Strategic Plan
Utrecht University Library
2015-2017
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Preface

In the following pages you will find the new strategy for Utrecht University Library. We look to the future as far ahead as 2030 and we propose practical goals for the shorter term, 2015-2017. Both horizons are important, despite conceding that we cannot predict the future this far ahead. Nevertheless, certain trends are clearly visible, including changes in the scholarly communication cycle and in research processes, in academic education practices and in consumer technology. These factors will greatly affect the services of academic libraries to the extent that they will make parts of traditional library services obsolete. It is for this reason that it is important to take a wide perspective. This will allow us to prepare our services for future needs.

Utrecht University’s Strategic Plan 2012-2016 forms the framework of the library’s service development plans with library goals added until 2017.

Excellent library services are characterised by continuity as well as innovation. For 430 years, we have ensured access to scholarly knowledge to the academic community despite the fact that format, access methods and knowledge (re)use are now consistently subject to fundamental change. The library can only stay connected to its users if it continues to adapt and innovate. In addition, it is a given that library services will be organised in cooperation with other parties, within or outside the university community. This is in line with the international ambitions of Utrecht University and the increasingly international character of research and academic education in general.

My heartfelt thanks go out to all those who have contributed to this new strategy both internally at Utrecht University Library and Utrecht University, and externally. It has been a very interactive and fruitful process with many participants.

Anja Smit
University Librarian, Utrecht University
Researchers, lecturers and students have a reliable partner in the library in the area of scholarly information. Librarians use their expertise to contribute to the constant improvement of the scholarly communication cycle. The library inspires bright minds to meet and exchange knowledge and ideas. Library services are organised in an interdisciplinary way in close cooperation with other parties both internal and external to Utrecht University.
The academic library plays an important part in Utrecht University’s research and education by collecting and providing access to scholarly publications. The cultural and academic heritage which has been collected over the past centuries is irreplaceable and of great value. It is therefore important that we keep these unique and valuable documents accessible for the academic community. For the humanities, the library is the laboratory.

The digital age brings changes in the way academic research and education is conducted, and this has an impact on the services required of an academic library. Timing and formats of research publications are rapidly changing, publishers’ roles are evolving and new business models are emerging.

The library is becoming less of a place to find current literature via a local catalogue - certainly with the rise of Open Access. At the same time, the value of the library increases as a place to get help with discovering literature on the internet or with other issues arising around scholarly information in a digital age. As the number of publications grows exponentially, it is becoming ever more important to advise researchers, lecturers and students on how to search effectively and how to assess the information found. The library will expand its services to support researchers with processing their research data, publishing in a complex publication landscape and dealing with increasingly complex intellectual property issues.
A digital and global context also means more collaboration. In 2013, the Dutch University libraries decided to replace their national information infrastructure with an international one. This allows them to integrate library services online: where researchers, lecturers and students work and study. Collaboration within the university is also becoming increasingly important: i.e. working together with IT Services, Academic Affairs and with the faculties.

Naturally, the strategic course of the university determines the future of its library. The way the university organises its education influences how the library organises its services for lecturers and students. Blended learning requires the integration of educational materials in digital learning environments, courseware structuring as well as storage solutions. Library expertise comes in useful here. The library also contributes to the university’s educational ambitions by providing inspiring learning spaces for new generations of students and researchers.

Developments in consumer technology influence the way people wish to make use of library services. So the library develops its services accordingly. This means a more digitised service: one that needs to be both generic and personalised. One basic principle, however, is paramount: for help and advice, the academic community of Utrecht can always count on library staff. In person.
Barbara enters the black building. She smells soup, and she suddenly finds herself hungry. She ascends the stairs and enters a wide hallway filled with light. She picks up a bowl of soup at the red desk, pays and finds a place among chatting students and colleagues. Barbara still remembers the time when this was a library. A real one, with real books, instead of the atrocious book wall paper they have now. She gives a small sigh, and rolls out her tablet. She first enters the newsroom of her knowledge hub “Music and Society”. Online, she discusses their latest publication with her colleague Nishlyn. It is about two audio data sets and its automated analyses, which has made an important contribution to the research in their field.

The research funder wants them to write a post about it on the community platform of the hub so that the contributors to the crowd-funding platform understand what has been achieved with their investment. This assignment has to be completed by the end of next week, which is the end of the 2029 term. But Nishlyn has been ill and he has been the one who has done most of the work on the algorithms. Barbara gives another small sigh, takes her pen and makes a start on her tablet.

