important or essential	54 (52.9%)	30 (68.2%)
	Preserving digital: very important or essential	48 (47.1%)	28 (63.6%)
	Preserving customer publications: very important or essential	40 (39.2%)	23 (52.3%)

8.3.2 Elements of the model: collection-as-access

The Strand 3 survey results suggested some support for the idea of collection-as-access. **49** (47.6%) library and information practitioners ranked the provision of access as their first, second or third choice definition for collection, as did **24** (52.2%) social enterprise survey respondents.

The Strand 1 British Library case study suggested an increasing role for the concept of collection-as-access. The content strategy review reflects a shift in terminology within the Library from “collection” to “content” and a reorientation towards balancing “collecting” activities with “connecting” or access-led activities, which link users to external content. The EThOS service is a particularly interesting example of a British Library service based around facilitating access to previously low-use library materials (research theses). This service uses single access transactions – one user’s request for a thesis which has not yet been digitised – to build a collection of digitised material (the digital copy is then added permanently to the EThOS resource). In the Strand 3 interviews, a government librarian also described a programme of ad hoc retrospective digitisation of departmental publications, based on individual requests for copies of specific documents. Access transactions similarly translate into collection building actions in the PDA system and acquisitions process for high demand items described by an academic librarian in the Strand 3 interviews.

Further support for the idea of collection as connection was supported by the links to freely available web-based resources identified in the Strand 2 catalogue searches, and the Strand 3 interview comment from a national library librarian who suggested that the collection could be “a collection of links”. Ideas of collection as use were suggested in the Strand 3 interview data:

a policymaker suggested that a collection is a group of materials “brought together in a way that’s useable”. The Strand 1 usage statistics from the British Library case study highlight how much of the collection (print and electronic) is used – and adding to the potential for use of items identified in both Strand 1 and Strand 2 catalogue searches is arguably part of the role of both catalogues and collections. These ideas of collection as use as an element of collection-as-access also echoes Ranganathan’s (1957) law of library science “Books are for use”.

8.3.3 Elements of the model: collection-as-process

Definitions of the term collection as process echo Horava’s (2010: 150) advice to "Consider what a collection does rather than what a collection is". The definition provided by one academic interviewee who described the term collection as “a body of work that has been brought together using a particular set of criteria,” seemed to reflect Lagoze’s and Fielding’s (1998) definition “A collection is *logically* defined as a set of criteria for selecting resources from the broader information space”. For Lagoze and Fielding (1998) the implications of this definition include the idea of the “dynamic growth of the collection”. Tools such as SFX arguably reflect some of the ideas suggested by the proposed model element of “collection-as-process” – link resolvers promote and facilitate access to remote electronic resources (Cochenour, 2004; Curran, 2006), whilst also enabling the library to set criteria for the inclusion or exclusion of links to available content, such as journals added or dropped in monthly SFX Knowledgebase updates (Curran, 2006; Collins, 2010). The British Library’s thirty-sixth Annual Report describes the Library’s adoption of SFX technology in 2009, following the development of the content strategy in 2006 which placed more emphasis on the process of connecting users to content, as well as collecting material to be held by the Library itself.

One academic librarian (LI5) described two examples of dynamic collection growth processes – Patron Driven Acquisitions and automated purchasing of additional copies of high demand items, whilst the academic interviewee A1 saw this concept of dynamic collection creation reflected in the application of specific criteria to the process of searching databases. In both cases, dimensions of a users’ information seeking-behaviour are given some degree of persistence by the addition of items to, or the new creation of, a collection.

The catalogue searches carried out in Strands 1 and 2 both served to highlight the gap between library resources provided – generally small numbers of books and journals – and the types of information which Strand 3 interviewees interested in social enterprise and social enterprise survey respondents reported creating, sharing and using. Social enterprise survey respondents reported using Google and websites as their primary information sources, with Google and websites both most frequently ranked very important or essential sources of information by people interested in social enterprise (**37** (80.4%)) followed by personal networks (**34** (73.9%)) whilst libraries were least frequently ranked very important or essential (**15** (32.6%)). This contrasted with responses to the library and information practitioner survey; these respondents most frequently ranked personal networks as very important or essential sources of information for social enterprise (**83** (80.6%)) and more frequently ranked libraries as very important or essential sources of information (**59** (57.3%)) than Google (**55** (53.4%)). Relevant website material is generally not represented in library catalogues (with the exception of some UK web archive content available in the British Library catalogue – although no examples relevant to social enterprise were located).

The importance of networks as sources of social enterprise information is apparent from the interview data from all five social enterprise interviewees, both academics and both policy makers, and appears to be supported by the Strand 3 survey results. The importance of personal knowledge – from informal networks to using YouTube clips of key thinkers and practitioners to convey important concepts to students – seems to echo Bill Drayton's suggestion, quoted by Bornstein (2007: 120) "People understand this field by anecdote rather than theory". Mawson (2010) explores issues relating to the creation of networks to promote strategic social enterprise development and to support local social enterprises, which are particularly important in the context of fragmented and low profile formal information and advice provision; these networks can be used to develop communities of practice to facilitate knowledge sharing and collaborative learning. However, the observation, by SE5, that a social enterprise support organisation supporting public sector spin-out enterprises "doesn't quite know how to use its community" suggests potential issues for communities created or designed by established organisations, as opposed to those which emerge from grassroots collaboration between particular individuals or social enterprises. This also seems to echo the observation made by Taylor and Corrall (2007: 308) about the lack of popularity of communities of practice within government departments, partly because of a perception that these "were under-utilized".

In both the Strand 3 interviews and in the surveys, people involved with social enterprise described creating and sharing pieces of information. In the survey responses, social enterprise practitioners most frequently described creating business plans (**21** out of 26 practitioners (80.8%)) and reports (**19** (73%)). **8** academics or researchers indicated that they create journal articles and **6** academics or researchers described creating reports. Social enterprise practitioners most frequently used personal networks to share information they had created. Such information sharing is not supported by any formal infrastructure (either by publishers or by libraries).

This gap raises questions of whether the process of giving persistence to dimensions of information-seeking behaviour could be replicated in relation to digital and web-based material. Taylor and Francis (2013b) discuss some of these issues in a recent report about the treatment of free web-based resources; however, this report focuses on the role of the library as "purchasers of content" or in "enhancing discoverability" (Taylor & Francis, 2013b: 5) – both of these roles seem more transient than one which focuses on persistence. Taylor and Francis (2013b: 8) report survey results showing that "53% of librarians 'strongly agreed' that free online resources add value to the research process" and that 90% either agree or strongly agree that libraries are "ideally placed" to assess free resources (Taylor & Francis, 2013b: 9). This seems to suggest some support for the Strand 3 survey findings from this research, in which between 67.0% and 77.7% of library and information practitioners agreed or strongly agreed that libraries should provide links to freely accessible web-based resources, either from the library catalogue or from somewhere else, with only 10.7% agreeing or strongly agreeing that such materials should be excluded, with the library focusing on purchased and subscription content.

The Strand 3 survey responses gave some support to the idea of collection-as-process, with 36.9% library and information practitioners and 43.5% social enterprise survey respondents defining collection as a group of results brought together by searching. The method of identifying relevant library material in the catalogue searches of Strand 1 and Strand 2 also suggests the idea of collection-as-process. A type of post hoc distributed national collection for social enterprise was identified through these searches. The Strand 1 searches of the British Library's catalogue highlighted the Library's preservation role (also emphasised in Annual Reports and in collection policy and process documentation). These located relevant materials from the 1960s onwards. The searches highlighted the spread of publications – and the rising trend in publications – since the 1960s, and the publication date patterns of new titles identified in Strand 2 followed the publication date patterns of those identified in the Strand 1 catalogue searches. Although overall the British Library provided a much larger number of individual titles than any single Strand 2 catalogue, the number of additional titles identified in Strand 2 does suggest that there may be gaps in the British Library's holdings.

One interviewee, an academic working in the field of social enterprise, suggested the idea of latent collections – relevant material from earlier waves of interest in related but different topics, such as co-operatives in the 1980s. This has interesting parallels with the idea, suggested from a museum studies perspective by Pearce (1995: 21), that "an interesting group of material" – without having been planned as a collection – may prompt a collecting impulse once "their potential collectionhood is perceived". Interesting objects may pass through "a phase of... ‘passive collection’” (Pearce, 1995: 26). This echoes the idea suggested in one Strand 1 British Library document, which described the contrast between “Active collecting” (approaching FTSE 100 companies to request copies of company annual reports) and “Passive collecting”, where material is received either by Legal Deposit or by donation from a company. In some cases Legal Deposit collection may also be more active – requesting deposit from publishers or, under the Non-Print Legal Deposit regulations, actively harvesting the UK web domain.

In the case of library collections more generally, it can be argued that materials may pass through multiple phases of active collection – initially for their primary discipline or field and subsequently for emerging fields and especially for new interdisciplinary subjects. Searing (1996: 318) describes this process in relation to the emergence of women’s studies – initially “attention was focused on rediscovering forgotten texts by and about women and reassessing the classics, from Shakespeare to Freud” before generating an original literature of its own, made up of focused interdisciplinary texts specifically for this subject area. Current work in the field of linked data (Byrne and Goddard, 2010; Coyle, 2011) may suggest ways of enhancing the discoverability of latent collections although library implementations of linked data approaches appear to focus on linking data about individuals or cultural artefacts (Bartlett and Hughes, 2011) rather than about less well-defined concepts, such as social enterprise. This also supports the idea, suggested by a library and information practitioner interviewee, that: “a whole problem in itself is... how subjects are seen and whether they’re seen as important or not. That’s the problem. It’s quite difficult.” (LI3)

In Strand 3 interviews, there also appeared to be an overlap between library and information practitioners’ perceptions of issues relating to the process of preservation and issues of deselection – both forms of selection. Three library and information practitioners discussed deselection or relegation of collection items to provide more space within the physical library. Findings from the survey suggested that this might be a more widespread feature, with **91** (89.2%) of library and information practitioner survey respondents agreeing or strongly agreeing with the statement “I think collection evaluation and deselection is an integral part of effective collection development and management” and **65** (63.7%) agreeing or strongly agreeing that “There is currently pressure to deselect materials to provide more space”. This also appeared to reflect views expressed by social enterprise and academic interviewees regarding the distinction between temporary or permanent storage of information in local collections.

Finally, the comments of the reference service librarian who identified the collection closely with the idea of service echoed Hjørland’s (1998: 617) observation that "A collection should be able to provide 'satisfactory answers' to the questions raised by actual and potential users". This idea is also given some support by the example of the BIPC event feedback forms and the QuestionPoint services as examples of library services which either encourage use of the collection or which potentially use the collection to deliver a service. This adds another dimension to the idea of collection-as-process.

8.4 Concepts of collection: practical implications for a revised collection development hierarchy

The ideas of collection as thing, process and access, initially suggested by the Strand 3 interview data and given some modest support in the Strand 3 survey results, can be used to suggest a revised collection development hierarchy (Corrall and Roberts, 2012; Roberts, 2013b). The first part of Corrall and Roberts (2012) summarises Corrall's (2012a) book chapter, including re-introducing a previous collection development model proposed by Edelman (1979) and summarised as shown in **Table 8.4a.**

Table 8.4a: Collection development hierarchy described by Corrall (2012a: 5).

Collection process	**Relevant question**	**Management level**
Collection development	Why?	Strategy
Selection	What?	Tactics
Acquisition	How?	Operations

The second part of Corrall and Roberts (2012) reports the research described in this thesis, conducted by Roberts, and synthesises these two parts by linking the ideas of collection as thing, access and process to the collection development hierarchy described by Corrall (2012a: 5). In Corrall and Roberts's (2012) presentation of a proposed revised collection development hierarchy, "collection-as-thing" is suggested to relate to strategic level decision-making, "collection-as-access" is related to tactical approaches to the collection and "collection-as-process" relates to operational collection activities (**Table 8.4b**).

Table 8.4b: Proposed revised collection development hierarchy described by Corrall and Roberts (2012).

Management level	**Collection definition**	**Example**
Strategy	Collection as thing	Policies for: identifying and prioritizing subjects; scoping collections (local and system-wide); collaborative collection development; preservation.
Tactics	Collection as access	Links to web-based materials and collections; interoperable systems; embedding libraries and librarians within non-library networks.
Operations	Collection as process	Support for community-created content; patron-driven collection; dynamic collection creation; linked data.

Table 8.4c shows the management levels together with further detail of the collection definitions.

Table 8.4c: Proposed revised collection development hierarchy, using the same examples, with further definitions of collection.

Management level	Collection definition	Further collection definition levels	Example
Strategy	Collection as thing	- Collection as a whole - Group of materials (on a subject or as "something special") - Group of sub-groups (organisation) - Collection as container / store - Collection as quantity	Policies for: identifying and prioritizing subjects; scoping collections (local and system-wide); collaborative collection development; preservation.
Tactics	Collection as access	- Collection and connection - Collection for use (promoting / facilitating use)	Links to web-based materials and collections; interoperable systems; embedding libraries and librarians within non-library networks.
Operations	Collection as process	- Collection as selection - Collection as search - Collection as service	Support for community-created content; patron-driven collection; dynamic collection creation; linked data.

Three examples, suggested by the interview data, have been discussed in more detail in Roberts (2013b). In **Table 8.4d**, the example of Patron Driven Acquisitions is used to show how considering "collection-as-thing" may assist in developing policies which define where the

Table 8.4d: Example 1: Patron Driven Acquisitions (adapted from Roberts (2013b))

Management level	Collection definition	Further collection definition levels	Example
Strategy	Collection as thing	- Collection as a whole - Group of materials Collection as container / store - Collection as quantity	Policy for minimum and maximum extent of the collection; policy for acquisitions
Tactics	Collection as access	- Collection and connection - Collection for use	Short term lease vs longer term purchase; linking information about print and e-copies
Operations	Collection as process	- Collection as selection - Collection as search - Collection as service	Automated acquisition process; automated metadata

boundaries of the PDA collection should be, including its scale (quantity), overarching themes (group of materials), as well as setting out the policy for how this material is acquired. Considering "collection-as-access" also informs preferences for leasing or renting e-books on a short-term basis (connecting) or purchasing them for the longer term – with approaches considered on the basis of actual or anticipated use. Finally, "collection-as-process" describes the automation of acquisitions activities (selection), as well as the role of automated metadata in describing actual or potential additions to the collection (facilitating search).

Table 8.4e shows the example of an institutional repository. Considering "collection-as-thing" may drive both wide policies for including material within the repository (collection as a whole), and could also describe potential post-inclusion strategies for more focused collection building within the repository and between different repositories (groups of material and groups of sub-groups). The idea of "collection-as-access" should encourage multiple access points to the repository, facilitating use, and should connect to related materials in other repositories, whilst "collection-as-process" encourages customer self-archiving (selection), as well as the automation of metadata and of preservation activities (the facilitation of search and additional services).

Table 8.4e: Example 2: Institutional Repository (adapted from Roberts (2013b))

Management level	Collection definition	Further collection definition levels	Example
Strategy	Collection as thing	- Collection as a whole - Group of materials - Group of sub-groups - Collection as container / store - Collection as quantity	Wide policy for inclusion; strategy for selection and collection building after inclusion (within and across repositories)
Tactics	Collection as access	- Collection and connection - Collection for use (promoting / facilitating use)	Links to web-based materials and collections or assets from other organisations; linking within the repository to deeper related data; links to other systems; locating various access points (VLE, website, networks, social media)
Operations	Collection as process	- Collection as selection - Collection as search - Collection as service	Customer self-archiving (deposit based collection) – selection after submission; automated metadata; automated preservation

Finally, **Table 8.4f** illustrates the example of deselection. "Collection-as-thing" encourages strategic decision-making based on where the boundaries of the collection currently are and where they should be in the future, together with setting the boundaries of sub-sets of the collection which may no longer be needed. Considerations of quantity are also relevant, especially if the library has an overall zero-growth strategy. Considering "collection-as-access" means identifying alternative ways to provide access to content from deselected materials (connection), including in alternative formats or from repositories such as the UK Research Reserve of printed journals (Boyle and Brown, 2010) or shared print repositories (Malpas, 2011). "Collection-as-process" may also involve some level of automated identification of materials for review.

Table 8.4f: Example 3: Deselection (adapted from Roberts (2013b))

Management level	Collection definition	Further collection definition levels	Example
Strategy	Collection as thing	- Collection as a whole - Group of materials - Group of sub-groups - Collection as container / store - Collection as quantity	Boundaries of the collection; sub-sets of collection no longer needed; zero-growth collection (overall quantity remains the same)
Tactics	Collection as access	- Collection and connection - Collection for use (promoting / facilitating use)	Alternative formats; availability through ILL / document supply; collaborative programs; minimising duplication, maximising use
Operations	Collection as process	- Collection as selection - Collection as search - Collection as service	Automated identification (selection) of material for review

This approach may go some way to developing a more dynamic concept of collection, along the lines suggested by a publisher interviewee in the Strand 3 interviews:

> "I suppose a really good collection is... where you take content and you can merge it, you can cross-fertilise it, you can... discover easily" (**O2**).

8.5 Relationships between the elements of the model

The strategic management perspective described above suggests ways in which findings from this research can be related to earlier models of collection development, potentially informing decision-making about collection issues. However, this approach provides only one perspective on the potential inter-relationships between the concepts of collection encountered in this project. Although individually the three concepts of collection have emerged both from the literature and from the research conducted as part of this project, attempting to map their inter-relationships in a way which captures more of their potential complexity may offer original insights into collection in the digital world. In an attempt to achieve this, a further approach to depicting the potential relationships between the three concepts of collection ("collection-as-thing", "collection-as-process", and "collection-as-access") is shown in **Figure 8.5a**.

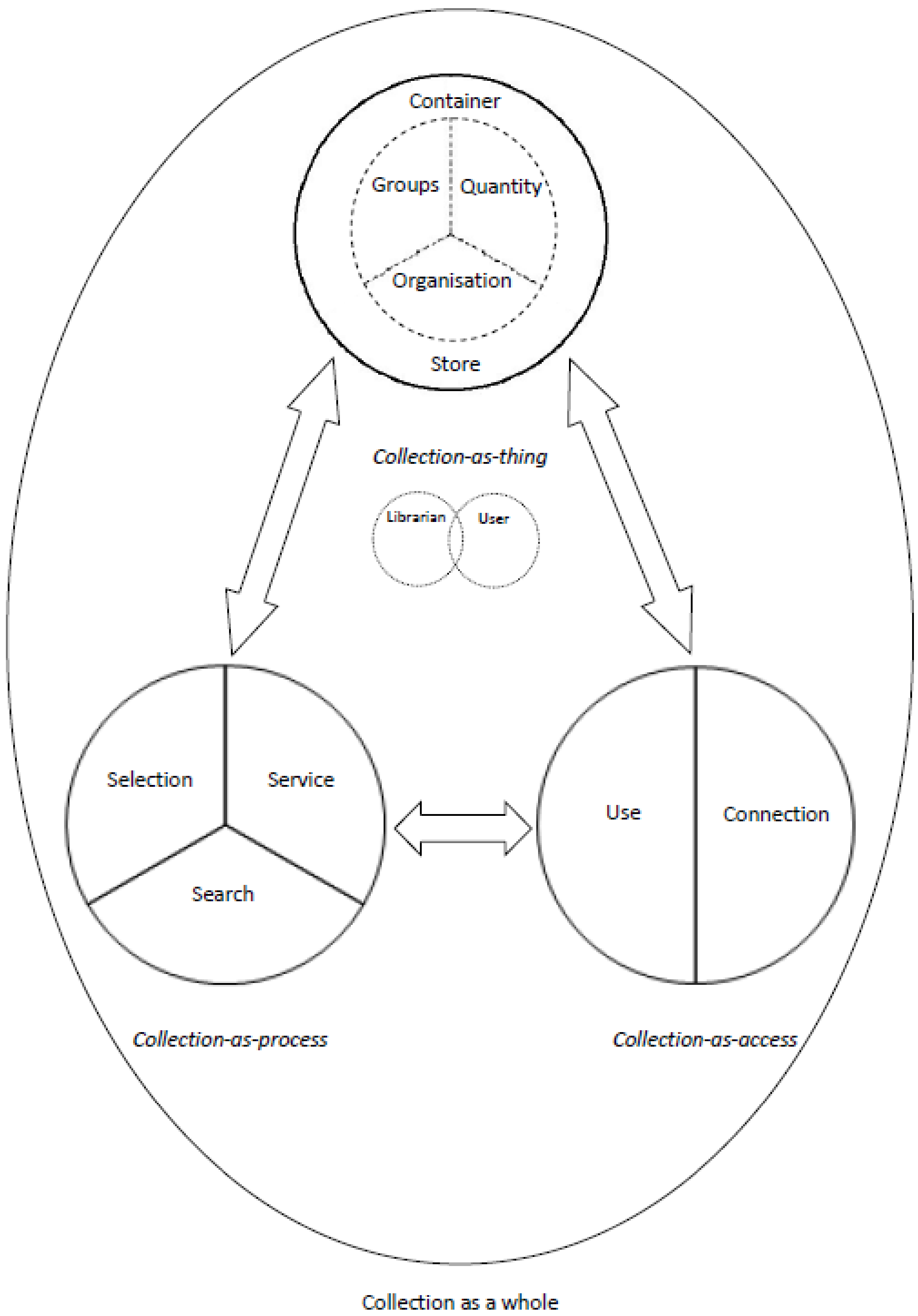


Figure 8.5a: Concepts of collection.

This depicts the ideas described within "collection-as-thing" on two levels. At the first level – the inner circle – are groups of material, organisation between groups and quantities of materials. These are encompassed by containers or stores (real or virtual), which form the second level (the outer circle). The boundaries of "collection-as-thing" are depicted using dotted lines – suggesting that items can move across them, into and out of collection in a fluid and dynamic way, echoing Lagoze and Fielding's (1998) criteria-based approach to collection in digital libraries and Atkinson's (1996) description of the "process of importation" into the library "control zone" in the online environment. This diagram also reinterprets the idea of "collection as a whole"; instead of presenting this as an aspect of "collection-as-thing", it is used to encapsulate all three interpretations of collection. The arrows in this diagram indicate potential relationships between the three interpretations of collection without at this stage detailing what these may be.

Both "Librarian" and "User" are represented in this diagram. They participate in collection, with overlapping but different perspectives on all three concepts of collection. They may also be resources for collection – either as gatekeepers to resources or as resources themselves: the State and University Library at Arhus, Denmark, goes as far as to include library subject specialists as "searchable resources" in its implementation of the Summa next-generation catalogue (Stevenson et al., 2009: 81). Placing both "Librarian" and "User" at the centre of this diagram suggests potential future roles for co-created collections crowdsourced from users using new technologies, such as social media, and criteria applied by librarians. This type of approach is suggested in the British Library's (2013b: 8) description of a recent project to crowdsource geo-referencing of historic maps.

The model depicts a pared-back view of collection: processes which are key to collection development and management, such as acquisition or preservation, are not represented as separate parts of the model, but instead emerge from the inter-relationships between the three core concepts of collection. Acquisition of a printed item may be a combination of "collection-as-process" (selection), "collection-as-thing" (an item added to group, organised and stored) and "collection-as-access" (accessible for use). In other formats, the emphasis of acquisition may shift more towards "collection-as-access" and away from "collection-as-thing". Preservation is also made up of aspects of all three concepts of collection: "collection-as-process" (selection for active preservation), "collection-as-thing" (which contains the item being preserved, either as a physical or digital object), "collection-as-access" (either how preservation can facilitate continuing access, or levels of actual or anticipated use as criteria for selecting material for preservation). A similar combination may apply to digitisation, exemplified both by the EThOS approach of digitising material to satisfy a single access transaction and then adding it permanently to the larger collection and by the process described by a government librarian in the Strand 3 interviews, where old departmental printed documents are digitised when copies of specific items are requested.

It is possible to suggest many different potential interrelationships between these three ideas of collection. These relationships are multidimensional and complex. In **Figure 8.5a** all these relationships are indicated using the dual-direction arrows. To provide more detail, it is possible to describe some examples of these potential relationships between the three concepts of collection.

Potential relationships can be suggested between “collection-as-thing” and “collection-as-process”: items are selected (“collection-as-process”) to build the “collection-as-thing”, whilst individuals may select items from the “collection-as-thing”, with selection for preservation, or selection for withdrawal being special forms of this process. These ideas were suggested in the Strand 3 interviews by library and information practitioners who identified selection as a key component of collection building or who discussed the problems created by failures to select material for withdrawal from the collection at an earlier stage. Similarly, search (“collection-as-process”) may help to build a “collection-as-thing”, as suggested by both academic interviewees. Search can also be used to identify materials within the existing “collection-as-thing”, although this may be challenging, as was exemplified by the Strand 1 and Strand 2 catalogue searches.

Potential relationships are also suggested between “collection-as-thing” and “collection-as-access”. The link between “collection-as-thing” to connection as an element of “collection-as-access” reflects the increasing role of remote resources, such as e-journals, which are accessed from representations of “collection-as-thing” (such as a catalogue). In the other direction, external resources may connect into collections – such as EThOS. There may also be opportunities for making connections between items within “collection-as-thing” – highlighting alternative editions in a catalogue, or addressing the challenge described by a public librarian interviewee of making people browsing the shelves aware of additional resources available as electronic versions.

Access or use transactions may facilitate collection building, as in Patron Driven Acquisitions systems, or as exemplified in the EThOS approach to digitising theses – a single access transaction leads to the permanent addition of a digitised copy of the thesis to the collection. Potential relationships also exist between “collection-as-process” and “collection-as-access”. The process of search is a form of collection use – both British Library documentation and one library and information practitioner described information about failed searches as potential sources of information about how the collection could be developed. Search also facilitates

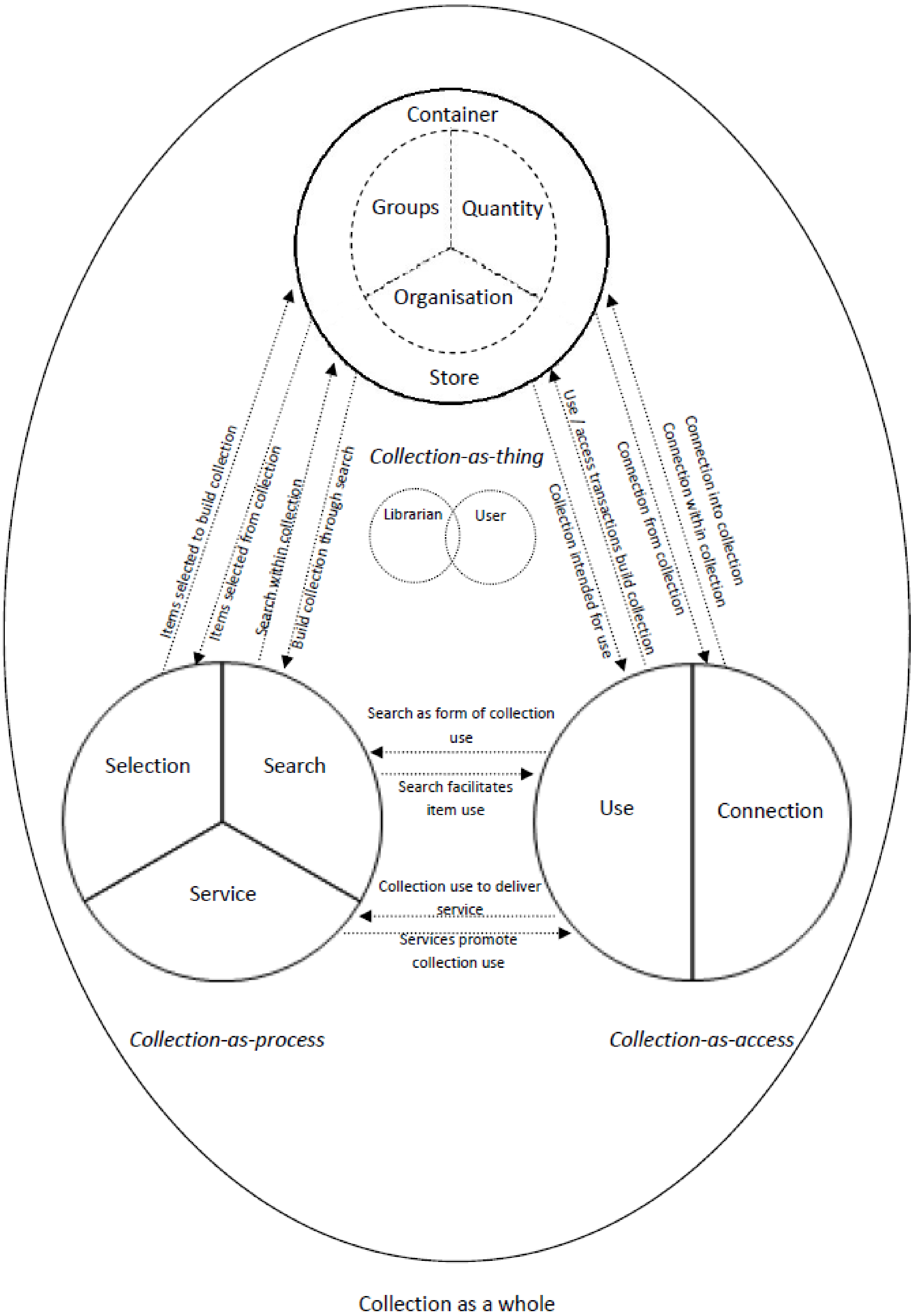


Figure 8.5b: **Concepts of collection, showing details of possible relationships between concepts.**

access to collection items, although Strand 1 and Strand 2 catalogue searches suggest that this is often with varied levels of success.

Finally, collection use delivers services – collection items might be consulted to answer enquiries – and services promote collection use, with reference enquiries leading to recommendations to use particular resources.

These examples of some of the many potential relationships between the three interpretations of collection are shown in **Figure 8.5b**.

The diagram is not intended to be exhaustive: other aspects of collection (and certainly additional potential inter-relationships) may be revealed by further research, or by attempting to apply the model in practice settings. However, in a library context this model could be useful for the following reasons:

- It encourages a move away from focusing specifically on collection-as-thing. The diagram is non-hierarchical and all three concepts of collection are depicted as being of equal size and significance;
- It encourages a more dynamic approach to "collection" – the process of collection (gathering objects together) and providing access, either by librarian, user, or automated system is as significant as the "collection" artefact as a thing;
- It encourages opportunity-spotting in relation to collection activities. Services could be developed, considered or evaluated with reference to each of the three concepts of collection;
- It places both librarian and user at the centre of collection in the digital world, suggesting a role for users in collection development and management which potentially goes beyond current developments such as patron driven acquisitions. It suggests, for example, exploring the usefulness of user linking behaviour or user searching behaviour as a tool for collection.

8.6 Library collection as adding value: content and context

Another way of interpreting the ideas of "collection" identified in these research findings may be suggested by two quotations encountered in the literature review. McColvin (1925: 109) describes the library as "a collection of active elements" which provides a "systematic union of the units of knowledge, whereby they gain in value and utility". Atkinson (1998: 7) defines collection management as "the activity of adding value to – or deleting value from – objects subsequent to their selection". The British Library's new content strategy includes as a key principle "We will add value to content through curation and encourage our users to add value through community" (British Library, 2013b: 8).

The idea of collection as involving processes which add, indicate or reduce the value of materials raises questions about how that value is manifested and, more broadly, the nature of the relationship between individual items, or content, and the larger collection. This offers quite a different perspective on the discussion of "value" in libraries to current discussions, which tend to focus on quantitative measures. British Library (2002) used the contingent valuation technique to calculate that the Library's value, both directly and indirectly, to the UK economy was £4.4 to every £1 of public funding. A more recent exercise concluded that the British Library provided a benefit to cost ratio of 4.9 (£4.90 return on every £1 invested) within the UK and a benefit cost ratio of 5.1 globally (Tessler, 2013: 2). In particular, the benefit of the BIPC is valued as £20.8 million for the year 2011/2012 (Tessler, 2013: 2). Oakleaf (2010) describes five approaches to measuring library value: use (partly expressed by usage statistics), return on investment, commodity value, impact measurement and user perceptions of library value in comparison to information alternatives (2010: 20-22). Measures of outcomes influenced by libraries include return on investment in grant income or increased productivity potentially attributable to ready access to electronic journals in academic library collections (Tenopir, 2010; Tenopir, 2012); the Lib-Value project incorporates a range of studies of outcomes resulting from existing or innovative library services (Mays et al., 2010). Nitecki and Abels (2013) propose a "library value wheel" focusing on the perceptions of library value articulated by different stakeholder groups. A flavour of current approaches to value and impact assessment is provided by a recent issue of *Evidence Based Library and Information Practice* which presents the selected papers from the 2010 Library Assessment conference (Brettle, 2013; Kyrillidou and Jaggars, 2013) and from the proceedings of the annual Northumbria International Conference on Performance Measurement in Libraries and Information Services (Hall et al., 2012). Both emphasise quantitative approaches to evaluating value and impact, and users' perceptions of these. A different perspective is offered by Usherwood (2007: 120) who suggests that the library profession should "move on from the position of addressing agendas that have been suggested by others, to one where *it* argues what is necessary and valuable". These two perspectives on the value of libraries – value assessed from outputs and outcomes or claimed on the basis of underlying professional understanding of what is valuable – are summed up by Town (2011: 114-115) as either intrinsic "value for their own sakes" or "extrinsic value... we exist for the sake of something else". By examining in more detail the idea of collection as a source of intrinsic value – and exploring how this value arises – it may be possible to suggest different ways of thinking about collection value.

It may be that part of the value statement made by collection is due to the contextual information added to items (content) by their inclusion and location within the collection. For example, in the print world context is added a book by placing it close to related books within a given classification scheme. The fact that a book is available on the shelf also adds contextual information – the processes of selection and acquisition add context regarding the item's perceived relevance to the library and its users, as does its current and past loan status.

In the Strand 3 interviews for this project, both publisher interviewees stressed the way publishers add value to publications. From a publisher perspective O'Leary (2013) argues that adding context to content is a vital role for publishers in the digital world, although without considering whether the same may apply to the role of libraries. Lee (2000: 1111) describes how "any collection forms a context that presents to the user a group of selected and organized information resources. The context is sometimes physical, sometimes institutional, and sometimes intellectual", hypothesising that different types of context apply depending on whether an individual's role is as a collection developer or as a user. Palmer et al (2010) introduce the idea of "contextual mass" in relation to digital collections, with the objective of creating "a tightly knit system of collections, rather than individual sources, with meaningful interrelationships among different subject areas and types of materials" (2010: 8). Buckland (2011b) describes the role of context in helping people to navigate to relevant reference resources when reading separate web-based texts. The types of context added by libraries and publishers might be very different. In the physical library, context is added to a book by being placed next to another on the shelf, or by relegating an item to a remote store. Context is added to a journal issue by placing the newest copy next to new issues of other journals.

Dervin (1997: 14) describes some of the challenges of discussing context, suggesting that there is "no term that is more often used, less often defined, and when defined defined so variously as context". Dervin describes the different approaches taken to context, and the common issues that varied discussions of context tend to address, including the "inherent dialectical relationship between product and process, noun and verb" (Dervin, 1997: 18), ideas of "multiple interdependencies" and context as meaning (Dervin, 1997: 19).

The British Library case study shows how this organisation increasingly uses the term "content" to refer to aspects of collection, which seems to provide another reason for examining the nature of the relationship between ideas of content and collection. Heaney (2000) depicts the relationship between content and collection using the term "is gathered into”. However, the idea of collection as a contextualising process which adds value to content suggests a much broader multidimensional relationship between content and collection. One possible model for some of these dimensions – although there may be many more which were not identified by this research - is shown in **Figure 8.6**. This diagram re-interprets the concepts of “collection-as-thing”, “collection-as-access” and “collection-as-process” as types of context which may be added to content. This model could apply to any type of collection – whether a formal library collection, a personal document collection, or dynamically generated collection of material brought together by applying particular criteria (such as a set of search results).

In this diagram, each of the three concepts of collection suggests different types of context. Again, the dimensions of context depicted in the diagram are not intended to be exhaustive, but they do show how the concepts of collection may help to contextualise content. They reflect some of the aspects of context described by Dervin (1997), including potentially complex interrelationships between different concepts of collection (combinations of structure – collection-as-thing – and actual or potential links to other sources – collection-as-access), product and process (collection-as-thing and collection-as-process) and the addition of meaning to content (who it was selected for, how it could be used).

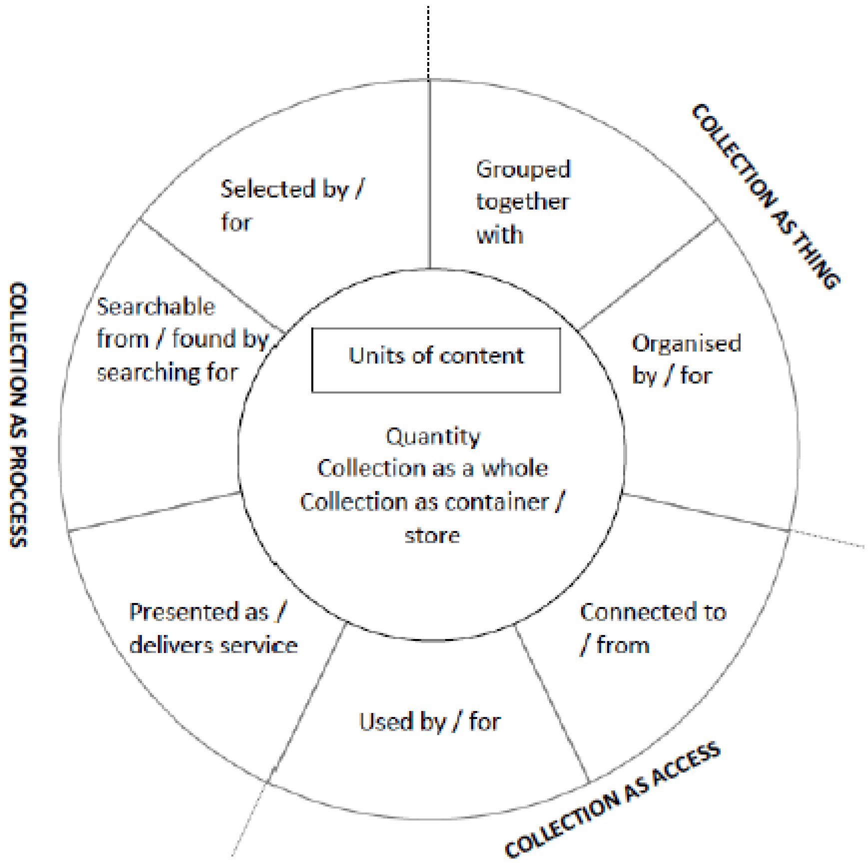


Figure 8.6: Content, context and collection.