In 2030, a researcher conducts her research in various peer networks. Researchers have more loose and temporary affiliations with traditional institutions such as universities. Funding comes from more diverse sources than today: research organisations, crowd funding platforms in which societal and trade organisations participate, the European Union, Dutch government, or directly from trade and industry or interest groups. A publication is a conclusion or statement on a publication site, accompanied by its research data. Peer review is done publicly on pre-publication sites.

In 2030, the educational landscape also looks more fragmented. Students largely assemble their own curriculum with the help of learning analytics, which provides suggestions for online courses, mentorships and resources. They can earn academic certificates for completed courses from institutions outside universities. These can be private or commercial schools combining courses with on-the-job training in businesses or (semi-) independent honours colleges for students participating in academic research. All universities offer at least some form of blended learning.

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Looking back on developments: Education

In 2015, Delft started with the first Dutch Online Extension School, and began the transition to blended learning in the standard curriculum. The year before, Leiden started issuing (paid) certificates for MOOCs. Towards the 2020's, traditional institutions struggled with rising costs, decreasing funding and faced increasing competition from new different educational organisations: i.e. institutions which offered education more tailored to the demands of students: quicker, more flexible and better matched to employer demands. The University Colleges were doing better than ever as was the University of the Netherlands which was bought by Google in 2017 to become Google Knowledge. As a result of the crisis, work experience was worth more than an academic degree for an entire generation of starters. Universities could only look on as the value of their degrees plummeted, as did their student numbers.

Looking back on developments: Research

University influence on research also started to weaken in the second decade of the 21st century. Funders also demanded the better communication of research results. They wanted to know what they were paying for, explained in a language the public at large could understand. Researchers increasingly worked in interdisciplinary networks that extended beyond any single faculty or institution.
Around 2020, a new ecosystem of opportunities was in place for conducting and funding research outside of the traditional institutions. Meanwhile, the influence of the European Union became more dominant. It initiated large research programmes around societal challenges. Open Access to both textual results and the underlying data of research became a condition for funding. A new publication infrastructure was necessary to support these developments.

Looking back on developments: Data and publications

As a consequence, by 2017, the EU started to fund online platforms for research groups. In 2018, Google launched its new Agora service, which offered an online data publishing platform and scholarly communication environment. Several publishers and other businesses developed similar platforms in this period.

Data management became increasingly important in the first decades of the 21st century. Academic research became more data-driven, including the humanities, and the diversity of publication formats grew. Academic journals started their transition towards publicly accessible publication sites early in the second decade. Each publisher, one by one, signed contracts with the VSNU and LERU to keep data and publications published on their sites accessible and reusable.

Knowledge hub
An online collaboration platform formed by a research network around a research subject. This can provide access to relevant literature, securely stored research data, pre-publications, nano-publications, laboratory facilities, facilitate communication between peers, peer review and communication with a broader public of interested parties.

Crowdfunding platform
A way to source research funds using relatively small donations from society.

Private or commercial schools
Commercially funded educational organisations, which enter into alliances with businesses to offer tailor-made education.

Blended learning
A coherent body of online courses and face-to-face education.

MOOC’s
Massive Open Online Courses
From then on, academic publishers focused more on data management and analysis. They started to offer infrastructure and support services for managing, sharing, mining and analysing data, as well as new validation systems. In doing so, they affirmed their central position in scholarly communication.

Scholarly communication in 2030

We cannot predict the future. Economical, (geo)political, social and technological developments all play a part in determining the future, which makes any forecast a complex and hazardous exercise. What we can do, however, is look at certain trends that are important to library services and consider what the world could look like if these trends continued. That is what we have tried to do in this scenario. We try to show what would happen if the future looked (somewhat) like this, to stir the imagination and to bring about debate.

However, we can safely forecast great changes in the world of academic publishing. Business models are already shifting. Research funding comes from a number of diverse sources. The subscription model (the reader pays) for academic publications will (nearly) disappear, at some point in time. Publishers will find a business model in delivering services around the publication of research results and data, be it infrastructure, support or validation.
We will also see more diversity in format and timing of publications. Researchers will still share their results and conclusions, however, the timing and manner in which they do so will vary. If currently an academic CV is mainly judged by its traditional publications, a more diverse output will take their place in the near future. We will certainly see an evolution in the way research quality and impact is measured and judged. Both developments will result in a greater diversity of publication cultures.