The context added by collection may change over time and is inherently dynamic. Interactions with collection, whether as access, process or thing, can add new context or can remove existing context. Capturing this context – or changes in context – may add value to collection content. Different types of context may be emphasised in relation to different collections or sub collections. This model could be applied to the variations in the collection aims outlined in documents from the British Library case study. An aim of collection "comprehensiveness" implies very different context to aims of "distinctiveness", "coherence" or "selective". "Comprehensiveness" might be seen as an expression of context relating to "collection-as-thing" and the completeness of a group of materials; "distinctiveness" might reflect the context of "collection-as-process" (materials gathered together by Hans Sloan; content from the BIPC which is used to deliver its services); "coherence" might suggest "collection-as-access" – ensuring that quality electronic resources for a key subject area are accessible. All these aims can be seen as being statements about the context provided by collection to content and different aims may be appropriate to different subsets of collection.

This approach to collection may also suggest areas in which library and information professionals could support individual collection building: Dempsey (2003: 30) notes that contemporary libraries provide "limited support for the creation of personal collections" whilst Moss (2008: 82) suggests a role for the library to "return to the collection base as one of the resources that will stock the shelves of the private space". Library and information professionals could help users to identify, create, record and use relevant contextual information about content based in part on these concepts of collection.

In a library and information service setting, this view of collection as context should encourage the adjustment or development of systems to surface or make explicit dimensions of context added by collection. Contextual information provided by inclusion of content within individual user personal collections, or by connections made to content by other libraries or library services, could also be shared to add further value to this content.

8.7 Conclusion

This chapter has reviewed findings from Strands 1, 2 and 3 and has considered them in relation to the terminology and concepts of "collection". Some similarities between the term "collection" and other real world terms – such as searching and sharing – which have taken on renewed significance in the digital age have also briefly been considered. A model of collection in the digital world has been proposed: collection-as-thing, collection-as-process and collection-as-access. Each element has been considered in turn and a revised collection development hierarchy has been proposed. Two further models have explored aspects of these three concepts of collection at a more abstract level. A diagram depicting potential inter-relationships between the three concepts has been presented and another diagram suggests the idea of collection as a value-adding activity which gives context to content.

9. CONCLUSION

9.1 Introduction

This chapter begins by revisiting the background to the project. This is followed by a summary of the main findings from each strand. The chapter then returns to each of the six research questions in turn to examine how the findings combine to provide answers to these questions, and re-examines the assumptions articulated when selecting social enterprise as an exemplifying case for exploring issues affecting library collections in the digital world. The contribution to knowledge made by this thesis is outlined, including the models introduced in Chapter 8. Practical recommendations are suggested for the British Library and for library and information services more generally, and possible areas for future research are identified. Publications and presentations arising so far from the project are summarised and topics for future journal articles and possible conference papers based on this research are proposed.

9.2 Project background

This project began in October 2010, developing on a project proposal formulated by the original primary supervisor. The original proposal aimed to build on previous collaborative work between the British Library and University of Sheffield Enterprise to develop the British Library's resources and subject guidance for social enterprise. The field of social enterprise seemed to exemplify a range of current and emerging issues affecting library collections in the digital world, including interdisciplinarity, informally produced web-based publications and the roles of virtual communities of practice or communities of interest. The project has been funded by a University of Sheffield British Library Concordat Scholarship.

This research has adopted a mixed methods research design, based on a pragmatic perspective. The detailed structure of the research design has been explained in the methodology section of this thesis (Chapter 3). in particular, Figure 3.4a shows how the three strands to this project interrelate and Figure 3.4b provides an outline of the timeline of the project.

9.3 Main findings: strand summaries

9.3.1 Strand 1: British Library case study

The content analysis of British Library Annual Reports since 1973 provides a holistic perspective on issues, developments and challenges relating to the Library's collections over the past forty years, including the growing role of digital technology in the collections, initiatives to improve collection development and management, and illustrates shifts in terminology used in relation to collections and emerging technologies. Annual Reports to CENL also indicate differences between how the Library presents itself to an international – as opposed to a UK – audience. Collection policy and process documentation provided additional information about the Library's approach to collection development and management, including the terminological shift from "collection" to "content". The British Library operates in a very specific legal framework, with the Legal Deposit privilege at the centre of its collecting activities, combining with its historic holdings to create a unique library collection. However, some of the issues which emerged in the case study have broader resonance for library and information services more widely, including the challenges of trying to prioritise between subjects, managing the shift from print to digital formats, including adopting digital as a preferred format, engaging with collaborative collection development initiatives and documenting collection policies and processes effectively.

The quantitative data collected from the case study provided insight into the characteristics of the Library's collections for social enterprise and how items within the collections are used.

9.3.2 Strand 2: OPAC searches

88 UK library OPACs were searched between August 2011 and October 2011, including nearly a quarter of public library authority and academic library catalogues in each of the four home nations. The characteristics of the search results were compared by country, library sector and the search terms by which they were identified. The top ten most frequently retrieved titles from each sector were also compared, highlighting some interesting differences, and comparisons were also made between search results located on catalogues with or without phrase searching facilities. The characteristics of online items retrieved in these searches were described, together with the characteristics of items only located in these Strand 2 searches, including their dates of publication. A brief comparative search of OCLC's international union catalogue, WorldCat, was also conducted in March 2013. Key findings from Strand 2 included sectoral differences, apparently high levels of uniqueness in the results retrieved and similar patterns in the publication dates of items retrieved to those identified in Strand 1.

9.3.3 Strand 3: Interviews followed by survey

9.3.3.1 Interviews

19 interviews with 18 people, including library and information practitioners, people interested in social enterprise, policymakers and publishers, helped to identify some of the information needs of people interested in social enterprise, the information sources they use and the types of information they create and share. The interviews explored people's perceptions of different levels of e-resource provision across different library sectors and suggested the potential value of a web-based directory of information sources for social

enterprise. Other themes which emerged included the importance of librarian-publisher collaboration at a strategic level to address common challenges and concerns, as well as the potential relevance of social enterprise approaches for library service provision.

Most importantly, the interviews also provided a framework for defining “collection” in the digital world (collection as thing, process and access) and provided variables which were incorporated into the design of a survey instrument aimed at discovering whether any of these ideas appeared to have broader applicability to larger samples of stakeholders.

9.3.3.2 Surveys

Two surveys were conducted between July and October 2012, with **103** library and information practitioner responses (out of 338 invitations, a response rate of 30.5%) and **46** responses from people interested in social enterprise (out of 445 invitations, a response rate of 10.3%).

The survey results provided some support for the idea that “collection” may be seen as the provision of access to resources and a dynamic process (such creating a set of results by searching), as well as a thematic group of materials or a thing. These results also highlighted the contrast between library and information practitioner perceptions of the comparative importance of libraries in contrast to Google and the very different view of this provided by social enterprise stakeholders. Library and information practitioners and social enterprise survey respondents seemed to have very different perceptions regarding the presence of relevant materials in library collections. It also seemed that social enterprise stakeholders attached greater significance to the preservation role of libraries, although this was not a statistically significant difference.

9.3.4 Strand synthesis and discussion

Following the main phases of data collection, findings from all three strands were brought together in the development of three models of collection in the digital world, which are discussed in Chapter 8. Although the framework of the model of “collection-as-thing”, “collection-as-process” and “collection-as-access” emerged initially from the Strand 3 interviews, support for these ideas was found in all three strands. Some aspects of the model were also extended by findings from other strands. For example, “connection” as an aspect of “collection-as-access” emerged most strongly from Strand 1. The three models are summarised in greater detail later in this chapter.

9.4 Addressing the research questions

9.4.1 What are the characteristics of the library collection for social enterprise?

9.4.1.1 Scale of materials available in library collections

Both Strand 1 and Strand 2 catalogue searches revealed relatively small amounts of material relevant to social enterprise, social entrepreneurship or topics relating to community enterprise. These materials were generally traditional library resources – printed books or journals – although a sizeable proportion of the material could be described as grey literature – official publications, reports and materials which were informally published. A minority of library catalogues included links to freely available web-based materials, such as PDFs. Interviews in Strand 3 suggested mixed perceptions of availability of materials – some library and information practitioners were unsure whether there were relevant materials in their collections, whilst some interviewees interested in social enterprise were also unsure of the potential availability of materials in libraries.

In the survey results, the contrast appeared to be more pronounced, with nearly three quarters of library and information practitioner respondents agreeing or strongly agreeing that their library held physical materials relevant to social enterprise and over two-thirds agreeing or strongly agreeing that their library provided access to electronic resources relevant to social enterprise. In contrast, only just over a quarter of social enterprise survey respondents agreed or strongly agreed that libraries provide access to materials relevant to social enterprise.

9.4.1.2 Sectors

The Strand 2 searches also cast an interesting light on the very variable quality of library catalogues in different sectors and countries. For example, a high proportion of English and Northern Irish public library catalogues did not permit phrase searching, especially compared to higher levels of phrase searching availability in Scottish and Welsh public library catalogues. The larger union catalogues, displaying results for a number of local authorities, did not involve the use of catalogues with more sophisticated search facilities; these union catalogues generally lacked phrase searching.

In examining the lists of most frequently retrieved titles, there appeared to be a lack of overlap between the top ten most frequently retrieved titles for the three sectors. This may be seen as highlighting the different characteristics of each sector. Most of the titles identified from public library catalogues were identified without phrase searching. Public library catalogues provided fewer results, but the more frequently retrieved titles tended to be more recently published. The academic library catalogues provided more results, but the most frequently retrieved titles tended to be older. Searches on two health library catalogues revealed a more specialised focus on publications of relevance to the health sector.

The sectoral divide between different types of libraries was echoed by two interviewees interested in social enterprise, who described their sense of frustration when it came to trying to access information without having access through full membership of an academic library.

There were also significant differences in social enterprise survey respondents' perceptions of their own ability to access libraries from different sectors. More than three quarters of people interested in social enterprise agreed or strongly agreed that they have access to a public library; more than half agreed or strongly agreed that they have access to an academic library but only just over a third agreed or strongly agreed that they have access to a national library.

9.4.1.3 Collection currency

Strand 1 searches on the British Library catalogue retrieved less than half as many 2011 publications as the Strand 2 searches. This may suggest longer processing times associated with legal deposit acquisitions, or it may reflect the willingness of some libraries to display "on order" items in their catalogues (before any copies of the items have been received). Alternatively, it might reflect different methods of acquisitions. For example, customer suggestions were the most popular method of selection for public libraries (**39** out of 52 (75%)), closely followed by supplier selection (**38** out of 52 (73.1%)). These might both facilitate greater responsiveness to new publications than the preferred methods of selection by academic library survey respondents, for whom reading lists were most popular (**31** out of 33 (94%)). The use of reading lists may effectively delay the identification of new publications: academics have to be aware of the title, in some cases they have to have read the title and the title needs to have been added to a reading list, before an item can be acquired. Selection by library specialists was the second most popular selection method for academic librarians and patron driven acquisitions were used by more than half the academic librarians, and by fewer than one in ten public librarians. The perception of library collections as essentially reactive and retrospective was echoed by comments from two interviewees:

> "in a way the library element of it is sort of catching up" (SE3)
>
> "the social enterprise aspects and stuff like that seems relatively new in terms of literature." (SE2)

One interviewee talked about the opportunity presented by the digital world for libraries to adopt a more proactive, dynamic role in pushing out content into the wider information universe, saying "I think if we can organise our assets and get them out there we can actually affect the pedagogy – the way in which things are taught" (LI5).

This arguably represents an opportunity for libraries to shift from outside – in to inside –out information provision (Dempsey, 2012: 8), moving from collecting materials from the external information environment to make them available to a local audience, to pushing out unique local content.

This idea is echoed on a much larger scale by British Library Annual Reports which discuss on the one hand, the role of the library in giving "its domestic users access to the rest of the world's knowledge and information database" (British Library, 1992: 11) and on the other hand, its role in "Delivering services to the world" . This is later summarised more succinctly in the recurring tagline "The world's leading resource for scholarship, research and innovation" and later still by the slogan "The world's knowledge", which seems to capture well this dual role – both providing knowledge from the world to a local audience, and surfacing local knowledge for a global audience. This role in pushing content out may take a number of forms – including, most recently, the development of MOOCs such as the collaborative project launched by the Open University and eighteen other organisations, including the British Library and the British Council (Futurelearn, 2013). It is interesting to note the similarities between this project and the dot com online learning website Fathom.com, led by Columbia University, and in which the British Library collaborated in the early part of the 2000s, described briefly in the Library's Annual Reports.

9.4.1.4 Formats

The items identified in the British Library case study were mainly in print format. However, innovations such as the Electronic Theses Online Service (EThOS) and the Management and Business Studies Portal also provide access to materials in electronic format. In the Strand 2 catalogue searches, online items were more frequently identified in academic library catalogues than in public library catalogues.

In academic libraries, collections or locations appeared to be more likely to be defined by format or by types of access, than in public libraries.

9.4.1.5 Collection specialness

The Strand 2 search results suggested high numbers of items which were apparently unique to a single searched library collection. More than two-thirds of titles were only located in a single library, rising to over three-quarters of titles which had not been located in Strand 1 searches. Even after the British Library catalogue had been searched again, using known item searching to look for titles which had initially only been located in the Strand 2 searches, nearly half of titles identified in Strand 1 and Strand 2 searches were only located in a single library.

Although the majority of items were monographs, there were also many examples of grey literature and informally published works, or publications which were specific to a particular location or organisation.

The Strand 2 searches also more than doubled the total number of titles identified from those located in Strand 1. However, the titles identified by the British Library Strand 1 searches accounted for the majority of Strand 2 search results (58.6%). Less than half the titles originally identified in the British Library catalogue were identified in the Strand 2 catalogues.

In support of this idea of collection uniqueness, all six library and information practitioner interviewees mentioned aspects of their libraries' collections which they perceived to be unique.

9.4.2 How is the library collection for social enterprise used?

The Strand 1 British Library Reading Room request figures seem to suggest relatively high levels of use for materials identified in the British Library catalogue searches. These requests include materials which may be assumed to be relatively widely accessible in many academic libraries such as Naomi Klein's *No logo*. It may be that the creation of the BIPC was a factor in the apparent rise in requests from 2006. However, the usage figures for Reading Room requests also highlight the difficulty of focusing specifically on social enterprise, partly because of its interdisciplinary nature (relevant material may be located in texts which appear to be unrelated) and partly because of the level of 'noise' or potentially irrelevant titles located in some of the catalogue searches. This may apply especially to those titles added into the data gathering process from the wider catalogue searches of Strand 2. Usage statistics from two electronic resources suggest relatively low levels of use of resources relating to social enterprise in absolute terms, although this usage is perhaps proportionally higher than usage of resources in other minority fields. The electronic resource usage figures, proportions of search results for social enterprise terms in the UK Web Archive, the proportion of click-throughs to the social enterprise guide and the number of BIPC event feedback respondents who identified themselves as belonging to a social enterprise all suggest a possible social enterprise audience figure of 2% or less of the BIPC audience.

Other usage statistics presented some apparent contradictions. For example, there appeared to be a contrast between the declining overall level of document supply requests for materials for the DSC and rising levels of requests (although still relatively low in absolute terms) for some newer journals relevant to social enterprise. The value of unique digital collections was indicated by the high proportion of the relatively small number EThOS theses relating to social enterprise which have been downloaded or ordered. The EThOS usage statistics also indicate the international reach of these digitised theses.

Usage statistics for the industry guide for social enterprise were relatively low, especially compared to the total number of visitors to the guide's parent page. PDF views of MBS Portal content relating to social enterprise also seemed relatively low, but unique MBS Portal content in general seems to be more heavily used than content which is also available (without registration) from other sources. The QuestionPoint statistics showed a very low level of directly recorded email enquiries relating to social enterprise. There seems to be an interesting contrast between the very low level of enquiries about the subject and the apparently rising levels of use of materials about the subject.

In contrast, the Strand 3 results suggest mixed levels of use of library collections by people interested in social enterprise. Interviewees described their uncertainty about what information might be available from libraries. In the survey results, fewer than a third felt that libraries were very important or essential sources of information, whilst only just over a quarter agreed or strongly agreed that they have gone to a library to access information about social enterprise.

Although Strand 2 catalogue searches did not provide information about how the library collection for social enterprise is used, the prevalence of catalogues without relatively basic search features such as phrase searching suggest that these public libraries are making clear assumptions about the type of use their collections should expect to have, essentially focussing on known item searching. In an interview, a policy maker involved in a review of public library services described how library services may find themselves "making very explicit people's assumptions about what libraries are for" – something which may be seen as also being demonstrated by catalogue choices.

9.4.3 What are the characteristics of the self-described information seeking behaviour of people interested in social enterprise?

The information needs identified in the Strand 3 interviews with people involved with social enterprise matched some of those identified by the Cabinet Office, including "information on social return" and "information about government policy" (Cabinet Office, 2011: 58). Neither of these were expressed directly as a "lack", but they do seem to describe areas of identified information needs and significant information sources. In the Strand 3 surveys, the highest priority information needs for people interested in social enterprise related to sources of funding, with nine out of ten describing this as very important or essential, whilst the highest priority need for background information related to the social impact of social enterprises. Nearly nine out of ten described this as very important or essential.

The Strand 3 interviews with people directly involved in social enterprise indicated the importance of personal networks as sources of social enterprise information.

In the Strand 3 surveys, Google and websites were both most frequently ranked very important or essential sources of information by people interested in social enterprise (**37** (80.4%)) followed by personal networks (**34** (73.9%)) whilst libraries were least frequently ranked very important or essential (**15** (32.6%)). This contrasted with responses to the library and information practitioner survey; these respondents most frequently ranked personal networks as very important or essential sources of information for social enterprise (**83** (80.6%)) and more frequently ranked libraries as very important or essential sources of information (**59** (57.3%)) than Google (**55** (53.4%)). In both the Strand 3 interviews and in the surveys, people involved with social enterprise described creating and sharing pieces of information.

9.4.4 What are stakeholders' perceptions of library and information collections and terminology?

The Strand 1 British Library case study reflects changing uses of terminology in a single library. In the early Annual Reports, there appear to be distinct differences between the terminology used in Reference, Lending and Bibliographic Services divisions. More recently, the Library has begun to adopt the term "content" to describe both the materials it holds and external resources to which it provides links.

The Strand 3 survey results showed a number of differences between different library sectors in relation to preferred terms for library resources, including "stock", "content" and "sources of evidence". Generally, definitions of "collection" seemed to be similar in both the library and information practitioner survey responses and those from people interested in social enterprise.

9.4.5 What does this study suggest about the wider issues relating to library and information collections in the digital world?

9.4.5.1 Community analysis

The analysis of Annual Reports and collection policy and process documentation from the Strand 1 British Library case study suggests possible methods of, and challenges to, performing effective community analysis with such a large potential user population. Three core user groups – researchers, business and the general public are identified in the Annual Reports from the mid-1980s on. However, the content strategy refreshment exercise documentation highlights the difficulty of obtaining a more granular picture of potential user communities.