Researchers increasingly work and publish in an international context. The internet has effectively obliterated national borders, funding comes from internationally-oriented organisations, and international collaboration brings status to an academic CV. Researchers will have to deal with a broad spectrum of publication possibilities and funders.

All this will greatly influence the academic library and its services. This strategic plan shows how Utrecht University Library intends to deal with such a changing environment.
Many elements of scholarly publications will change: from conception to assessment, to form and timing. The researcher will increasingly have to deal with aspects which do not naturally align with her core competencies and needs. These core skills can be found in librarians. This is why libraries are increasingly offering services for researchers in all stages of the research process. Bringing relevant knowledge, a helicopter view and more to the table, we ultimately play an important role. A clear aim will be to collaborate closely with partners on campus such as the Research Support Offices and IT Services.

We will be able to advise the researcher in all stages of the scholarly communication cycle, from searching for information to sharing it. We either already offer services for each of these stages or can develop new ones.

Strategic goal 2017

The library offers professional support to researchers at every stage of research, from researching an idea to publishing results and everything in between.

Actions:

1
The library reviews its services and organisation based on the model of supporting researchers at every stage of research.

2
The library invests in the development of staff competences to meet the changing demands for support from research and teaching.

3
The library initiates collaboration where needed to improve support in the scholarly communication cycle.
What does the library do for you?

Research

You
- Publish
- Teach
- Archive
- Disseminate

The library
- Provides educational support
- Gives advice about impact, Open Access and legal questions
- Provides archiving facilities

Create

You
- Generate data
- Analyse data
- Write

The library
- Provides data management support
- Offers data storage advice

Share

You
- Gather information
- Assess information
- Study
- Meet peers
- Exchange ideas

The library
- Offers study space
- Trains information literacy skills
- Provides online and offline collaboration environments
- Organises metadata
- Offers an accessible library collection
- Helps you find information

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When a researcher is at the stage where she collects information, we make sure she can find it, we help her collect and filter search results, we place information in a meaningful context. We offer online and offline spaces where researchers can meet and discuss with peers, be inspired, exchange information, and use that content in their educational tasks.

In recent years, the library has been instrumental in the development of a national tool which allows researchers to store and reuse their research data in a safe and durable way. These are the kinds of initiatives that can be expected of us.

The library has inspired the debate on the opportunities of Open Access. We will continue to do so but more importantly, we will support a researcher in a much more comprehensive way when she is publishing. Researchers already ask us how they should proceed in an increasingly diffused publication environment, they ask us questions about increasingly complicated copyright issues. We can help ensure that publications are safely stored and made available to peers. We can help researchers move strategically in the academic world with our knowledge of metrics, media and how information is judged. We can point to the ways of making research visible to both peers and society at large. Together with Utrecht University's Research Support Offices, we offer advice when funders ask researchers to publish in Open Access.
We see our relationships with library users intensifying. We also expect a different kind of library user: in future, serving less individuals and instead, more research projects or peer networks.

This requires our library staff to develop a new set of skills. They must have in-depth knowledge of scholarly communication, need to be flexible and have knowledge of a broad range of subjects as well as specialist expertise. They also need excellent communication and diplomatic skills.
Traditionally, a library has collected publications for its readers. However, in a world that has been fundamentally changed by the internet, libraries will have to change as well. Library users are no longer limited in their search for information by the collection of their local library. They can discover and access information across the globe. They need search engines that allow them to find this information rather than a catalogue that gives access to a local collection. Libraries no longer always need to own information to provide access to that content. Increasingly, as with e-books and e-journals, libraries pay for access instead of ownership. After 430 years, that is quite a change.

However, having access to information is one thing, finding the right information or judging the value of that information is quite another. The library can still help users in this area. Similarly, finding an article now does not necessarily mean you can still find it tomorrow, or in ten years’ time. The library has to make sure you can. To do that, the library will have to operate across borders; this cannot be done alone. And even if information exists, it doesn’t mean it can be found. This is why the library will have to concern itself with the quality of metadata.
4.1.1 To search and find

If a library user is looking for scholarly information, we now notice that she will do so first and foremost on the internet and not in library catalogues. Increasingly, successful searches will be carried out in search engines and databases. We consequently develop our services accordingly. For example, we no longer advise our users to start their search at the library. We tell them: wherever you search, we will make sure you will get access to what you are looking for. Instead of building search engines, we will give you advice on where to search and how to search depending on your subject and question. The library will of course ensure that its collections are accessible through such search engines and databases.