This impression is also suggested by Strand 3 survey results, in which nearly nine out of ten library and information practitioners agreed or strongly agreed that they have a good understanding of the community their library or information service serves, although only just over a third agreed or strongly agreed that community analysis would enable them to identify emerging areas of interest such as social enterprise. Public library respondents described a range of methods for finding out about their community, including the Public Library User Survey (PLUS) and the MOSAIC marketing and demographic database. In the Strand 3 interviews with academic librarians, community analysis seemed to be conflated with institutional structures – such as faculties, departments and committees. In contrast, both publishers who were interviewed in Strand 3 emphasised their roles in serving a community, not only of academics, but also including policy makers, students and researchers.

9.4.5.2 Collection policies and process documentation

The Strand 1 British Library collection policy and process documentation provided an illustration of how the British Library develops and manages its unique and extensive collections. This documentation was characterised by relatively discrete, small scale documents setting out processes and policies relating to specific parts of the Library's collections. The documentation highlights both the extent to which all Library collecting activities take place within the context of the Legal Deposit privilege and the extent of the Library's additional content purchases. This documentation also describes relatively complex processes and, in some cases, combinations of processes by which the collection is developed and managed. The documents provide variable levels of detail, and display a range of different approaches to communicating about policies and processes, including in some cases specific examples to assist decision making, or lists of relevant subjects or material types.

Although collection strategy documents are mentioned in Annual Reports – and the Content Strategy is currently under review – it seems that the scale of the British Library's collection may make a single unified collection policy document challenging to develop and to implement. The documentation provided by library and information practitioners in Strand 3 also suggests highly heterogeneous documentation in different libraries (and, indeed, in relation to different collections within a single library). In the Strand 3 survey responses from library and information practitioners, a main collection development policy or collection management policy was the most popular type of collection policy document, used by more than three-quarters. **82** (81.2%) agreed or strongly agreed that collection policy documentation is “A working document setting out how we approach practical problems managing the collection” – which might suggest that local small scale documentation suited to the requirements of a particular part of the collection can be more useful than a broader overarching strategy document.

9.4.5.3 “Free” information

The positioning of library and information practitioners in the Strand 3 interviews, in relation to providing “free” business information seems to support Wilson and Train’s (2006: 55) suggestion that “the public library service ethos should be maintained especially when publicizing the fact that services are free or inexpensive when charged for”. The specific example of Met Office meteorological data cited by SE2 demonstrates the rapidly changing context of open access to public sector data. In autumn 2011, the government announced that free access would be provided to previously subscription only Met Office data such as 24 hour weather station observations (Department for Business Innovation and Skills, 2011). Some of the challenges of providing “free” unmediated access to such data are explored by the House of Commons Committee of Public Accounts (2012) and include the poor presentation and limited accessibility of raw data. In the Strand 3 surveys, library and information practitioner respondents seemed to support the idea of libraries providing access to freely available web resources, with over two-thirds agreeing or strongly agreeing with providing links from the catalogue to freely available web documents, such as PDFs.

9.4.6 What constitutes the concept of the library collection in the digital world?

The nuanced and sophisticated concepts of collection discussed by library and information practitioners and people involved in social enterprise in the Strand 3 interviews provided the basis for a proposed model of collection in the digital world including:

- Collection as thing:
  - Collection as a group of materials (on a subject or as “something special”)
  - Collection as a group of sub-groups (organisation)
  - Collection as quantity
  - Collection as container / store (including preservation)
  - Collection as a whole
- Collection as access:
  - Collection and connection
  - Collection for use (promoting / facilitating use)
- Collection as process:
  - Collection as selection
  - Collection as search
  - Collection as service

9.5 Reviewing initial assumptions

9.5.1 The challenge of interdisciplinary subjects

Returning to the initial assumptions which motivated the choice of social enterprise as an exemplifying case for exploring issues relating to library collections in the digital world, all three strands have highlighted the interdisciplinary nature of social enterprise and the challenges such subjects pose for library and information collection development and management. Social enterprise exists at the intersection between business and a range of social science subjects – many academic courses focusing on social enterprise or social entrepreneurship are provided by university business schools. However, the catalogue searching carried out as part of Strands 1 and 2 of this research project has revealed a wide spectrum of interest in social enterprise from other disciplines beyond these key subject areas. Some of these fields are shown in **Table 9.5.1**.

Table 9.5.1: Subject areas with materials relevant to social enterprise

Agriculture	Health	Publishing
Architecture	Intellectual capital	Religion
Banking	Journalism	Research
Confectionery	Leisure	Science
Construction	Lifelong learning	Sculpture
Engineering	Music	Sport
Environment	Nursing	Sustainability
Fair trade	Philanthropy	Tourism
Globalisation	Property development	

9.5.2 Terminological fluidity

In the Strand 2 catalogue searches the search term “Social entrepreneurship” provided most results, followed by “Social enterprise”. However, terms relating to community enterprise also provided additional results, whilst Strand 3 interviewees suggested the continuing relevance of materials on related topics, which might not be identified in searches focusing solely on current terminology.

9.5.3 New types of community

Documentation from the Strand 1 British Library case study suggested some of the challenges of identifying potential user communities, a theme reinforced by both interview and survey responses from Strand 3. Although nearly nine out of ten library and information practitioner survey respondents agreed or strongly agreed that they have a good understanding of the community their library or information service serves and a similar proportion agreed or strongly agreed that their library or information service serves multiple varied communities, fewer than half agreed or strongly agreed that communities of practice are considered when analysing the community served by their service and only just over half agreed or strongly agreed that communities of interest are considered when analysing the community served by their service.

9.5.4 Format issues, formal and informal digital publications

Although some non-print resources were identified in both Strand 1 and Strand 2 catalogue searches – including electronic theses and documents in repositories – most of the materials identified in these strands were conventional print publications. In contrast, Strand 3 survey responses suggested that Google and websites more generally were the resources most frequently regarded as very important or essential by people involved with social enterprise, as well as suggesting that library and information practitioner respondents underestimated the perceived importance of social media as an information source. The final arrival of full electronic legal deposit in the UK in April 2013, after more than twenty years of British Library advocacy should help to capture more content from these types of informal information sources.

9.6 Methodology and limitations

This study balanced a broad perspective on the library collection for social enterprise, with a more focused study of the specific collections and services provided by the British Library. The research design was complex, with three largely independent strands of data collection and analysis. This provided rich data reflecting a range of perspectives on the research questions.

Strand 1 gave quite a detailed picture of the British Library's collections relating to social enterprise and their use. The content analysis of the Annual Reports provided insights not only into the British Library's work, but into the broad issues affecting libraries in general over the last forty years. The methodology used in Strand 1 of this project could be adapted and potentially automated to explore areas of emerging subject interest. This could begin with word-frequency analysis of search terms or document supply requests, followed by subject searches to explore coverage in different British Library collections.

Strand 2 gave a broad perspective on collections for social enterprise in a wide range of UK libraries. It suggested that there is a large distributed national collection for social enterprise, comprised of significant amounts of material which may be unique to a single library. It also provided some useful insights into the limitations of different types of catalogues which are used in different sectors.

Finally, Strand 3 proved to be particularly valuable for theory-building relating to concepts of collection. Every interviewee had useful, interesting and often complex responses to the term “collection”. The surveys helped to explore the broader transferability of the ideas suggested by the interviews. The work relating to evaluating online survey tools and implementing LimeSurvey in the Information School have a value beyond this specific project.

However, there were significant limitations to each strand. The Strand 1 British Library case study only provided a snapshot of the Library’s historic activities (reflected in the Annual Reports) and its current and ongoing services and projects. A number of potentially relevant initiatives such as the beginning of the BIPC National Network and the introduction of non-print legal deposit are not covered by this study.

The varied quality of library catalogues searched as part of the Strand 2 catalogue searches and the mixed sampling techniques used in this strand limit the conclusions which can be drawn from those findings. There was an initial intention to search more catalogues – although this was not possible, the additional WorldCat searches which were conducted later do provide an additional source of data about relevant materials in other library catalogues.

Recruiting publishers willing to participate in Strand 3 interviews proved to be challenging and led to the decision not to invite publishers to take part in an online survey. The range of different stakeholder groups involved in both the interviews and the surveys meant that sampling was quite complex. There were some elements of random sampling to identify potential survey participants, mixed with availability factors such as the presence of a contact email address, whilst other potential participants were purposively sampled. The survey invitations to national library librarians and information practitioners were sent to people in only one national library. These factors, combined with the relatively low response rates, limit the conclusions which can be drawn from the survey findings.

9.7 Contribution to knowledge

This project has explored issues relating to social enterprise information seeking behaviour and library and information service provision on this topic. It has examined the extent of the library collection for social enterprise in the UK and has investigated people’s perceptions of library collection concepts and terminology.

Three potential new models have been proposed and are discussed in detail in the Chapter 8. These include an extended version of a proposed revised collection development hierarchy, shown in **Table 9.7a,** described in Corrall and Roberts (2012) and Roberts (2013b), but including more detail of the further levels of collection definition.

Table 9.7a: Proposed revised collection development hierarchy with further definitions of collection.

Management level	**Collection definition**	**Further collection definition levels**	**Example**
Strategy	Collection as thing	- Collection as a whole - Group of materials (on a subject or as "something special") - Group of sub-groups (organisation) - Collection as container / store - Collection as quantity	Policies for: identifying and prioritizing subjects; scoping collections (local and system-wide); collaborative collection development; preservation.
Tactics	Collection as access	- Collection and connection - Collection for use (promoting / facilitating use)	Links to web-based materials and collections; interoperable systems; embedding libraries and librarians within non-library networks.
Operations	Collection as process	- Collection as selection - Collection as search - Collection as service	Support for community-created content; patron-driven collection; dynamic collection creation; linked data.

Potential relationships have been described between ideas of collection-as-thing, collection-as-access and collection-as-process and are illustrated in **Figure 9.7b**.

Presenting the relationships between the three concepts of collection in this way – intended as a non-hierarchical diagram in which each of the concepts has equal weight – emphasises the potential value of a more dynamic view of collection than may traditionally be associated with libraries. Conventional views of library collections may tend to focus more on the idea of "collection-as-thing". Individually, ideas of "collection-as-process" and "collection-as-access" are not new. However, by combining these three concepts of collection in this way they may be seen as building a new conceptual approach to collection, in which there is fluidity and interdependence between each of the three concepts. This research shows that the concept of collection remains highly relevant in the digital world, although the onus is on libraries to embrace all dimensions of these three concepts of collection if they wish to add maximum value to the content they identify, select, hold, connect to, and make accessible. This model also suggests that both librarians and users are and should be active participants in collection, interacting with collection in myriad different ways, including by search and through linking, and potentially co-creating collections based on these interactions.

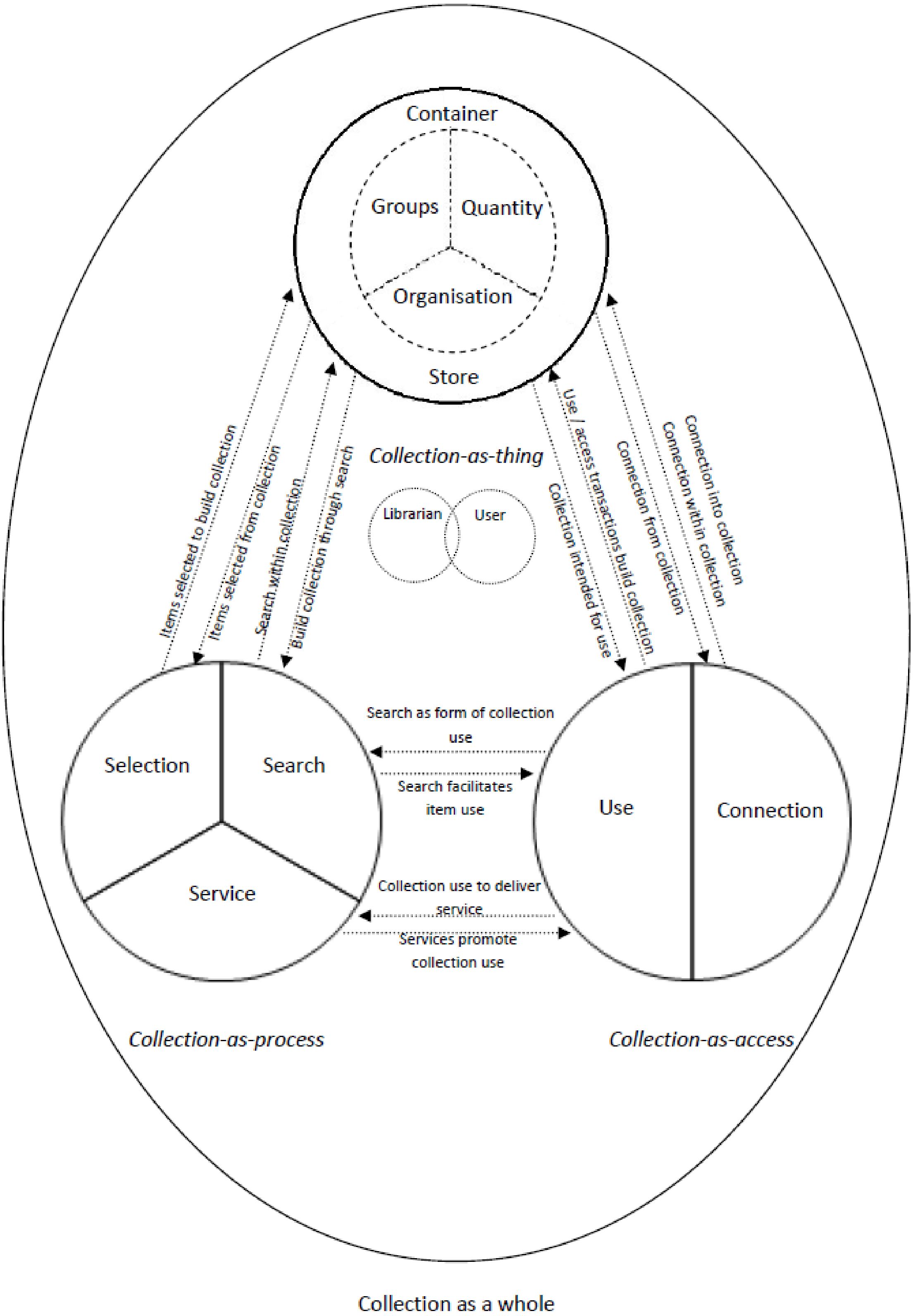


Figure 9.7b: Concepts of collection and some of their potential inter-relationships.

Figure 9.7c proposes that collection adds value to objects (physical or digital) by contextualising content, and shows how some of the same dimensions of "collection-as-thing", "collection-as-access" and "collection-as-process" may provide different types of context.

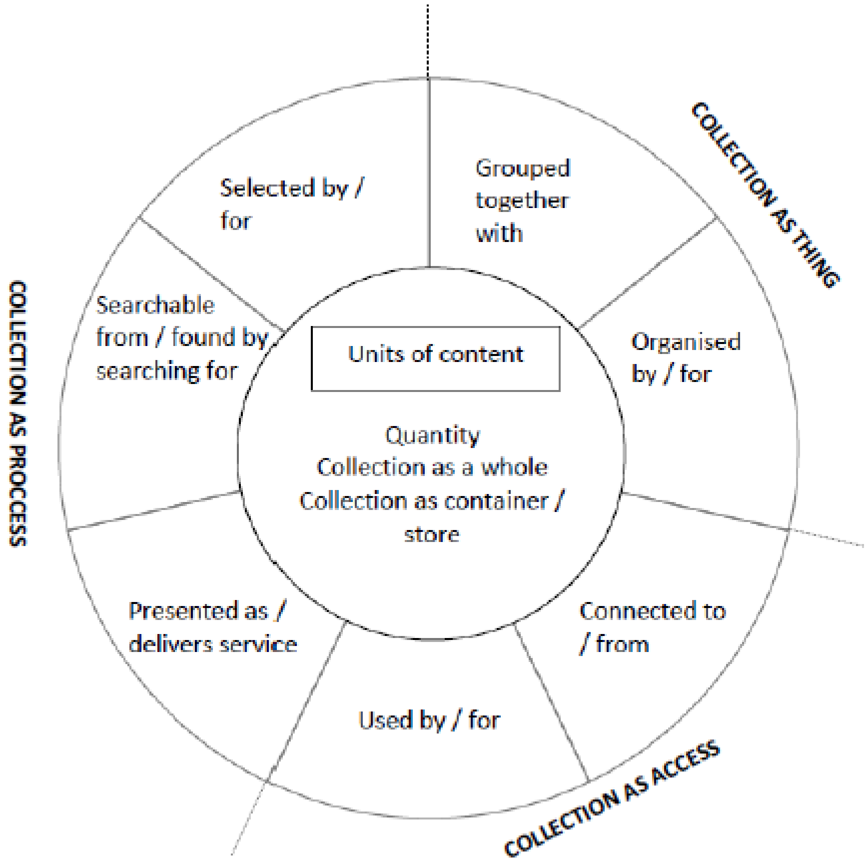


Figure 9.7c: Content, context and collection.

This contextual information should be surfaced more explicitly by library and information services, in order to maximise the value of collection context for users. The idea of collection as context may also suggest new potential directions for library and information services in supporting individual user personal collection building. Thinking about the addition of value in this way may also suggest new directions for examining and deconstructing the intrinsic value of library activities more generally, in contrast to the dominant approach of quantitative assessment of value based on outputs and outcomes.

These models provide original ways of thinking about collection in the digital world and emphasise the importance of dynamic approaches to collection development and management in the digital world. Returning to Charmaz's (2006: 182-183) criteria for evaluating grounded theory studies (credibility, originality, resonance and usefulness), these models display originality, whilst being rooted in findings from all three strands of the project (lending credibility to the conclusions). Positive responses from British Library staff during the member-checking exercise – and comments from audience-members following presentations relating to this research – have indicated that the findings have resonance. All three models presented here offer approaches to practical problem-solving and opportunity-spotting in relation to library collection activities, suggesting that these findings are also useful.

9.7.1 Recommendations

Based on findings from this project, the following specific recommendations have been made to the British Library:

- Re-evaluate how well the British Library's existing structure reflects, accommodates and integrates the three concepts of collection identified in this thesis. Priority should be given to developing the central role of users as active participants in collection.
- A more dynamic approach to collection: collection as process:
    - Support user co-creation of collections: enable members of user communities to volunteer link trails on specific topics to highlight web documents or useful online communities.
    - Explore new ways of identifying and addressing emerging topics of interest, including:
        - Adapting the Strand 1 methodology from this project to explore areas of emerging subject interest and to chart latent collections of relevant materials within the existing collection.
        - Developing interoperable statistics to chart usage of diverse collection sources – eg EThOS, Document Supply Centre data (including potentially keyword analysis of journal article titles) and patterns in Reading Room enquiries and catalogue search terms. Connecting these data more effectively may help to identify emerging subject areas and to gauge levels of collection use by people interested in particular topics. Opening up this data for use by others may encourage more granular data sharing between libraries. Facilitating data sharing about collection may be one way in which the library can act as a "hub of the nation's library system" (British Library, 1974).
        - Mapping web links relating to emerging topics – eg on news sites or emergent Wikipedia taxonomies – could be integrated with open data about the Library's resources to create dynamic new topic-based "collections".
- A more dynamic approach to collection: collection as access:
    - Present subject guides in a more interactive format – LibGuides software shows how multimedia and social media can be used to supplement traditional bibliographic information about resources and to provide more interactive approaches to guidance. Consider separating the current single guide for social enterprise, environmental business, and ethical business.
    - More dynamic library guides would also provide one way for curators to share their subject expertise with librarians from other sectors (for example, providing information about free web resources for business, or identifying business resources in different public libraries). An alternative approach would

be to introduce stand-alone online tutorials, in a similar format to the British Library's collection care e-induction tutorial.
    - Strand 2 of this project revealed significant limitations in public library catalogues. The British Library should consider whether it could have a role in helping public libraries to acquire, or to develop procurement guidelines for acquiring, library management systems including catalogues. This would return to the Library some of its original role, apparent in the Annual Reports, of providing assistance for implementing improved catalogue systems.
    - Consider webcasting London events (for example BIPC sessions) to public libraries (possibly the BIPC regional libraries), to provide opportunities for interested people to both engage with events featuring high profile speakers and to have opportunities to meet and discuss with others.
    - Consider embedding collection access points within online communities, such as communities of practice for social enterprise or online social enterprise networks. Librarians embedded in such networks could actively seek out opportunities to provide information based on collection resources.
- Practical suggestions:
    - Consider how the idea of collection as the addition of context to content relates to different subject areas in the Library. Analyse the context which is provided by collection in different subject areas to articulate subject-specific aims (whether these are best described as "comprehensiveness", "distinctiveness", "coherence" or other terms).
    - Digitise the twenty-six print-only British Library Annual Reports – a valuable record of the development of the institution, which also sheds light on broader political, economic, social and technological changes affecting libraries between 1973 and 1999.
    - Conduct a detailed review of existing operational policy and procedures documentation relating to collection activities to identify examples of good practice, emergent themes and useful tools for aiding decision-making.