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<tr>
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<th>October 2013</th>
<th>October 2014</th>
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<tbody>
<tr>
<td>Google Scholar and other free search engines</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Databases paid for by the library</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>Library catalogue</td>
<td>10%</td>
<td>0%</td>
</tr>
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</table>

Use of discovery tools to access our collection.

Strategic goal 2017

We will ensure that researchers, lecturers and students can find and obtain the information they need. The library contributes to education in information literacy skills by making sure that all Utrecht students have the opportunity to educate themselves in effectively finding and using sources relevant to their scholarly work.

Actions

4
In collaboration with lecturers, we will further develop our advisory services on searching and finding scholarly information, e.g. by offering training in information literacy skills as part of the academic curriculum.

5
We will transform current information literacy skills training into online, interactive, and didactically effective teaching modules.

6
We will ensure that Utrecht's library collections can be accessed via the most important search engines and digital bibliographies.

7
We will replace our current local catalogue with an international one.
Our main goal is to ensure that researchers and students have access to the information they need for their courses and research. These days, we can do that by buying a book and putting it on the shelf, but also by paying for licensed material or for temporary access through lending platforms. In addition, books are also available in Open Access. The library differentiates between material where durable access is necessary and material where temporary access suffices. We make sure our collections reflect the increasingly interdisciplinary character of research as well as the research focus of Utrecht University. The greatest change here is that we no longer buy to own, but use other ways to ensure that scholarly information is and remains accessible. We can only achieve that through international cooperation. Materials are nowadays no longer stored locally but are available through international services like Portico, to which publishers and libraries pay a membership fee to ensure durable access.
More often, library users ask for digital copies from the library’s collection, which we are happy to provide. Making digital copies of vulnerable material (such as publications from the 19th and 20th century) is also a good way to preserve it and provide access. And naturally we will continue our services around our existing print collection, which is still of great importance to the humanities.

Some e-books can be consulted or loaned without being bought by the library.
It is through metadata, such as author name and title, that we can find literature in search engines online. The library used to add metadata to literature after purchase. Today, however, the publisher usually provides the metadata. We now use our substantial metadata expertise to further standards and to advocate change to make literature easier to find on the web, i.e. in activities such as the adoption of international standards and guidelines, and transitioning from a national to an international catalogue (WordCat). Our heritage collection is a priority where the library continues to make the old and rare books and manuscripts easier to find on the web.

Strategic goal 2017

Library users can find the scholarly literature they need via the internet as a result of our effective metadata management as part of an international framework.

Actions

11
We will organise a transition to follow international metadata standards, regulations and integrate with external infrastructures.

12
We will make our unique, old and rare materials easier to find on the web.
Researchers produce enormous amounts of data, all of which must be stored and kept available for scrutiny or re-use. The need for help with this is on the increase, with the ascent of new, more data-driven methods of research and following recent calls for integrity and openness regarding the underlying data of published research. The library can offer this support because of its long track record of expertise in structuring and describing scholarly information and in making it easy to find. We orchestrate the different aspects involved (copyrights, storage, metadata) in cooperation with external as well as internal partners, such as the university departments of Academic Affairs and IT Services.

Strategic goal 2017

Researchers consult the library when they have questions on how to manage, describe and make their research data available. We will collaborate with data storage organisations to enable this.

Actions

13
We will provide support for researchers with their Data Management Plans.

14
We will develop consultancy expertise in the area of data management, storage and reuse.
The Open Access movement has been gaining momentum for some time now. The call for publicly funded research to be freely available to the public is becoming more pronounced. The Dutch government and the European Union are taking measures to stimulate Open Access, as well as the Association of Universities in the Netherlands (VSNU), research funders and other related parties. A world in which (almost) all research is available Open Access is no longer inconceivable, and the library is making sure it is prepared. At the moment, the Dutch government is leaning towards the Golden Route, meaning research results are immediately made available Open Access by the publisher. Since this route is not always an option, the library also keeps the Green Route open: maintaining a university repository where researchers can deposit their work in Open Access.