Recommendations for UK libraries more generally include:

- Explore how the different types of context added to content in different library collections and sectors may be used to support individual users, and how users and user communities can participate in adding context to content.
- Develop a shared infrastructure for connecting institutional repositories to build large scale, cross-repository "collections" in particular subject areas (such as social enterprise) and to provide a single access point for this.
- Develop cross-sectoral approaches to collection development and management, especially for subject areas where people without formal access to academic libraries may need access to quality research.
- Work together to support public libraries in delivering on the Finch report recommendations regarding the provision of access to open access publicly funded research publications (Finch Group, 2012: 51).
- Although some arguments have been made for providing dedicated library and information services to social enterprise (Walton, 2013) the impression from this research is that the current social enterprise audience is small. Some Strand 1 data

suggest levels of interest of less than 2% of the BIPC audience, itself only a small part of the British Library's total audience. Libraries need to be better able to identify and accommodate subject areas with similarly small audiences dynamically as they emerge.

9.7.2 Suggestions for future research

Suggestions for further research identified in the course of this project, and the sections of this thesis on which they are based, include:

- Test the usefulness of **Figure 8.5b** (also **Figure 9.7b**) through an action research project, which would use the model to review existing collection structures and services, and then to identify, implement and evaluate changes.
- Test the usefulness of considering collection as the addition of context to content as a way of describing or measuring added value within library services (based on section **8.6, Figure 8.6** and **Figure 9.7c**).
- Use a case study of the BIPC National Network to examine the role of British Library in the UK library landscape (based on section **9.6**) and particularly its role in England. A similar project with a library in Northern Ireland would provide a useful comparison between two countries which lack their own dedicated national libraries.
- Explore the British Library's role in relation to open access, perhaps beginning with an evaluation of the Library's role in UK PubMed and DataCite (based on Annual Report discussions of these services described in section **4.2.1.2**).
- Explore whether the British Library could act as a facilitator of institutional repository interoperability. This could take the form of action research to build a cross-repository collection on business topics (this would build on the idea of "connection" emphasised by the Library's content strategy described in section **1.1**).
- Explore the impact of electronic legal deposit, potentially focusing on technical aspects, the practicalities of building electronic legal deposit collections, or perspectives of impact from different stakeholders. An action research project could explore and evaluate methodologies for building a business subject collection (including social enterprise material). The lack of coverage in this project of this new area of the Library's services was identified as a limitation of the research (section **9.6**).
- Revisit, assess and evaluate previous initiatives supported by the British Library, such as the regional Library and Information Plans developed in the 1980s, with a particular focus on any residual impact on current service provision, especially focusing on cross-sectoral collaboration. This is based on Annual Report discussions of these initiatives, described in section **4.2.1.1.**
- Action research with a social enterprise and a library to investigate information management and information sharing techniques, aiming to bridge the gap between social enterprise information behaviour and formal library collection. The social enterprise would identify relevant material and the library would organise, preserve and make it accessible to a wider audience. This would be based on a revised version of a project proposal which was developed after a Strand 3 follow-up interview (described at the end of section **3.7.1**).

9.8 Publications and presentations

6 articles and papers based on this project which have so far been published, or accepted for publication, are listed in **Appendix 24**. Proposed future dissemination of findings and models from this research includes presentations at academic conferences such as the iConference 2014 (for which a proposal for a Note has been submitted) and Conceptions of Library and Information Science (COLIS). Presentation proposals will also be submitted for conferences which attract both academics and practitioners, such as Information Management in a Changing World, Libraries in the Digital Age and IFLA. Having presented twice at the Charleston Conference on Issues in Book and Serials Acquisitions, a further presentation there would provide an opportunity to disseminate the final project findings to a large audience of collection practitioners. Submitting a proposal for the next CILIP (Chartered Institute of Library and Information Professionals) Umbrella conference would enable dissemination to a UK practitioner audience.

Proposed future journal articles based on this research include:

- An article discussing the usefulness of conceptualising and deconstructing specific aspects or activities of library and information services in order to describe and evaluate the intrinsic value of library and information services, specifically based on **8.6, Figure 8.6** and **Figure 9.7c**. This might be suitable for submission to *JASIST* (*Journal of the American Society for Information Science and Technology*) or the *Journal of Documentation*.
- An article about the interrelationships between the three concepts of collection, possibly for the *Journal of Documentation* or *JASIST*.
- An article focusing on the British Library case study and discussing the Library's role in the library landscape. This might be appropriate for submission to the *Journal of Librarianship and Information Science*.
- An article on catalogue quality for a more practitioner focused publication, such as *CILIP Update* or *Library and Information Research*.
- A practitioner article about support for social enterprise: library opportunities and social enterprise perceptions. This might be appropriate for *CILIP Update*.
- An article for the *Journal of Social Enterprise*, presenting project findings about social enterprise information needs and support.
- An article for the *Journal of Mixed Methods Research* about the value of mixed-methods in accommodating breadth and depth in a single study and reflecting on the practical issues encountered, such as the survey tool evaluation and the choice of Fisher's Exact test for analysing survey results.

9.9 Conclusions

This chapter has reviewed the background to this project and has summarised the main findings from each strand. The chapter examined each of the six research questions in turn to suggest answers to these questions, and re-examined the initial assumptions articulated when selecting social enterprise as an exemplifying case for exploring issues affecting library collections in the digital world. The contribution to knowledge made by this thesis has been outlined, including the models proposed in Chapter 8. A number of recommendations are suggested for the British Library and for library and information services more generally, and possible areas for future research have been identified. Publications and presentations arising so far from the project have been listed and topics for future journal articles and possible conference papers based on this research have been proposed.

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APPENDIX 1: Initial draft objectives

- To describe the characteristics of the library collection for social enterprise and how it is used;
- To examine the extent of library collections for social enterprise in the public, academic and national library sectors in the UK;
- To examine stakeholder perceptions of the library collection for social enterprise, including the meaningfulness of the term “library collection”;
- To examine how the principles of community analysis can be applied to the virtual / distributed / network community / community of practice for social enterprise;
- To examine opportunities for user involvement in the development and management of the library collection for social enterprise;
- To examine potential barriers to, or ways to maximise, the access and use of the library collection for social enterprise;
- To use the example of social enterprise to explore how library collections for emerging fields of study, practice or interest can be identified and exploited;
- To consider how the findings of the case study of social enterprise can be applied to the theory, practice and terminology of library collection development and management in general.

APPENDIX 2: Initial draft research questions

1. What are the characteristics of the library collection for social enterprise?
2. How is the library collection for social enterprise used?
3. What is the extent of the library collection for social enterprise in the public, academic and national library sectors in the UK?
4. What are stakeholders' perceptions of the library collection for social enterprise?
5. How meaningful do stakeholders perceive the term "library collection" to be?
6. How can principles of community analysis be applied to the virtual / distributed / network community / community of practice for social enterprise?
7. What are stakeholders' perceptions of the limits or extent of any potential role users could have in selecting, creating, organising or evaluating collection content?
8. What barriers (actual or perceived) exist to the access and use of the library collection for social enterprise?
9. How could collaborative arrangements between libraries facilitate greater access to social enterprise material?
10. How could access to and use of the library collection for social enterprise be maximised?
11. What are stakeholders' perceptions of the potential role or usefulness of personalisation or customisation in delivering information about collection content to individuals?
12. How can the example of social enterprise inform the identification and exploitation of library collections for emerging fields of study, practice or interest?
13. How can the case study of social enterprise inform broader discussions about the theory, practice and terminology of library collection development and management?

APPENDIX 3: Data sources for British Library case study and data origin – collected by researcher or supplied by British Library Staff

Data source	Subunit or description	Data collection / analysis
Annual Reports	British Library publications	Researcher data collection and analysis
Catalogue searching	British Library website	Researcher data collection and analysis
Website usage data (incl MBS Portal data)	Web analytics software	Researcher data collection and analysis
UK Web Archive searches	UK Web Archive	Researcher data collection and analysis
Collection policy and process documentation	Social Sciences	Supplied by BL staff, analysed by researcher
Collection policy and process documentation	Science, Technology and Medicine	Supplied by BL staff, analysed by researcher
Collection policy and process documentation	Content Strategy Review group	Supplied by BL staff, analysed by researcher
Collection policy and process documentation	Business and Intellectual Property Centre	Supplied by BL staff, analysed by researcher
DSC journal article request data	Document Supply Centre	Supplied by BL staff, analysed by researcher
EThOS (Electronic Theses Online Service) download data	EThOS service	Supplied by BL staff, analysed by researcher
Event feedback statistics	Business and Intellectual Property Centre	Supplied by BL staff, analysed by researcher
Electronic database use	Business and Intellectual Property Centre	Supplied by BL staff, analysed by researcher
QuestionPoint online enquiry data	Reference Services	Supplied by BL staff, analysed by researcher
Reading Room request data	Reader Systems Support	Supplied by BL staff, analysed by researcher

APPENDIX 4: Criteria for British Library Annual Report content analysis data extraction

Document characteristics	**Specific word counts**	**Content summary**
Title	"digital"	Key points
Date	"electronic" / "e-"	Business information
Chairman	"online" / "on-line"	Social enterprise
Chief Executive	"web"	Collection development and management trends
Pages	"collection(s)"	Style features
Word count (approx)	"collection management" "collection development" "collection building"	
Format	"legal deposit" / "copyright"	
Table of contents	"comput*"	
Number of images	"problem"	
	"holdings"	
	"stock"	
	"content" (counted from **AR 27**)	

APPENDIX 5: **Social enterprise practitioner, academic / researcher, policy maker interview questions**

Introduction

Thank you very much for taking part in this interview and for agreeing to allow me to record it. I will use the recording to ensure accuracy in the transcription of the interview. The content of the interviews will be kept confidential and you will not be named in any publications arising from this research or in the final thesis. Please let me know if you have any questions or if you want to stop the interview at any point.

1. Tell me about the work of your organisation relating to social enterprise.
2. Tell me about your work specifically – especially your objectives and day-to-day tasks.

Information behaviour

3. Generally, what do you do if you need information on a topic about social enterprise?
4. What topics do you need information about? [Probe: to do with social enterprise topics, to do with the purpose of your business]
5. Which types of information sources would you use first? Which sources of information would you be less likely to use? (Why?) [Probe: which websites do you use? Why do you use these sites? If information comes to you, from other people or from mail lists, who sends it to you?]
6. Can you please describe a recent occasion when you became aware that you needed information on a topic related to social enterprise and how you went about finding it?
7. How useful was the information you found?
8. How did you store the information you found? (Could you locate again?) [Probe: computer systems, paper systems]
9. Tell me about how information and knowledge is shared within your organisation. [Probe: does everyone have individual information systems? Is there some information which is more likely to be shared? Are some people more likely to share information / is there someone who co-ordinates this?]

The collection

10. Can you describe any collections of information relating to your work which you have access to, or have created? [Probe: at home, in the office, on a computer]
11. What do you understand the term ‘collection’ to mean?

Libraries

12. Speaking generally, which, if any, libraries do you use or belong to? [Probe: do you have any kind of office library?]
13. Which, if any, libraries do you use for finding information about topics related to your social enterprise work? [Probe: Tell me a bit about why you do / don’t use libraries for this information. Is there any other service which libraries offer, or which you think they could offer, to support your work?]
14. Tell me a bit about your experiences of using libraries, perhaps describing a recent occasion when you have used a library to find information about social enterprise. [Probe: Tell me a bit about how you use libraries generally.]

Conclusion

Thank you very much for your helpful answers. Would you like to receive an early summary of key findings from this initial stage of the project?

APPENDIX 6: Library and information practitioner interview questions

Introduction

Thank you very much for taking part in this interview and for agreeing to allow me to record it. I will use the recording to ensure accuracy in the transcription of the interview. The content of the interviews will be kept confidential and you will not be named in any publications arising from this research or in the final thesis. Please let me know if you have any questions or if you want to stop the interview at any point.

Collections

1. Tell me about your work in relation to library collections.
2. What do you understand the term ‘collection’ to mean?
3. How relevant do you think terms like the collection, collection development and collection management are today? Are there other terms which you would use instead?

Social enterprise

4. What do you know about social enterprise as a potential field of interest for your customers?
5. How do you think your knowledge and information service can assist people interested in social enterprise?
6. What type of materials about social enterprise does your service provide?
7. Can you tell me in general terms about an example of a time when your service has been able to assist a policy maker interested in social enterprise?
8. Can you tell me in general terms about an example of a time when your service has been able to assist an external individual or organisation interested in social enterprise?

Collection policies and processes

9. What do you see as the main current issues relating to your collection / information resources for social enterprise in particular and more generally?
10. What are the main current collection policy priorities for your knowledge and information service?
11. How have these priorities changed over recent years?
12. Can you describe your relationships with publishers?
13. Tell me about how information and knowledge about relevant to the collection is shared within your organisation – for example, about collection policy or process issues, or about emerging fields of interest.
14. What are the key processes you think of in relation to the collection?
15. How are these processes documented in your organisation?
16. Would you and your organisation be willing to share any of those documents with me?

Conclusion

Thank you very much. Would you like to receive an early summary of key findings from this initial stage of the project?

APPENDIX 7: Publisher interview questions

Introduction

Thank you very much for taking part in this interview and for agreeing to allow me to record it. I will use the recording to ensure accuracy in the transcription of the interview. The content of the interviews will be kept confidential and you will not be named in any publications arising from this research or in the final thesis. Please let me know if you have any questions or if you want to stop the interview at any point.

1. Tell me about the work of your organization and your role within it.

Social enterprise and publishing issues

2. What do you know about social enterprise and social entrepreneurship as a potential field of interest for your customers?
3. What type of materials does your company provide about (or relevant to) social enterprise?
4. How do you identify new and emerging fields of interest for publications, such as social enterprise?
5. What do you see as the main current issues relating to your publications for social enterprise in particular and more generally? [Publishing priorities?]
6. How have these issues changed over recent years?
7. How is the increasing role of digital content affecting your approach to publishing? [Your approach to e-book publishing? E-books from third parties?]
8. Can you tell me a bit about your collaborative and partnering publishing initiatives, including your [X] service?
9. How important do you think it is to take a collaborative approach to publishing?

Relationships with libraries

10. How would you describe your relationships with libraries?
11. What are the main current issues affecting your relationships with libraries?
12. How have these issues changed over recent years? [Reasons for your use of Portico?]
13. Can you tell me a bit about your views on Open Access publishing?
14. Can you tell me a bit about your views of proposed legislation to facilitate electronic legal deposit?

Collections

15. Can you tell me a bit about the [X] collections? Are there any other ways in which you use the term "collection" in relation to the materials you publish?
16. What do you understand the term "collection" to mean?

Conclusion

Thank you very much for your helpful answers. Would you like to receive an early summary of key findings from this initial stage of the project?

APPENDIX 8: Follow up interview questions for social enterprise practitioner

1. Please give me a guided tour of your computer archive of documents / files relevant to social enterprise.
2. Please describe how these files were created (eg predominantly original material / predominantly downloads from the web etc).
3. Tell me how you decided on the names of these files.
4. Please describe how you have organised these files.
5. Tell me why you organised these files within these folders in this way.
6. When did you organise these files in this way?
7. When did you last add a file to these folders?
8. Tell me how you access files in these folders.
9. How recently have you accessed one of these files?
10. How frequently do you access any of these files?
11. Has your use of these files changed?
12. Can you think of a specific file (preferably not one we have encountered already today) and show me how you would locate it?
13. Can I take some screenshots of these folders?
14. Can I export some brief summary information about the folder structure and the files to a text file? [Two text files will be saved on your computer drive – can you email these to me, or can I copy it to a USB stick?]

cd C:\Users\Angharad\Documents\supervision

options for dir:
dir /?

Output to text file:
> ../dirlist.txt

output to text file, full command:
dir C:\Users\Angharad\Documents\supervision> ../dirlist.txt

Group directories first:
dir C:\Users\Angharad\Documents\supervision /O:G

Group directories first, includes subdirectories:
dir C:\Users\Angharad\Documents /o:g /s

Group directories first, includes subdirectories, uses time of creation:
dir C:\Users\Angharad\Documents /o:g /s /t:c> ../dirlistcr.txt

Group directories first, includes subdirectories, uses time of last access:
dir C:\Users\Angharad\Documents /o:g /s /t:a> ../dirlistac.txt

APPENDIX 9: Strand 3: Initial pilot survey questions

Questionnaire

Responses to this questionnaire will be use in the PhD research project *Conceptualising the library collection for the digital world: a case study of social enterprise*. This survey is entirely anonymous. For further information, please contact angharad.roberts@sheffield.ac.uk.

Please give your answers by ticking one box in each question.

Question 1. Are you...?

1. A library and information practitioner ☐
2. An academic ☐
3. A student ☐
4. A vendor ☐
5. Other ☐

Question 2. Have you heard of the term social enterprise before today?

1. Yes ☐
2. No ☐
3. Unsure ☐

Question 3. It's difficult to identify emerging interdisciplinary subjects.

1. Strongly agree ☐
2. Agree ☐
3. Neither agree nor disagree ☐
4. Disagree ☐
5. Strongly disagree ☐

Question 4. What do you think is the best way to exploit latent collections?

1. Collect together physically ☐
2. Add new descriptions for retrieval ☐
3. Collect together virtually ☐
4. Improve search tools ☐
5. Share user recommendations and tags ☐

Question 5. Where are your user communities?

1. Mostly located in the local area ☐
2. A mixture of those in the local area and geographically distributed, remote users ☐
3. Mostly geographically distributed, remote users ☐

Question 6. What do you think is the best approach for libraries to take to freely available web based materials?

1. Link from catalogue ☐
2. Link from somewhere else (e.g. subject guides) ☐
3. Conduct permissions-based archiving in e.g. repositories ☐
4. Exclude – focus on purchased and subscription content ☐

Question 7. Which of the following definitions do you think best describes the term collection?