The library helps editorial boards navigate the Open Access landscape. We have an overview of the publishing landscape, we help prepare publishing transfers, we connect parties with one another. It is especially the field of Humanities that can benefit from our expertise: many specialised titles are in decline, and the library has the expertise to develop these titles into new publication platforms that connect to broader research trends in cooperation with editorial boards and researchers. The library is not a publisher and nor will it be one, but we can actively support authors with our knowledge of the publication arena. In doing so, the library also contributes to university valorisation goals.

Strategic goal 2017

The scholarly output of the university will be made available in Open Access with the library’s guidance and support. We will ensure that these publications are and remain accessible and findable. We anticipate full Open Access.

Actions

15
The library plays an active role in providing information, advice and communication about Open Access for the university.

16
We implement the Open Access strategies of government, research funders and the VSNU.

17
We maintain the Utrecht University Repository to facilitate Open Access via the Green Route.
The library supports editorial boards of Open Access journals.

Percentage of publications submitted to an institutional repository.

<table>
<thead>
<tr>
<th>Year</th>
<th>National Average</th>
<th>Utrecht University</th>
</tr>
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<tbody>
<tr>
<td>2011</td>
<td>47%</td>
<td>25%</td>
</tr>
<tr>
<td>2012</td>
<td>41%</td>
<td>27%</td>
</tr>
<tr>
<td>2013</td>
<td>35%</td>
<td>24%</td>
</tr>
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</table>
In a digital world, property rights and access rights have gained new meanings. The way lecturers can use publications in courses has changed. Whereas in the past they could use printed publications, the use of digital publications is often no longer allowed. New technologies, such as self-publishing and data-mining, open up new possibilities and require new definitions of copyright.

Copyright, privacy, net neutrality and the like are increasingly addressed internationally. European legislation cannot always keep pace with technological developments and it is not always in line with daily practice. All this makes copyright issues complicated and difficult to grasp for researchers, who encounter copyright issues as soon as they want to use research results of peers or when they want to publish their own results. The library cannot always offer a solution, but we can advise and refer to experts. The library therefore serves as an information desk and helps to find further expertise when needed.

Strategic goal 2017

We help researchers and lecturers find relevant expertise on intellectual property regarding the production, publication and reuse of scholarly publications and data.

Actions

18

In collaboration with faculties and other parties, we will organise support services in the area of intellectual property.
Utrecht University offers its students modern, innovative and high quality academic education. New technologies can help to keep improving courses. This is why the university introduced blended learning, a considered mix of online and offline education. The library can contribute to this ambition in several ways. Every student and researcher must be able to deal with online information. We offer lecturers, students and researchers information literacy training that spans the complete scholarly cycle: search, use, produce and share research results. The faculties that want to develop courses in cooperation with business and industry can also count on our help. We help to order online course packs, make them accessible and place them in a meaningful context. We are also involved in the use of learning analytics, which have the potential to become a useful tool for lecturer and student, provided they are used safely and with integrity.

Strategic goal 2017

The library is a reliable partner for lecturers and students when they have to store, order and access digital courseware.

Actions

19
We will help to make courseware easy to find and access, e.g. online course packs or content selected or produced by lecturers.

20
We will investigate how our knowledge of study and reading behaviour in students can help improve education, for instance through data from Learning Analytics.
While a more substantial part of education will be offered online, students will still feel a need to meet informally with each other and with their tutors – maybe even more than before. Personal interaction is vital to education, to scholarly discourse, to the exchange of information and inspiration between the bright minds of academia. The library intends to offer inspiring online and offline spaces to nurture this exchange. This is to serve students amongst themselves, but also to promote exchanges between students, researchers and lecturers, or between academia and partners of the Utrecht Science Park. The library is uniquely positioned at the centre of the university campus to enable interdisciplinary work and any resulting innovation. It will also continue to be a valued study environment.

### Strategic goal 2017

The library plays an important role in providing spaces where the academic community can study, share knowledge and meet.

### Actions

21

Study space will increase as the space needed for books gradually decreases.

22

In collaboration with other university departments and organisations, we will organise online and offline places where the academic community can educate, meet, collaborate, share ideas and knowledge and find a variety of services.

23

We will improve facilities in our meeting rooms to serve new needs and will adopt technological developments. Excellent usability is paramount.

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**Library as a place**

<table>
<thead>
<tr>
<th>University Library Uithof</th>
<th>676,500</th>
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<tr>
<td>University Library City Centre</td>
<td>897,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.57 million visits</strong></td>
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</tbody>
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Annual number of visits to library locations.
Study space will increase as the space needed for books gradually decreases.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Individual Study Places in University Library Uithof</th>
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<tbody>
<tr>
<td>2013</td>
<td>667</td>
</tr>
<tr>
<td>2014</td>
<td>723</td>
</tr>
<tr>
<td>2015</td>
<td>775</td>
</tr>
<tr>
<td>2016</td>
<td>821</td>
</tr>
<tr>
<td>2017</td>
<td>951</td>
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(1346 - total number of individual study places in Utrecht University Library in 2014)
The library is responsible for preserving a great many unique and often very old documents. These documents can help the academic community understand itself and its place in society and in history. This is what we call our heritage collection. We value the dissemination of knowledge about the learned history and church history of the city and of the university of Utrecht. An understanding of the past gives depth and colour to the lives of students, researchers or inhabitants of Utrecht. This is our focus when making choices in where to invest, for instance regarding digitisation. Our heritage collection also contains a wide range of subjects and boasts several internationally renowned gems. In preserving this heritage collection, we ensure that these original materials are available and accessible for research and education in years to come. We do this in close collaboration with researchers, lecturers and students, and with the Centre for Science Communication and Culture. In this way we contribute to the cultural ambitions of Utrecht University.

Strategic goal 2017

The most important heritage material will be digitally available for as many users as possible. It will be accessible via international generic and subject specific (web)systems.

Actions

24

To be able to digitise our heritage collections and make them more visible and more accessible for research and education, the library will develop a new Fundraising Plan.
To the library, an excellent quality of service is of paramount importance. This is why we collect extensive data to regularly assess our activities. We use these data as a basis for benchmarking and trend analyses, and to inform faculties about the use their communities make of our library services. Once every three years we participate in the international library user survey LibQual. With our own regular user studies we take a closer look at certain aspects of our services. The library organisation and its subdivisions use annual action plans. Annual performance appraisals are routine, including reviews of professional development activities. We do all this to continuously work on improving our services and to ensure the library user remains central in all that we do.

University services available to students, researchers and lecturers are becoming more and more diverse and departments are becoming more dependent on one another for sound service delivery. The perception of what constitutes good service is changing as well. It is no longer sufficient to measure and systematise. We need to look at human interaction through peer review and reflection. We need to network, collaborate and talk with a range of actors: from academics to the University Council to library building visitors. In addition, the library is assessed on subjects such as responsibility, sustainability and safety.

Strategic goal 2017

All library services are assessed regularly and systematically, to make sure they are fit for purpose and meet expectations.

Actions

25
An external assessment will be conducted, to assess quality and efficiency of our services.

26
Wherever possible, and certainly for managers and faculty library liaisons, we will use feedback from library users and colleagues in our staff assessment interviews.

27
The library will also rely on user information to improve quality of service, e.g. by using web statistics, user and usability studies and a user panel.
The proposed changes in the library services will also have an impact on library staff. Work processes will change, tasks will shift, and new skills will be called for. We already see less of a demand for traditional library tasks, such as acquiring print collections, cataloguing and library lending services. We will invest in new areas such as data management instead. Our advice to the researcher will cover the complete cycle of scholarly communication, from searching for information to sharing it. As we find ourselves in a changing landscape, we cannot predict with any certainty as to what is expected of our staff by 2030. As a result, we will define and implement these changes step by step.

Many of our staff are due to retire in the next couple of years. We need to make sure that this will not drain us of valuable knowledge. At the same time, this situation gives us the opportunity to attract new skills. We will make use of temporary contracts to give certain new areas of service a temporary boost in terms of quality and quantity. We will also make use of the situation to carefully look at the necessary size of our workforce, as we need to contribute to the university’s aspiration to have investments in supporting services grow at a similar pace to investments in research and education.

95% of Utrecht University’s library staff has permanent contracts. They will need to make sure they stay ahead of developments, they must develop and learn to address changing services and new demands. To be able to attract new skills and new talent, the library needs to remain an

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Strategic goal 2017

A sustainable library work force is in place which is equipped to handle the changing environment.

Actions

28
We will develop and prioritise opportunities for career mobility.

29
We will draw up a plan for sustainable employment of staff, prioritising professional development and mobility.

30
We will draw up a plan for Internal Communications.
attractive employer, especially for new generations of workers who will only stay with us for a limited time. This is the reason we are strongly investing in professional development and staff mobility.