6. A thing ☐
7. Access ☐
8. A process ☐
9. Library jargon ☐
10. A group of sub-groups ☐

Question 8. Social enterprise models should be used to deliver library services.

1. Strongly agree ☐
2. Agree ☐
3. Neither agree nor disagree ☐
4. Disagree ☐
5. Strongly disagree ☐

This research is supervised by Professor Sheila Corrall (s.m.corrall@sheffield.ac.uk) and Professor Peter Marsh (p.marsh@sheffield.ac.uk) and has received ethical approval from the University of Sheffield's Information School.

APPENDIX 10: Online Survey Tool Evaluation

Angharad Roberts 10/2/2012

Online Survey tools - informal researchers' discussion

Survey tool name	Web address	Compliance	Compatibility	Clarity	Cost	Limitations	Comments
Bristol Online Surveys	http://www.survey.bris.ac.uk	UK based DPA compliant. Includes quite detailed advice about accessible survey design	Export results as CSV file	No skip logic, but claims similar effect can be achieved at the start by using a master survey to link to multiple secondary surveys	£500 pa - University license?	Unlimited surveys and responses. Only supports 10 languages in addition to English (at extra cost)	Leeds, Edinburgh, Durham, Bath allow some student access to software
Google forms	http://docs.google.com/support/bin/answer.py?answer=87809&cbid=pcferkrmwp72&src=cb&lev=topic	Complies with US-EU safe harbor framework. Some detail about accessibility (including aspects not supported) in Google Docs generally, not specifically about forms	Google docs spreadsheet can be exported to text, CSV, Excel, HTML, Open Office, PDF	7 question types, basic option for skip logic	Free	Spreadsheet size limit of "400,000 cells, with a maximum of 256 columns per sheet"	Can require respondents to have a University of Sheffield login. Can be embedded in a blog or website. Google Docs footer
Kwik Surveys	http://kwiksurveys.com/	US & UK based company - email response indicates it complies with DPA. Servers in France	Export to CSV / Excel / XML	Includes a range of question types - including drag and drop lists. Skip logic included based on individual answers	Free	Unlimited surveys, questions and responses	KwikSurvey logo; Google adverts
LimeSurvey	http://www.limesurvey.org/	Can collect data to a local server. Accessible to screen readers. Meets W3C accessibility guidelines	Export to SPSS, CSV, Excel, text, PDF, R, queXML	20+ question types. Includes skip logic / branching. Requires some technical competence and a server and website - two hosting services mentioned	Free	Unlimited surveys, questions and responses	Open source software. No tool promotional logo on survey

Angharad Roberts 10/2/2012

Survey tool name	Web address	Compliance	Compatibility	Clarity	Cost	Limitations	Comments
Qualtrics	http://www.qualtrics.com/	Complies with US-EU "safe harbor" guidelines. But free service may "use your survey, data, and results for research, education, marketing and advertising, and other purposes." Accessibility: complies with standards for screen reader technology, "Check Survey Accessibility"; includes non-accessible question types	Export data to SPSS (.sav file) / CSV / Excel / XML / HTML. Download reports and tables to PowerPoint, Word, Excel, PDF.	Lots of interactive question types - eg video (which didn't work in sample), selecting portions of images; locating a precise point in an image. Includes skip logic for combinations of conditions	Free (on a trial basis only?) Lack of clear information about pricing structure	2 active surveys, 20 surveys in total, 350 responses. May delete accounts after 60 days of inactivity.	Qualtrics logo
QuestionPro (option 1: free)	http://www.questionpro.com/	"QuestionPro has applied for the EU Safe Harbor certification and we should be approved shortly." Complies with US accessibility guidelines	No export options	15 question types - no skip logic / branching	Free	1 survey, 10 questions, 100 responses. No multi-language support	QuestionPro footer
QuestionPro (option 3: corporate)	http://www.questionpro.com/	"QuestionPro has applied for the EU Safe Harbor certification and we should be approved shortly." Complies with US accessibility guidelines	Export to SPSS, CSV, Excel, PowerPoint, Charts and Graphs, Dropbox, Google Docs	"Advanced question types", skip logic / branching	$99 per month, $84 per month on an annual plan	Unlimited surveys, questions and responses	QuestionPro footer
Smart Survey (option 1: free)	http://www.smart-survey.co.uk/	UK based DPA compliant	No export options	No skip logic	Free	50 responses per month; unlimited questions and surveys	Smart-Survey footer
Smart Survey (option 3: professional)	http://www.smart-survey.co.uk/	UK based DPA compliant	Export as CSV / Excel file	Includes skip logic	£29.99 a month minus 35% student discount	1000 responses per month; unlimited questions and surveys	Smart-Survey footer

Angharad Roberts 10/2/2012

Survey tool name	Web address	Compliance	Compatibility	Clarity	Cost	Limitations	Comments
SurveyGizmo - free student account	http://www.surveygizmo.com/free-student-account/	Complies with US-EU "safe harbor" guidelines. Also has UK based data centre and servers. Surveys "meet numerous accessibility standards" (eg UK Disability Discrimination Act)	Export to SPSS (.sav file) / CSV / Excel. Integration with social media tools (eg Twitter, Facebook)	Includes a range of question types - including drag and drop lists. Skip logic included - logic can be applied for a range of conditions	Free	500 responses a month (but this number can be raised)	All surveys badged with a SurveyGizmo student research logo. Email support only
SurveyMonkey (option 1: free)	http://www.surveymonkey.com/	Complies with US-EU safe harbor framework. "Fully accessible" and complies with US accessibility guidelines	No export options	15 question types. No skip logic (for pages or questions)	Free	10 questions per survey, 100 responses per survey	SurveyMonkey footer
SurveyMonkey (option 3: gold)	http://www.surveymonkey.com/	Complies with US-EU safe harbor framework. "Fully accessible" and complies with US accessibility guidelines	SPSS integration. Excel, CSV, PDF, HTML, XML downloads	15 question types. Skip logic for pages or questions	£299 per year	Unlimited questions and responses	SurveyMonkey footer
SurveyPirate	http://www.surveypirate.com/						Ended 1 February 2012
Zoomerang (option 2: pro, education version)	http://www.zoomerang.co.uk/onlinesurveys/home.html	Complies with US-EU safe harbor framework. Complies with US accessibility guidelines	Export to Excel, CSV, PDF, PowerPoint	Skip logic / branching. Drag and drop questions. Can include images / videos	$149 per year with education discount	Unlimited questions and responses	Acquired by SurveyMonkey in December 2011. Zoomerang footer
Zoomerang (option 3: free)	http://www.zoomerang.co.uk/onlinesurveys/home.html	Complies with US-EU safe harbor framework. Not compliant with US accessibility guidelines	No export options	No skip logic / branching. Drag and drop questions. Can include images / videos	Unclear whether this is free or just a 30 day free trial?	10 questions per survey, 100 responses per survey	Acquired by SurveyMonkey in December 2011. Zoomerang footer

DPA = Data Protection Act 1998

More about US-EU and US-Swiss safe harbor frameworks: http://export.gov/safeharbor/

APPENDIX 11: Library and information practitioner survey

Library and information collections in the digital world: a case study of social enterprise

This survey forms part of a doctoral research project which aims to use a case study of library and information collections for social enterprise to develop a conceptual approach to library and information collections in the digital world, exploring people's perceptions of collections, terminology and collection development and management processes.

This research is funded by a British Library Concordat Scholarship and is being undertaken in collaboration with the British Library.

There are 31 questions in this survey

Consent page

You have been invited to take part in this survey because of your experience of issues relating to library or information resource collections.

Participation in this survey is entirely voluntary.

The survey contains questions relating to your perceptions and experience of library and information collections. It should take no more than 20 minutes to complete.

Information collected from this survey will be kept confidential and will be held on a password-protected computer system.

Anonymised data from your survey responses may be included in published accounts of the research. You will not be named in any such accounts or in the final research thesis.

Anonymised data from your survey responses will be retained in accordance with institutional policy and procedures for good research practice and may be used in future research.

This project has been ethically reviewed by the University of Sheffield Information School.

If you have any questions about this survey, please contact the researcher, Angharad Roberts: angharad.roberts@sheffield.ac.uk

If you have any concerns which cannot be addressed by the researcher, please contact the project supervisor, Sheila Webber: s.webber@sheffield.ac.uk

1 [O1]Please tick the box below to confirm your consent and to proceed to the survey. If you do not wish to take part in the survey, please close your browser window. *

Please choose **all** that apply:

☐ Yes, I understand how the data will be collected, stored and used and consent to take part in this survey

Background questions

This section asks you some questions about you, your work and your library and information service.

2 [A1]Are you male or female?

Please choose **only one** of the following:

- Male
- Female
- No answer

3 [A2]What is your age?

Please choose **only one** of the following:

- 24 or under
- 25-44
- 45-64
- 65 or over
- No answer

4 [A3]What type of library or information service do you work in?

Please choose **all** that apply:

- Public library
- Academic library
- National library
- Health library
- Special library / organisational information service
- Other:

5 [A4]Where is your organisation based?

Please choose **all** that apply:

- ☐ England
- ☐ Northern Ireland
- ☐ Scotland
- ☐ Wales
- ☐ Other: ____________

Defining collection

6 [B1]Please rank as many of the following definitions as you wish, in order of how well you think they describe what the term "collection" means (1 = describes this best, 8 = describes this least well)

Please number each box in order of preference from 1 to 8

☐ A thing / a store
☐ Provision of access to resources
☐ A process
☐ Library jargon
☐ A group of sub-groups
☐ A set of results created through searching
☐ A service
☐ A group of materials on a subject or theme

7 [B2]Is there another definition of "collection" which you would suggest instead of those listed above?

Please write your answer here:

8 [B3]In your library or information service which terms are generally used to refer to the resources you provide?

Please choose **all** that apply:

- ☐ Stock
- ☐ Holdings
- ☐ Collection
- ☐ Content
- ☐ Information resources
- ☐ Materials
- ☐ Sources of evidence
- ☐ Other:

Social enterprise 1

9 [C1]Have you heard of social enterprise before today?

Please choose **only one** of the following:

- ○ Yes
- ○ No
- ○ Unsure

10 [C2]How strongly do you disagree or agree with the following statements?

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
I understand what social enterprise means	○	○	○	○	○
Social enterprise is something I have heard about in the media	○	○	○	○	○
Social enterprise is something I have heard about in my library or information service or in our parent organisation	○	○	○	○	○
Social enterprise is a field I am personally interested in	○	○	○	○	○

Social enterprise 2

This page asks about your customers' potential interest in social enterprise.

The UK government definition of social enterprise is:

“A social enterprise is a business with primarily social objectives whose surpluses are principally reinvested for that purpose in the business or in the community, rather than being driven by the need to maximise profit for shareholders and owners.”

(Department of Trade and Industry. (2002). *Social Enterprise: A Strategy for Success*. London: Department of Trade and Industry p.7)

For the purpose of this survey "social enterprise" is taken to include social entrepreneurship, co-operatives and mutuals.

11 [D1]How strongly do you disagree or agree with the following statements?

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Having read the definition, I understand what "social enterprise" means	○	○	○	○	○
Social enterprise is an area of interest for my customers	○	○	○	○	○
My library holds physical materials relevant to social enterprise	○	○	○	○	○
My library provides access to electronic resources relevant to social enterprise	○	○	○	○	○
My library is used by people who are involved in running social enterprises	○	○	○	○	○
My library is used by people who are studying or researching social enterprise	○	○	○	○	○
My library is used by people who are involved in policy making relating to social enterprise	○	○	○	○	○
My library is used by people interested in social enterprise, but I don't know the reason for their interest	○	○	○	○	○

12 [D2]How important do you think the following sources of information would be to people who are interested in social enterprise, either for business, for research or for another reason?

Please choose the appropriate response for each item:

	Totally unimportant	Not important	Fairly important	Very important	Essential
Personal networks	○	○	○	○	○
Current awareness emails / electronic newsletters	○	○	○	○	○
Websites	○	○	○	○	○
Google	○	○	○	○	○
Libraries	○	○	○	○	○
Audio visual material (eg videos or You Tube clips)	○	○	○	○	○
Social media (eg Twitter, Facebook or LinkedIn)	○	○	○	○	○
Books (print or electronic)	○	○	○	○	○
Journals (print or electronic)	○	○	○	○	○
News media (print, broadcast or online)	○	○	○	○	○
Reports (eg from similar organisations, from government)	○	○	○	○	○
Datasets - commercial or publicly accessible	○	○	○	○	○

13 [D3]What other sources of information do you think may be useful to people interested in social enterprise?

Please write your answer here:

Community analysis

The next groups of questions ask about collection processes in your library or information service generally, beginning with community analysis.

14 [E1]How strongly do you disagree or agree with the following statements?

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
I have a good understanding of the community my library / information service serves	○	○	○	○	○
My library / information service serves multiple varied communities	○	○	○	○	○
Communities of practice are considered when analysing the community my service serves	○	○	○	○	○
Communities of interest are considered when analysing the community my service serves	○	○	○	○	○
We only have access to basic demographic information when conducting community analysis	○	○	○	○	○
Community analysis enables us to identify emerging areas of interest such as social enterprise	○	○	○	○	○

15 [E2]How do you find out about the community or communities your library or information service serves?

Please write your answer here:

Policy documentation

16 [F1]What policy documentation does your library have relating to the collection?

Please choose **all** that apply:

- ☐ A main collection development or collection management policy
- ☐ An acquisitions policy
- ☐ Individual subject collection documents
- ☐ A stock retention policy
- ☐ No policy document
- ☐ Other: __________

17 [F2]When was your policy documentation relating to the collection last updated?

Please choose **only one** of the following:

- ○ This year (2012)
- ○ Last year (2011)
- ○ Between two to five years ago (2007-2010)
- ○ More than five years ago (2006 or earlier)

18 [F3]How strongly do you disagree or agree with these statements about the purpose of your collection policy documentation?

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
A working document setting out how we approach practical problems managing the collection	○	○	○	○	○
A statement about the current level of service provided by our collection	○	○	○	○	○
A statement about our aspirations for the level of service provided by our collection	○	○	○	○	○
A tool for managing expectations	○	○	○	○	○
A document to promote the collection to our users	○	○	○	○	○
A detailed description of collection policy in individual subject areas, including topics such as social enterprise	○	○	○	○	○

19 [F4]What other purpose do you think your collection policy documentation has?

Please write your answer here:

Library priorities

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20 [G1]How important do you consider the following library activities to be?

Please choose the appropriate response for each item:

	Totally unimportant	Not important	Fairly important	Very important	Essential
Lending printed materials	○	○	○	○	○
Providing in-library access to print materials (eg journals and books)	○	○	○	○	○
Providing in-library access to electronic resources	○	○	○	○	○
Providing in-library access to computers	○	○	○	○	○
Providing remote desktop access to electronic resources	○	○	○	○	○
Reference services (factual responses to enquiries)	○	○	○	○	○
Advice services (eg business advice)	○	○	○	○	○
Updating or current awareness services	○	○	○	○	○
Preserving formally published printed materials (books or journals)	○	○	○	○	○
Preserving formally published digital materials (e-books or e-journals)	○	○	○	○	○
Preserving informally published materials (print and electronic) created by library customer communities	○	○	○	○	○
Providing opportunities for people to meet others (eg through hosting events)	○	○	○	○	○
Providing a "one stop shop" for information relating to your customers' work	○	○	○	○	○
Providing information	○	○	○	○	○

	Totally unimportant	Not important	Fairly important	Very important	Essential
relating to social enterprise					
Providing a pleasant space for customers' to use (individually or in groups)	○	○	○	○	○

21 [G2]What other library activities relating to the library collection are at least as important as those listed above?

Please write your answer here:

22 [G3]How strongly do you disagree or agree with the following statements about collection evaluation / deslection?

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
My library or information service has a clear retention schedule for how long specific types of materials should be held	○	○	○	○	○
My library or information service carries out a thorough review of the collection annually, including deselecting material	○	○	○	○	○
There is currently pressure to deselect materials to provide more space	○	○	○	○	○
I'm not aware of my library or information service's policy relating to reviewing the collection or deselecting materials	○	○	○	○	○
I think collection evaluation and deselection is an integral part of effective collection development and management	○	○	○	○	○
Electronic resources should be reviewed and potentially deselected on a regular basis	○	○	○	○	○
Printed resources should be reviewed and potentially deselected on a regular basis	○	○	○	○	○

Interdisciplinary subjects

23 [H1]How strongly do you disagree or agree with the following statements about collection development and management for interdisciplinary subjects such as social enterprise?

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
It's difficult to identify emerging interdisciplinary subjects such as social enterprise					
My library or information service has systems in place to identify new areas of customer interest					
Interdisciplinary subjects are an increasing focus for my customers					
There are relatively new interdisciplinary subjects for which we currently actively collect					
When I become aware of an emerging interdisciplinary subject, I review the existing library collection for potentially relevant materials					
For some emerging interdisciplinary subjects, relevant materials already exist in the library's collection					
It's difficult to find materials relevant to emerging interdisciplinary subjects					
It's difficult to select materials for emerging interdiscplinary subjects					
It's difficult to know who in the library is responsible for the collection for some interdisciplinary subjects					
Materials about emerging interdisciplinary subjects are easy to organise					

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Emerging interdisciplinary subjects complicate decisions about collection evaluation and deselection	○	○	○	○	○

24 [H2]What methods does your library and information service use to select materials relating to interdisciplinary subjects such as social enterprise?

Please choose **all** that apply:

- ☐ Selection by subject specialists within the library
- ☐ Selection by subject specialists in your parent organisation
- ☐ Selection based on reading lists
- ☐ Supplier selection / approval plans
- ☐ Selection based on customer suggestions
- ☐ Automated patron driven acquisitions system for e-books
- ☐ Selection based on region or country
- ☐ Selection from legal deposit material
- ☐ Other: ______

25 [H3]Please rank as many as you wish of the following options for exploiting collections for emerging interdisciplinary subjects in order of preference (1 = most preferred option, 5 = least preferred option).

Please number each box in order of preference from 1 to 5

- ☐ Collect together physically
- ☐ Add new descriptions for retrieval
- ☐ Collect together virtually
- ☐ Improve search tools
- ☐ Share user recommendations and tags

26 [H4]What other approaches do you think should be taken to exploiting collections for emerging interdisciplinary subjects such as social enterprise?

Please write your answer here:

Freely available web based materials

27 [I1]How strongly do you disagree or agree with each of the following approaches to providing access to freely available web based materials, such as PDF reports?

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Link from the catalogue	○	○	○	○	○
Link from somewhere else (eg subject guides)	○	○	○	○	○
Conduct permissions based archiving (eg in an institutional repository)	○	○	○	○	○
Exclude - focus on purchased and subscription content	○	○	○	○	○

28 [I2]What other approaches do you think should be taken to provide access to freely available web based materials?

Please write your answer here:

29 [I3]Please add any additional comments about any of the issues raised by this survey in the text box below.

Please write your answer here:

Contact details

If you are willing to be contacted again to follow up on your responses, please provide your contact details here.

Information collected from this survey will be kept confidential and will be held on a password-protected computer system. Anonymised data from your survey responses may be included in published accounts of the research.

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If you have any concerns which cannot be addressed by the researcher, please contact the project supervisor, Sheila Webber: s.webber@sheffield.ac.uk

30 [J1]If you are willing to be contacted again to follow up any of your responses, please provide your contact details below.

Please write your answer(s) here:

Name	
Organisation	
Email address	

31 [J2]If you have provided your contact details above, would you like to receive a copy of a summary of initial findings from this survey?