It is particularly our scholarly information specialists who have an important role to play in advising researchers and students at every step of the scholarly communication cycle. To be able to do this, they will have to stay in tune with the needs of our library users. They must have the right skills and knowledge and must be supported by the right organisation.

Our service desks will be manned in a more flexible way: permanent staff during office hours, and temporary staff during the evenings, weekends and holidays. During office hours, their tasks will concern not so much lending and returning books, but passing on information about the full spectrum of library services. This requires additional professional skills development.

Increasingly, when a library user requests materials from our print collections, we deliver a digitised copy instead of the printed original. This means changes will be felt in the back office as well: our staff will spend less time on tasks related to lending and returning, and more time on tasks associated with digitisation. At the same time, we need to invest in metadata specialists who are able to work with the international systems we are moving towards.
Overall, we will need less staff in the back office. The necessary staff reductions will be gradually realised: exclusively as a result of retirements. To make the best use of technological innovations and the chances these offer for our services, we will need project managers, trendwatchers and IT expertise. If we want our services to remain relevant, innovation is crucial, especially with regard to our digital services. In this context, we will make more use of already existing IT solutions instead of building our own. We will continue our policy of hosting IT solutions in the cloud. This will enable us to further decrease investments in IT maintenance. We will clearly continue our close cooperation with the University’s IT Services department.

In the upcoming strategic planning period we propose quite some changes to library services. Considering all these changes, close attention must be paid to internal communication. Library staff members are the ears and eyes of the library. They make sure user demands, questions and developments are translated to new or better services. At the same time, our plans can only succeed if library staff feel committed to this strategy and the new services resulting from it. They should not only be informed, but need to understand, interpret and use the strategy in their daily work. Good management has a clear responsibility to its staff here.
The librarian of the future:

- can critically reflect
- has good communication skills
- is suitably qualified, is eager to learn and easily learns
- can keep up with technical developments
- has excellent networking skills
- understands that professional development is crucial to remain employable
- can handle change, and is employable in various areas
- takes responsibility for the quality of her work and for her professional development
- has a love of scholarship
- has an excellent scholarship
The university decides on our budget and costs for housing, facilities, personnel management advice, IT and financial administration. This means that the library can only indirectly influence this part of the budget, which amounts to approx. 10 million euro (of a total budget of 28 million euro).

Personnel costs form the largest part of the budget which the library can directly influence. Despite the fact that 95% of library personnel have permanent contracts, the library expects some mobility due to retirements and career mobility.

Retirements in FTE

<table>
<thead>
<tr>
<th>Service</th>
<th>2015-2017</th>
<th>2018-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Services</td>
<td>7.5</td>
<td>5.8</td>
</tr>
<tr>
<td>Library Support Services</td>
<td>5.0</td>
<td>4.9</td>
</tr>
<tr>
<td>Innovation, Development and IT Maintainance</td>
<td>0.0</td>
<td>3.7</td>
</tr>
<tr>
<td>Management and administration</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Figures are calculated based on current legislation.
A number of expected vacancies will not be filled. This concerns 4.3 FTEs in the Library Support Services due to decreasing tasks around cataloguing as well as 0.8 FTEs in IT Maintenance as a result of decreasing maintenance tasks in library systems. In Public Services we expect to lose 1.5 FTEs due to the discontinuation of extra services to the Faculty of Law, Economics and Governance and (probably) to the University of Humanistic Studies.

Vacancies for Scholarly Information Specialists due to retire will be filled as they fulfil a crucial role in the development and execution of new services around blended learning, research data and intellectual property. It is vital we introduce new expertise into the library in these areas.

All this results in the following regarding numbers of FTE and personnel costs in the years 2015-2017:

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of FTE</td>
<td>134</td>
<td>130</td>
<td>125</td>
</tr>
<tr>
<td>Salary costs in K€*</td>
<td>8,224</td>
<td>8,006</td>
<td>7,793</td>
</tr>
</tbody>
</table>

*costs calculated excluding indexing and unknown labour agreement developments.
Operational costs have decreased in recent years, with the exception of costs for literature acquisition. We expect this trend to slow down however. We do not foresee further cost reduction for ICT, because personnel costs will be replaced by costs for maintenance contracts (inside or outside the university). Costs for housing are stable, but we do expect our ambitions surrounding the library as a place to introduce new costs. Should we be asked to adapt our opening hours, then this will also affect our budget, which has not been included here. We suggest using the costs we save on staff for digitisation projects so that we are able to proceed more quickly with our plans to digitise more of the print collection.