Please choose **only one** of the following:

- ○ Yes
- ○ No

APPENDIX 12: Social enterprise survey

Library and information collections in the digital world: a case study of social enterprise

This survey forms part of a doctoral research project which aims to use a case study of library and information collections for social enterprise to develop a conceptual approach to library and information collections in the digital world, exploring people's perceptions of collections, terminology and collection development and management processes.

This research is funded by a British Library Concordat Scholarship and is being undertaken in collaboration with the British Library.

There are 28 questions in this survey

Consent page

You have been invited to take part in this survey because of your work relating to social enterprise.

Participation in this survey is entirely voluntary.

The survey contains questions relating to your perceptions and experience of library and information collections. It should take no more than 20 minutes to complete.

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1 [O1]Please tick the box below to confirm your consent and to proceed to the survey. If you do not wish to take part in the survey, please close your browser window. *

Please choose **all** that apply:

☐ Yes, I understand how the data will be collected, stored and used and consent to take part in this survey

Background questions

This section asks you some questions about you, your work and your role in relation to social enterprise.

The UK government definition of social enterprise is:

"A social enterprise is a business with primarily social objectives whose surpluses are principally reinvested for that purpose in the business or in the community, rather than being driven by the need to maximise profit for shareholders and owners."

(Department of Trade and Industry. (2002). *Social Enterprise: A Strategy for Success.* London: Department of Trade and Industry p.7)

For the purpose of this survey "social enterprise" is taken to include social entrepreneurship, co-operatives and mutuals.

2 [A1]Are you male or female?

Please choose **only one** of the following:

- ○ Male
- ○ Female
- ○ No answer

3 [A2]What is your age?

Please choose **only one** of the following:

- ○ 24 or under
- ○ 25-44
- ○ 45-64
- ○ 65 or over
- ○ No answer

4 [A3]What is your role? *

Please choose **only one** of the following:

- ○ Social enterprise practitioner
- ○ Policy maker
- ○ Academic or researcher
- ○ Other ______

5 [A4]Where is your organisation based?

Please choose **all** that apply:

- ☐ England
- ☐ Northern Ireland
- ☐ Scotland
- ☐ Wales
- ☐ Other: ____________

6 [A5]Please briefly describe your social enterprise.

Only answer this question if the following conditions are met:
° ((A3.NAOK == "1"))

Please write your answer here:

7 [A6]What is your academic / research role?

Only answer this question if the following conditions are met:
° ((A3.NAOK == "3"))

Please choose **only one** of the following:

- ○ Postgraduate research student
- ○ Post-doctoral researcher
- ○ University lecturer
- ○ University professor
- ○ Other ____________

8 [A7]Where are you involved in policy making?

Only answer this question if the following conditions are met:
° ((A3.NAOK == "2"))

Please choose **all** that apply:

- ☐ In central government
- ☐ In a devolved administration
- ☐ In a local authority
- ☐ In a think tank
- ☐ In a political party
- ☐ Other: ____________

9 [A8]Please briefly describe the reason for your interest in social enterprise.

Only answer this question if the following conditions are met:
° ((A3.NAOK == "-oth-"))

Please write your answer here:

Information needs

This section asks you about the information you need relating to your interest in social enterprise.

10 [B1]How important to you is information about the following topics relating to the background, concepts and principles of social enterprise?

Please choose the appropriate response for each item:

	Totally unimportant	Not important	Fairly important	Very important	Essential
Concepts of social enterprise	○	○	○	○	○
Concepts of social entrepreneurship	○	○	○	○	○
Concepts of co-operatives and mutals	○	○	○	○	○
Perceptions of social enterprise	○	○	○	○	○
Social impact of social enterprise	○	○	○	○	○
The work of key people involved in social enterprise	○	○	○	○	○
Research about social enterprise	○	○	○	○	○
Comparative approaches to social enterprise in other countries	○	○	○	○	○
Statistics about international levels of social enterprise activity	○	○	○	○	○
Statistics about national levels of social enterprise activity	○	○	○	○	○
Statistics about regional levels of social enterprise activity	○	○	○	○	○
Statistics about local levels of social enterprise activity	○	○	○	○	○
Central government policy relating to social enterprise	○	○	○	○	○
Devolved administration policy relating to social enterprise	○	○	○	○	○
Local government policy relating to social enterprise	○	○	○	○	○
Examples of best practice policymaking for social enterprise (any level of government)	○	○	○	○	○
Examples of best practice from social enterprises	○	○	○	○	○
	○	○	○	○	○

	Totally unimportant	Not important	Fairly important	Very important	Essential
Factors in social enterprise success or failure					

11 [B2]How important to you is information about the following topics relating to the business activities of social enterprises?

Please choose the appropriate response for each item:

	Totally unimportant	Not important	Fairly important	Very important	Essential
Information relating to the business purpose of a social enterprise	○	○	○	○	○
Information relating to the social purpose of a social enterprise	○	○	○	○	○
Data relating to social issues	○	○	○	○	○
Data relating to community health issues	○	○	○	○	○
Data relating to environmental issues	○	○	○	○	○
Market research	○	○	○	○	○
Patent information	○	○	○	○	○
British Standards information	○	○	○	○	○
Business planning	○	○	○	○	○
Funding for social enterprise	○	○	○	○	○
Local support organisations for social enterprise	○	○	○	○	○
Regional support organisations for social enterprise	○	○	○	○	○
Social enterprise support organisations in a devolved nation	○	○	○	○	○
UK-wide support organisations for social enterprise	○	○	○	○	○
Governance structures	○	○	○	○	○
Employee ownership	○	○	○	○	○
Invitations to tender for public service contracts	○	○	○	○	○
Preparing contracts and bids	○	○	○	○	○
Transfer of Undertakings (Protection of Employment) (TUPE)	○	○	○	○	○
Managing personnel in social enterprises	○	○	○	○	○
Financial management	○	○	○	○	○

	Totally unimportant	Not important	Fairly important	Very important	Essential
Legal issues	○	○	○	○	○
Business monitoring	○	○	○	○	○
Tools to evaluate social impact	○	○	○	○	○

12 [B3]What other topics relating to social enterprise do you need information about?

Please write your answer here:

Information sources

These questions relate to the information sources you use for topics relating to social enterprise.

13 [C1]How important to you are the following sources of information for topics relating to social enterprise?

Please choose the appropriate response for each item:

	Totallly unimportant	Not important	Fairly important	Very important	Essential
Personal networks	○	○	○	○	○
Current awareness emails / electronic newsletters	○	○	○	○	○
Websites	○	○	○	○	○
Google	○	○	○	○	○
Libraries	○	○	○	○	○
Audio visual material (eg videos or You Tube clips)	○	○	○	○	○
Social media (eg Twitter, Facebook or LinkedIn)	○	○	○	○	○
Books (print or electronic)	○	○	○	○	○
Journals (print or electronic)	○	○	○	○	○
News media (print, broadcast or online)	○	○	○	○	○
Reports (eg from similar organisations, from government)	○	○	○	○	○
Datasets - commercial or publicly accessible	○	○	○	○	○

14 [C2]If you rated websites as "Very important" or "Essential" in the question above, please name two or three of the websites which you use most frequently to get information relating to social enterprise.

Please write your answer here:

15 [C3]What other sources of information would you use for topics relating to social enterprise?

Please write your answer here:

Creating and sharing information

This section asks you about information relating to social enteprise which you create and share.

16 [D1]What types of information do you create in the course of your work relating to social enterprise?

Please choose **all** that apply:

- ☐ Business plans
- ☐ Contracts
- ☐ Journal article(s)
- ☐ Book(s)
- ☐ Reports
- ☐ Policy proposal documents
- ☐ Briefing documents
- ☐ Statistics about social impact
- ☐ Business or management statistics
- ☐ Tend not to create information
- ☐ Other: __________

17 [D2]How do you share information you create?

Please choose **all** that apply:

- ☐ Through personal networks
- ☐ Provide printed copies of information
- ☐ On an organisational website
- ☐ On a blog
- ☐ Through social media (eg Twitter, Facebook, LinkedIn)
- ☐ Through formal publication (eg in a book or a journal)
- ☐ Provide information to funders or organisational partners
- ☐ Circulate information within a larger parent organisation
- ☐ Tend not share information with others
- ☐ Other: __________

Libraries

These questions ask about your perceptions of libraries as sources of information about social enterprise topics.

18 [E1]How strongly do you disagree or agree with the following statements?

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Libraries provide access to materials relevant to social enterprise	○	○	○	○	○
I rarely use libraries for anything	○	○	○	○	○
I have access to an academic library	○	○	○	○	○
I have access to a public library	○	○	○	○	○
I have access to a specialist library or information service (eg a professional association library, a library in my organisation)	○	○	○	○	○
I have access to a national library (eg the British Library, National Library of Scotland or National Library of Wales)	○	○	○	○	○
I often use libraries for finding work-related information	○	○	○	○	○
I have gone to a library to access information about social enterprise	○	○	○	○	○
I have used a library website to access information about social enterprise	○	○	○	○	○

19 [E2]Which types of libraries have you used to access information about social enterprise?

Please choose **all** that apply:

- ☐ Academic library
- ☐ Public library
- ☐ National library (eg. the British Library, the National Library of Scotland or the National Library of Wales)
- ☐ Health library
- ☐ A specialist library (eg a professional association library, a library in your organisation)
- ☐ Never used a library to access information for social enterprise
- ☐ Other: ______

20 [E3]How satisfied were you with the information you obtained from the library or information service you used most recently?

Only answer this question if the following conditions are met:
° ((E2_SQ006.NAOK == ""))

Please choose **only one** of the following:

- ○ Very dissatisfied
- ○ Dissatisfied
- ○ Neither dissatisfied nor satisfied
- ○ Satisfied
- ○ Very satisfied

21 [E4]How important do you consider the following library activities to be?

Please choose the appropriate response for each item:

	Totally unimportant	Not important	Fairly important	Very important	Essential
Lending printed materials (eg books)	○	○	○	○	○
Providing in-library access to print materials (eg journals and books)	○	○	○	○	○
Providing in-library access to electronic resources (eg databases and electronic journals)	○	○	○	○	○
Providing in-library access to computers	○	○	○	○	○
Providing remote desktop access to electronic resources (eg databases and electronic journals)	○	○	○	○	○
Reference services (factual responses to enquiries)	○	○	○	○	○
Advice services (eg business advice)	○	○	○	○	○
Updating or current awareness services	○	○	○	○	○
Preserving formally published printed materials (books or journals)	○	○	○	○	○
Preserving formally published digital materials (e-books or e-journals)	○	○	○	○	○
Preserving informally published materials (print and electronic) created by library customer communities	○	○	○	○	○
Providing opportunities for people to meet others (eg through hosting events)	○	○	○	○	○
Providing a "one stop shop" for information	○	○	○	○	○

	Totally unimportant	Not important	Fairly important	Very important	Essential
relating to your work					
Providing information relating to social enterprise	○	○	○	○	○
Providing a pleasant space to use (individually or in groups)	○	○	○	○	○

22 [E5]What else do you think a library should do which would be at least as useful as the activities listed above?

Please write your answer here:

Defining collection

23 [F1]Please list any collections of information relevant to your interest in social enterprise which you have access to. These may include print or electronic collections, at home or in an office or somewhere else.

Please write your answer here:

24 [F2]Please rank as many of the following definitions as you wish, in order of how well you think they describe what the term "collection" means (1 = describes this best, 8 = describes this least well)

Please number each box in order of preference from 1 to 8

- [ ] A thing / a store
- [ ] Provision of access to resources
- [ ] A process
- [ ] Library jargon
- [ ] A group of sub-groups
- [ ] A set of results created through searching
- [ ] A service
- [ ] A group of materials on a subject or theme

25 [F3]Is there another definition of "collection" which you would suggest instead of those listed above?

Please write your answer here:

26 [F4]Please add any additional comments about any of the issues raised by this survey in the text box below.

Please write your answer here:

Contact details

If you are willing to be contacted again to follow up on your responses, please provide your contact details here.

Information collected from this survey will be kept confidential and will be held on a password-protected computer system. Anonymised data from your survey responses may be included in published accounts of the research.

Anonymised data from your survey will be retained in accordance with institutional policy and procedures for good research practice and may be used in future research.

This project has been ethically reviewed by the University of Sheffield Information School. If you have any questions about this survey, please contact the researcher, Angharad Roberts: angharad.roberts@sheffield.ac.uk.

If you have any concerns which cannot be addressed by the researcher, please contact the project supervisor, Sheila Webber: s.webber@sheffield.ac.uk.

27 [G1]If you are willing to be contacted again to follow up any of your responses, please provide your contact details below.

Please write your answer(s) here:

Name	
Organisation	
Email address	

28 [G2]If you have provided your contact details above, would you like to receive a copy of a summary of initial findings from this survey?

Please choose **only one** of the following:

- ○ Yes
- ○ No

APPENDIX 13: Relevance of survey questions to research questions

Research questions	**Library and information practitioner survey: relevant questions**	**Social enterprise survey: relevant questions**
What are the characteristics of the library collection for social enterprise?	D1, D2, D3, H1, H2, H4	–
How is the library collection for social enterprise used?	D1	E1, E2, E3
What are the characteristics of the self-described information seeking behaviour of people interested in social enterprise?	–	B1, B2, B3, C1, C2, C3, D1, D2,
What are stakeholders' perceptions of library and information collections and terminology?	B1, B2, B3, G1, G2, G3	E1, E2, E3, E4, E5, F1, F2, F3
What does this study suggest about the wider issues relating to library and information collections in the digital world?	E1, E2, F1, F2, F3, F4, G1, G2, G3, H1, H2, H3, H4, I1, I2,	E4, E5
What constitutes the concept of the library collection in the digital world?	Synthesising responses from all questions	Synthesising responses from all questions

APPENDIX 14: Information sheet for participants

8 June 2011

Participant Information Sheet

1. Research Project Title:
Conceptualising the library collection for the digital world: a case study of social enterprise.

2. Invitation paragraph
Thank you for taking the time to read this information sheet. This provides details of the research project in which you are being invited to take part, why this research is taking place and what will be involved if you decide to participate. Please read this carefully and take time to consider whether or not you would like to take part. You may like to discuss this with others. Please contact the researcher if you have any questions or if you need any further information.

3. What is the project's purpose?
This research aims to use a case study of the library collection for social enterprise to develop a conceptual approach to the library collection in the digital world, exploring people's perceptions of collections, terminology and collection development and management processes. It is expected that this project will be completed by October 2013.

4. Why have I been chosen?
You have been chosen either because of your work relating to social enterprise or because of your experience of issues relating to library or information resource collections. The initial phase of this research involves interviews with a small number of participants, and the second phase involves inviting a larger number of people to participate in a questionnaire study.

5. Do I have to take part?
Participating in this project is entirely voluntary. If you decide to participate you will either be asked to sign a consent form or to respond to a questionnaire question to indicate your consent. You will be given a copy of the information contained in the consent form and of this information sheet to keep. You can withdraw from the project at any time and you do not need to give a reason.

6. What will happen to me if I take part?
You will be invited to take part either in an interview or by responding to a questionnaire.

If you are participating in an interview relating to this project, the researcher will contact you to arrange a convenient time and place. The interview should last for about one hour. The interview will invite you to discuss your perceptions and experience of library collections for social enterprise. If you are involved in social enterprise you will also be asked about how you find and use information relating to your work more generally.

If you are participating in a questionnaire relating to this project, you will be asked a number of questions relating to your perceptions and experience of library collections. The questionnaire should take around 20-30 minutes to complete.

7. Will I be recorded, and how will the recorded media be used?
Audio recordings will be made of interview conversations solely to ensure accurate analysis of your responses. Your responses will then be transcribed by the researcher. The original recordings and the transcriptions will be retained in accordance with institutional policy and procedures for good research practice. When completing the consent form, you will be asked to provide permission for the recording of your interview and for the potential use of your data in future research.

8. What are the possible disadvantages and risks of taking part?
Interviews will take place at a time and location convenient for you. Interview and questionnaire questions should not cause you any discomfort or disadvantage. However, please inform the researcher if you do feel uncomfortable discussing any of the topics being researched.

9. What are the possible benefits of taking part?
Although there are no immediate benefits to taking part, it is hoped that this research will contribute new ideas regarding the development and management of library collections. You will also have an opportunity to request an early summary of the key project findings.

10. What happens if the research study stops earlier than expected?
You will be informed if the project stops earlier than expected.

11. What if something goes wrong?
You can contact the researcher at the address shown in section 17 below about any questions you have at any time. If the researcher is unable to answer your question or if you wish to make a complaint, please contact the project supervisor at the address shown in section 17.

If neither the researcher nor the supervisor is able to resolve the issue to your satisfaction, please contact the University Registrar and Secretary:
Office of the Registrar and Secretary
Firth Court
Western Bank
Sheffield
S10 2TN
Telephone: 0114 222 1100
Fax: 0114 222 1103
Email : registrar@sheffield.ac.uk

12. Will my taking part in this project be kept confidential?
Information collected about you during this project will be kept confidential. If you choose to participate in this research, you will be asked on the consent form to provide permission for your information to be made accessible to the research team (including the researcher and project supervisors). Anonymised data from your interview or questionnaire responses may be included in published accounts of the research – you will not be named in any such accounts or in the final research thesis.

13. What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?
You will be asked for information regarding your perceptions and experiences of library collections for social enterprise. If you are involved in social enterprise, you will also be asked about how you find work-related information more generally. This will help to achieve the project objectives to explore perceptions, use, and processes regarding library collections.

14. What will happen to the results of the research project?
The results of this research project will be used in a postgraduate research thesis, due to be submitted by 30 September 2013. Any journal articles or other papers providing accounts of the results of all or part of the project, which are published before the submission of the thesis, will be listed on the webpage:
http://www.sheffield.ac.uk/is/research/groups/lib/roberts.html

Further articles or conference papers using data from this project may also be published after the completion of this project.

15. Who is organising and funding the research?
This research is funded by a British Library Concordat Scholarship and is being undertaken in collaboration with the British Library.

16. Who has ethically reviewed the project?
This project has been ethically reviewed by the Information School, in accordance with the University Ethics Review Procedure.

17. Contact for further information
Researcher: Angharad Roberts,
Information School, The University of Sheffield
Regent Court, 211 Portobello Street
Sheffield
S1 4DP
Telephone: 07779130911
Email: angharad.roberts@sheffield.ac.uk

Project supervisor: Professor Sheila Corrall
Information School, The University of Sheffield
Regent Court, 211 Portobello Street
Sheffield
S1 4DP
Telephone: 0114 222 2632
Fax: 0114 278 0300
Email: s.m.corrall@sheffield.ac.uk

Thank you for taking the time to read this information.

APPENDIX 15: British Library permissions letter

BRITISH LIBRARY

THE BRITISH LIBRARY

96 Euston Road
London
NW1 2DB

T +44 (0)20 7412 7000
www.bl.uk

THE WORLD'S KNOWLEDGE

Angharad Roberts.
Information School
The University of Sheffield
Regent Court
211 Portobello
Sheffield
S1 4DP

12th September 2011

Dear Angharad Roberts,

British Library Permissions Letter

The British Library gives you permission to use data and documentation relating to the British Library's collections and content for the purposes of the research project 'Conceptualising the library collection for the digital world: a case study of social enterprise', which aims to use a case study of library collections for social enterprise to develop a conceptual approach to library collections in the digital world.

The data and documentation can be used to describe the characteristics and use of the library collection for social enterprise, and to explore broader issues relating to library collections and content in the digital world.

Yours sincerely,

[redacted]

Jude England
Head of Social Sciences

Jude England
Head of Social Sciences, Scholarship and Collections.
T +44(0)20 7 412 7670 E jude.england@bl.uk

APPENDIX 16: Interview travel costs (over £10)

Date and mode of travel	Ticket cost
1 July 2011 – train journey	£41.90
12 July 2011 – train journey	£33.35
5 August 2011 – train journey	£81.80
1 February 2012 – coach journey	£21.70
1 March 2012 – train journey	£35.10
23 March 2012 – train journey	£54.65
25 June 2012 – train journey	£55.50
Total	**£324.00**

APPENDIX 17: Annual Reports content analysis: codes and term frequencies

#	Code	Year	digital	electronic	online	web	collection	collection dev. / man. / blding	legal deposit / copyright / deposit	comput*	problem	holdings	stock	content
1	**AR 73-4**	1973-1974			3		10		3	3	3	1	6	
2	**AR 74-5**	1974-1975			8		17		5	16	8		7	
3	**AR 75-6**	1975-1976			9		24		6	27	9	9	8	
4	**AR 76-7**	1976-1977			15		29		1	11	4	7	4	
5	**AR 77-8**	1977-1978	1		12		31		5	17	12	12	7	
6	**AR 78-9**	1978-1979			10		33		16	20	7	11	12	
7	**AR 79-0**	1979-1980		2	4		38		10	19	6	13	9	
8	**AR 80-1**	1980-1981	1	6	23		41		11	16	11	16	18	
9	**AR 81-2**	1981-1982		2	25		57		12	36	13	7	17	
10	**AR 82-3**	1982-1983	5	12	20		79	3	6	21	17	20	4	
11	**AR 83-4**	1983-1984	4	7	16		48	14	11	16	14	11	7	
12	**AR 84-5**	1984-1985	2	6	15		47	4	13	18	6	10	1	
13	**AR 85-6**	1985-1986	3	10	15		67	4	14	12	11	8	10	
14	**AR 86-7**	1986-1987		2	12		111	8	16	8	7	2	9	
15	**AR 87-8**	1987-1988	4	2	16		116	5	11	20	6	5	4	
16	**AR 88-9**	1988-1989		6	22		156	4	11	22	6	2	10	
17	**AR 89-0**	1989-1990	2	6	19		115	5	36	27	4	6	12	
18	**AR 90-1**	1990-1991		7	26		119	3	46	24	1	5	8	
19	**AR 91-2**	1991-1992	3	9	6		105	1	16	18	2	7	11	
20	**AR 92-3**	1992-1993	7	20	14		150	4	21	15	4	9	10	
21	**AR 93-4**	1993-1994	12	44	22		235	8	42	25	12	19	13	
22	**AR 94-5**	1994-1995	6	54	28	6	261	14	64	44	16	29	17	
23	**AR 95-6**	1995-1996	17	46	21	20	238	16	43	36	3	24	24	
24	**AR 96-7**	1996-1997	48	45	22	26	336	81	60	23	6	27	13	
25	**AR 97-8**	1997-1998	28	27	16	26	165	14	43	6	3	9	8	
26	**AR 98-9**	1998-1999	23	14	7	21	115	11	29	5	7	7	8	

27	**AR 99-0**	1999-2000	15	12	19	34	79	19	13	3	1	4	4	
28	**AR 00-1**	2000-2001	51	30	21	40	125	23	25	6	2	3	12	5
29	**AR 01-2**	2001-2002	16	19	18	27	79	7	4	3		6	13	3
30	**AR 02-3**	2002-2003	29	38	17	38	86	8	19	6	4	9	14	6
31	**AR 03-4**	2003-2004	15	24	15	38	91	6	15	6		2	15	1
32	**AR 04-5**	2004-2005	39	27	19	56	109	9	26	4		1	14	4
33	**AR 05-6**	2005-2006	52	25	19	59	84	6	31	4		2	13	19
34	**AR 06-7**	2006-2007	63	31	25	69	110	3	28	6	1	5	14	22
35	**AR 07-8**	2007-2008	55	33	24	55	125	4	32	7	1	4	14	28
36	**AR 08-9**	2008-2009	102	25	28	54	126	3	44	8		2	16	30
37	**AR 09-0**	2009-2010	79	35	32	67	168	2	40	8	1	4	16	28
38	**AR 10-1**	2010-2011	80	26	30	70	159	4	41	7		4	20	30
39	**AR 11-2**	2011-2012	69	22	37	55	165	1	44	7		3	18	52

APPENDIX 18: Annual Reports: summary of key points

Years	Chairman	Chief Executive	Mean length (approx.)	Key developments
1973-1978, reports 1-5 [**AR 73-4 – AR 77-8**]	Eccles	Hookway	41 pages; 10480 words	- Formation of British Library. - Identification of St Pancras site. - Move from manual to computer-based cataloguing. - Launch of BLAISE (British Library Automated Information Service).
1978-1983, reports 6-10 [**AR 78-9 – AR 82-3**]	Eccles (to Dec 1978) Dainton (from Dec 1978)	Hookway	82 pages; 17020 words	- Regional networks for interlibrary lending. - Creation of patent libraries network (6 public libraries). - Business Information Service launched. - India Office Library and Records incorporated into BL. - Introduction of BL email network.
1983-1988, reports 11-15 [**AR 83-4 – AR 87-8**]	Dainton (to Dec 1985) Quinton (from Dec 1985)	Hookway (to Aug 1984) Cooper (from Sep 1984)	68 pages; 25320 words	- National Sound Archive incorporated into BL. - First strategic plan *Advancing with Knowledge*. - Using conspectus to evaluate collections. - Computerisation of the Library catalogue (developing first OPAC). - Microfilming newspapers. - Administering Public Libraries Development Incentive Scheme.
1988-1993, reports 16-20 [**AR 88-9 – AR 92-3**]	Quinton (to 1989) Saunders Watson (to 1992) Kenny (from 1992)	Cooper (to 1991) Lang (from 1991)	66 pages; 26820 words	- Strategic plan: *Gateway to Knowledge*. - Launch of Patent Express service. - Common stock approach. - OPAC launched. - Shared cataloguing with other legal deposit libraries. - Creation of Business Information Network. - Strategic plan: *For scholarship, research and innovation*. - Inside Information launched – electronic table of contents service.
1993-1998, reports 21-25 [**AR 93-4 – AR 97-8**]	Kenny (to 1996) Ashworth (from 1996)	Lang	90 pages; 35560 words	- Digitised copy of Beowulf available on the internet, part of Initiatives for Access programme. - British Library website, Portico, launched. - Introduction of Code of Service. - BL Research and Development Department becomes Research and Innovation Centre (RIC).

				- First Library proposals for non-print legal deposit. - Smethurst review of print legal deposit. - Free web access to some BL catalogues – OPAC 97. - First St Pancras Reading Rooms open.
1998-2003, reports 26-30 [**AR 98-9 – AR 02-3**]	Ashworth (to 2001) Eatwell (from 2001)	Lang (to 2000) Brindley (from 2000)	57 pages; 20160 words	- Kenny report on non-print legal deposit. - Strategic review: *BL2001*. - RIC merges with Library and Information Commission. - e-courses delivered through Fathom.com. - Launch of Zetoc. - Strategy: *New Strategic Directions*. - Begins preservation initiatives for born-digital material. - Business services refocused toward SMEs. - Secure Electronic Delivery (SED) for document supply. - Automated Book Retrieval System introduced.*
2003-2008, reports 31-35 [**AR 03-4 – AR 07-8**]	Eatwell (to 2006) Lucas (from 2006)	Brindley	68 pages; 27200 words	- Legal Deposit Libraries Act 2003 passed. - BIPC launched.* - Strategic plan: *Redefining the Library*. - UK Web Archive launched.* - Digitisation projects: newspapers, Microsoft project. - Integrated Catalogue freely available on the web.* - First British Library content strategy.* - UKPubMed launched. - UK Research Reserve project begins.
2008-2012, reports 36-39 [**AR 08-9 – AR 11-2**]	Lucas (to 2010) Blackstone (from 2010)	Brindley	82 pages; 35425 words	- Ten year vision document: *2020 Vision*. - EThOS project begins.* - Working with Datacite on dataset management. - Introduction of Ex Libris PRIMO catalogue.* - Google digitisation project. - QuestionPoint enquiry service. * - MBS Portal launched.* - Regional BIPC project announced.

APPENDIX 19: CENL reports content analysis: codes and term frequencies

#	Code	Year	digital	electronic	online	web	collection	collection dev. / man. / bldng	legal deposit / copyright / deposit	comput*	problem	holdings	stock	content
1	**CENL 94-5**	1994-5		3	2		6	2	4	1	3			
2	**CENL 96-7**	1996-7	5	3		1	4	2	11	2				1
3	**CENL 97-8**	1997-8	6	4	1	4	6		5	1				
4	**CENL 98-9**	1998-9	8	3	4	3	17	3	5				1	
5	**CENL 99-0**	1999-00	18	4	7	7	19	3	8	4	2	2		
6	**CENL 01-2**	2001-2	11	13	13	17	33	2	4			3		2
7	**CENL 03-4**	2003-4	15	10	7	15	17		11	1				6
8	**CENL 04-5**	2004-5	8	8	2	9	8	1	5					2
9	**CENL 06-7**	2006-7	9	5	3	12	11		9			2		3
10	**CENL 07-8**	2007-8*			2	5	6							1
11	**CENL 10-1**	2010-11	4		3	4	17		18			1		5
12	**CENL 11-2**	2011-12	4		1	5	15		12			1		5

* Titled “35th CONFERENCE OF DIRECTORS OF NATIONAL LIBRARIES (CDNL), QUEBEC CITY, CANADA, 13 AUGUST 2008” – possibly mistakenly submitted to the CENL website, or the content may have been reused for Conference of European National Librarians.

APPENDIX 20: Characteristics of British Library collection: policy and process documentation

Type	Document	Title	Date	Length
Content strategy review	**BL CS1**	Content strategy refreshment: steer [points]	April 2011	1 page
	BL CS2	Content strategy refreshment: our principles	[April 2011]	1 page
	BL CS3	2015 vision statement for content strategy	[2012?]	1 PowerPoint slide
	BL CS4	Content Strategy for each Discipline	[November 2011]	5 pages
	BL CS5	Content Strategy: Social Sciences	April 2012	22 pages
	BL CS6	Considerations for each subject (subject analysis outline)	May 2012	3 pages
	BL CS7	From stored knowledge to smart knowledge: The British Library's Content Strategy 2013-2015	July 2013	8 pages
BIPC subjects	**BL BIPC1**	Small Business Help IP Selection Guide	[2010?]	2 pages
	BL BIPC2	Selection guidelines for the business collection	July 2009	3 pages
	BL BIPC3	Intellectual property reference collection in BIPC	July 2009	2 pages
	BL BIPC4	Company annual reports - collection policy and notes	August 2010	3 pages
	BL BIPC5	Business information subject analysis - draft	June 2013	4 pages
Processes for specific types of material	**BL PROC1**	STM Datasets – Selection Guidelines	September 2010	16 pages
	BL PROC2	Donations of official papers offered to the British Library: Acceptance policy statement		3 pages
	BL PROC3	Serials cancellation exercise: Guidelines for official publications	March 2009	3 pages
	BL PROC4	A guide to identifying a digital document for selection and ingest		3 pages
	BL PROC5	Serials cancellations 2011: Official series	January 2011	2 page
	BL PROC6	Guidelines for West European selectors: Selection guidelines		5 pages
	BL PROC7	Social sciences open access collections	October 2004	23 pages
	BL PROC8	Social sciences / official publications reference collection: Guide to selection 1996.	1996	7 pages

APPENDIX 21: UK Web Archive search results

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Increase from 2004
Social entrepreneurship	29	241	296	326	1764	2868	5296	3746	2120	1564	53.93103
Social entrepreneur	193	1450	1845	8982	62547	32081	18501	12440	50503	2716	14.07254
Social enterprise	483	4998	9194	12655	37982	109045	101099	151436	108192	58288	120.6791
Community enterprise	357	2255	3205	2096	9467	41260	21347	62014	24584	7268	20.35854
Community entrepreneur	5	41	72	67	539	482	235	270	145	129	25.8
Community entrepreneurship		39	19	34	155	91	214	279	70	52	
All search results for year	264945	2784449	2512642	2427994	10300824	10127907	13021045	13650302	10524524	3998328	15.09116

APPENDIX 22: Comparison between common variables in both library and information practitioner and social enterprise surveys: information sources and library activities.

Variable		Totally unimportant	Not important	Fairly important	Very important	Essential	Total number of valid cases	Fisher's Exact Test value	Fisher's Exact Sig. (2-sided): p=
Importance of Google	**LIP survey**		8	38	40	15	147	12.696	0.004
	SE survey		2	7	20	17			
Importance of libraries	**LIP survey**	0	4	40	49	10	149	21.617	0.000
	SE survey	3	11	17	11	4			
Importance of websites	**LIP survey**		1	21	59	21	148	2.916	0.412
	SE survey		0	9	22	15			
Importance of personal networks	**LIP survey**		0	19	61	22	148	10.356	0.011
	SE survey		3	9	18	16			
Importance of AV material	**LIP survey**	0	17	55	31	0	149	12.381	0.008
	SE survey	1	6	22	12	5			
Importance of social media	**LIP survey**	1	5	28	51	18	149	11.410	0.016
	SE survey	3	6	6	18	13			
Importance of books	**LIP survey**	0	3	46	46	8	149	7.772	0.074
	SE survey	1	5	15	19	6			
Importance of journals	**LIP survey**	0	5	34	54	9	148	9.069	0.042
	SE survey	1	6	17	15	7			
Importance of news media	**LIP survey**		4	18	62	18	148	9.309	0.020
	SE survey		2	19	20	5			
Importance of reports	**LIP survey**		3	20	55	25	149	3.540	0.323
	SE survey		3	13	23	7			
Importance of datasets	**LIP survey**		5	35	48	15	149	8.060	0.042
	SE survey		9	16	17	4			

Library: lending printed materials	**LIP survey**	3	3	10	25	62	148	9.717	0.034
	SE survey	1	4	9	15	16			
Library: in-library access to print materials	**LIP survey**	0	1	11	28	63	148	20.586	0.000
	SE survey	1	8	5	16	15			
Library: in-library access to e-resources	**LIP survey**	0	2	7	23	71	148	20.614	0.000
	SE survey	1	8	2	17	17			
Library: in-library access to computers	**LIP survey**	0	3	15	17	68	148	37.570	0.000
	SE survey	1	7	10	20	7			
Library: remote access to e-resources	**LIP survey**	0	3	10	31	59	147	10.235	0.022
	SE survey	1	3	6	20	14			
Library: reference services	**LIP survey**	1	0	14	31	56	146	23.618	0.000
	SE survey	1	5	12	17	9			
Library: advice services	**LIP survey**	2	26	26	32	16	146	7.491	0.104
	SE survey	4	14	14	9	3			
Library: updating or current awareness	**LIP survey**	4	26	32	27	14	147	5.055	0.272
	SE survey	2	11	15	15	1			
Library: preserving print	**LIP survey**	3	17	28	21	33	146	7.299	0.108
	SE survey	2	5	7	18	12			
Library: preserving digital	**LIP survey**	3	26	25	21	27	146	7.237	0.111
	SE survey	2	5	9	17	11			
Library: preserving informal customer community publications	**LIP survey**	3	23	36	20	20	146	8.178	0.076
	SE survey	3	5	13	17	6			
Library: providing opportunities to meet	**LIP survey**	2	19	34	28	19	146	6.356	0.161
	SE survey	4	5	12	17	6			
Library: a one stop shop	**LIP survey**	0	7	32	38	25	146	27.100	0.000
	SE survey	5	12	7	17	3			
Library: information for social enterprise	**LIP survey**	0	18	51	29	5	147	21.683	0.000
	SE survey	3	10	7	17	7			

Library: providing a pleasant space	**LIP survey**	0	3	13	41	46	147	17.074	0.001
	SE survey	2	6	11	16	9			

APPENDIX 23: Comparison between common variables in both library and information practitioner and social enterprise surveys: collection definitions.

Question		No response	A thing / a store	Provision of access to resources	A process	Library jargon	A group of sub-groups	A set of results created through searching	A service	A group of materials on a subject or theme	Total number of valid cases	Fisher's Exact Test value	Fisher's Exact Sig. (2-sided): p=
Defining collection: rank 1	LIP survey	1	2	8	1	1	2	2	2	84	149	14.975	0.023
	SE survey	5	1	6	1	1	2	2	2	26			
Defining collection: rank 2	LIP survey	6	15	26	6	3	11	17	6	13	149	10.763	0.194
	SE survey	6	4	9	0	2	7	8	0	10			
Defining collection: rank 3	LIP survey	10	18	15	4	8	18	19	10	1	149	13.661	0.069
	SE survey	12	4	9	0	0	7	10	3	1			
Defining collection: rank 4	LIP survey	18	17	11	4	7	9	18	16	3	149	7.831	0.444
	SE survey	17	5	3	3	2	4	5	6	1			
Defining collection: rank 5	LIP survey	24	11	8	15	6	16	10	13		149	5.786	0.572
	SE survey	19	4	4	4	1	5	3	6				
Defining collection: rank 6	LIP survey	29	9	11	17	5	11	5	16	0	149	10.908	0.176
	SE survey	21	4	1	6	0	3	1	9	1			
Defining collection: rank 7	LIP survey	30	12	3	16	13	10	9	10		149	6.358	0.496
	SE survey	21	7	1	7	3	3	1	3				
Defining collection: rank 8	LIP survey	31	5	1	12	37	7	5	5		149	9.206	0.199
	SE survey	22	2	0	3	18	0	1	0				

APPENDIX 24: Publications from this research.

Roberts, A. (in press). "Conceptualising the library collection for the digital world". In: Baker, D. & Evans, W. (eds.), *Chandos Digital Information Review 2*. Cambridge: Chandos.

Roberts, A. (2013). "Exploring concepts of 'collection' in the digital world". In: Bernhardt, B., Hinds, L. & Strauch, K. (eds.), *Accentuate the Positive: Charleston Conference Proceedings, 2012*, pp.453-459. [Online]. West Lafayette: Perdue University Press. http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1400&context=charleston

Roberts, A. (2013). "Exploring concepts of 'collection' in the digital world". *ALISS Quarterly*, 8 (2), 3-8.

Corrall, S. & **Roberts, A.** (2012). "Information resource development and 'collection' in the digital age: conceptual frameworks and new definitions for the network world". *Libraries in the Digital Age (LIDA) 2012*. [Online]. http://ozk.unizd.hr/proceedings/index.php/lida2012/article/view/62/33

Roberts, A. (2012). "Conceptualising the library collection for the digital world: a case study of social enterprise". *Libraries in the Digital Age (LIDA) 2012*. [Online]. http://ozk.unizd.hr/proceedings/index.php/lida2012/article/view/69/38

Roberts, A. (2012). "New subjects, new communities, new formats: the library collection in the digital world". In: Bernhardt, B., Hinds, L. & Strauch, K. (eds.), *Charleston Conference Proceedings, 2011*, pp. 181-190. [Online]. West Lafayette: Perdue University Press. http://docs.lib.purdue.edu/charleston/2011/Acquisitions/16/