Revenues other than the budget we receive from the university will see a further decrease. In 2015, the contribution of the Faculty of Law, Economics and Governance for extra service will be discontinued (32,000 euro). In 2016, we expect the University of Humanistic Studies to discontinue its library service on location (222,000 euro). We do, however, expect more external project revenues and more fluctuating compensation for temporary postings of staff within the university.

In line with developments in past years, we include a 5.5% cost increase for scholarly information in the budget. Currently, we do not expect developments around Open Access to lead to lower costs within three years. The models for university-wide acquisition budgets will develop along with the Open Access developments sketched out above and alongside the rise in other forms of access, such as borrowing books instead of purchasing them.
## Budget 2015-2017 (amounts x €1000,-)

<table>
<thead>
<tr>
<th></th>
<th>Actuals Fiscal year 2013</th>
<th>Prognosis (Q1) Fiscal year 2014</th>
<th>Budget Fiscal year 2015</th>
<th>Budget Fiscal year 2016</th>
<th>Budget Fiscal year 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government grants</td>
<td>10,594</td>
<td>10,609</td>
<td>10,188</td>
<td>10,188</td>
<td>10,188</td>
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<tr>
<td>Big Deals</td>
<td>3,376</td>
<td>3,460</td>
<td>3,851</td>
<td>4,063</td>
<td>4,286</td>
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<tr>
<td>Housing budget</td>
<td>9,189</td>
<td>9,408</td>
<td>9,352</td>
<td>9,472</td>
<td>9,562</td>
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<tr>
<td><strong>Total Government grants</strong></td>
<td><strong>23,108</strong></td>
<td><strong>23,412</strong></td>
<td><strong>23,391</strong></td>
<td><strong>23,723</strong></td>
<td><strong>24,036</strong></td>
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<tr>
<td>Internal revenu</td>
<td>3,140</td>
<td>2,695</td>
<td>2,746</td>
<td>2,778</td>
<td>2,929</td>
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<tr>
<td>Other Income</td>
<td>2,129</td>
<td>1,794</td>
<td>1,719</td>
<td>1,486</td>
<td>1,542</td>
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<tr>
<td><strong>Total Income</strong></td>
<td><strong>28,428</strong></td>
<td><strong>27,966</strong></td>
<td><strong>27,857</strong></td>
<td><strong>27,987</strong></td>
<td><strong>28,508</strong></td>
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<tr>
<td><strong>Expenditure</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Staff costs</td>
<td>8,408</td>
<td>8,610</td>
<td>8,749</td>
<td>8,398</td>
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<td>Predetermined housing costs</td>
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<td>6,647</td>
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<td>Predetermined housing costs (service charges)</td>
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<td>Predetermined ICT costs</td>
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<tr>
<td>Predetermined “ASC“costs</td>
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<td>168</td>
<td>141</td>
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<tr>
<td>Predetermined HR costs</td>
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<td>75</td>
<td>71</td>
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<td>71</td>
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<tr>
<td>Material costs “Big Deals”</td>
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<td>3,460</td>
<td>3,851</td>
<td>4,063</td>
<td>4,286</td>
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<tr>
<td>Material costs: ICT support</td>
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<td>623</td>
<td>549</td>
<td>530</td>
<td>520</td>
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<tr>
<td>Other material costs</td>
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<td>4,928</td>
<td>4,996</td>
<td>5,205</td>
<td>5,467</td>
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<tr>
<td><strong>Total material costs</strong></td>
<td><strong>9,448</strong></td>
<td><strong>9,011</strong></td>
<td><strong>9,396</strong></td>
<td><strong>9,798</strong></td>
<td><strong>10,273</strong></td>
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<td>Depreciation</td>
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<td>161</td>
<td>147</td>
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<td>66</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
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<td><strong>27,966</strong></td>
<td><strong>27,857</strong></td>
<td><strong>27,987</strong></td>
<td><strong>28,508</strong></td>
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<tr>
<td>Interest income and expenses</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td><strong>Net Result</strong></td>
<td><strong>346</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>