

0:01

Hello. Good afternoon, a very warm welcome to the seminar this afternoon. We're very pleased to have you all here joining us, either live or on the recording. And you will, no doubt, have been looking at the program on the website, so, you know, a bit what you're expecting to see, but I just also like to say that as organizers, we're really excited about the line-up, of speakers, and we hope you'll find this session is really useful.

0:28

So, before we begin with our presentations, I just like to share a piece of information about UKSG who we are, and what we do. And, so, I just have some slides.

0:47

OK, so, the aims of UKSG is to connect the scholarly communications community to foster mutual understanding between all members of the scholarly and professional information supply chain to disseminate news, information, publications, and research to enhance knowledge of the scholarly information sector, and offer seminars, webinars, and events, which support professional development.

1:14

So, these are some of ... activity, so in terms of disseminating news and information, we have, and you can see journal called Insights.

1:24

There is an e-mail newsletter called ..., and there is an e-mail discussion, Listless E-resources, and then events, which further knowledge and professional skills are, one annual conference in the spring.

1:40

one day conference in November, there's also a forum in November, which we hope will return next year, and a series of seminars, including this one, and also a series of free webinars.

1:54

So, a couple of the events, which are already in the calendar.

1:58

There is an instalment of the further education free webinar series on the 13th of December, and the CSG annual conference next year will be held in April, and that's happening in Glasgow.

2:14

OK, so we are on various social platforms and asked, he just mentioned, if you are wanting to Tweet about this afternoon or tomorrow morning, the hashtag ... is hashtag ... seminar.

2:28

OK, so many, many of you will already be UKSG members, and thank you very much for your support That enables us to do the work that we do and if you're not yet a member there are benefits to joining and low-cost membership fees for libraries. So, some of the benefits access to those free webinars, discounted seminars and conferences face, and the free ... and access to insights on the discussion list.

2:58

And, and also, your membership fees go towards supporting free places that are events for those that normally can't attend, supporting the channel, and also investment in projects that benefit the whole community.

3:11

So, I wonder if I've done that a little bit too quickly, But I wonder if Erin and Amanda are ready then we can go to our first presentation. And so, we are joined first, by Erin Rowley and Amanda McCormick. They join us from the University at Buffalo. And they are going to give us an insight into the experience of having cancelled the science directly.

3:39

thank you very much. I'll hand over. Thanks.

3:44

Thank you so much. I will share my screen.

3:52

Great, OK, wonderful, well, thank you for the introduction, Amanda and I are very happy to be here for anyone that attended last year's seminar. We were invited to be to speak then too, so we're excited to be back and give an update of sorts. The title of our presentation today is Cancelling the Big Deal at the University at Buffalo two years out which is really almost three years at this particular point.

4:24

As mentioned, my name is Erin Rowley. I am the head of Science and Engineering Library Services as well as the engineering librarian here at UB and I'll let my colleague Amanda introduce herself quickly.

4:40

Hi everyone, my name is Amanda, and I am also a science librarian here at the University of Buffalo. I work primarily with Chemistry Biology as a member of the Science.

4:55

OK, so for our presentation today, brief agenda, we're going to give a bit of background on the State University of New York, otherwise known as SUNY and UV. And a quick recap of the SUNY cancelation. We went over that last year as well, but just to recap, for anyone who may not remember, or any new attendees this year, of course, we're going to be providing you with some updated stats regarding usage since the cancelation and the impact on faculty and students specifically from the viewpoint of Amanda and myself as subject liaison librarians.

5:36

We'll also talk about some next steps, and leave some time at the end for questions and discussion.

5:42

So, with that, we will move right along.

5:46

So just some, again, some preliminary information, The State University of New York or SUNY System is a system of universities, colleges. Technical colleges and community colleges here in the state of New York, 64 campuses of which UB is a flagship institution.

6:07

Across SUNY we enrol 394,000 plus students and award more than 96,000 degrees annually. And if you can see where my mouse is moving, hopefully we are on the far-left side of the map. Here we have Buffalo State. And then UB is the buffalo in blue.

6:32

So that was suni, but to give some information on UB specifically, we have 12 different schools and colleges, multiple centres and institutes.

6:43

With 22,000 undergraduate students, 10000 graduate and professional students and more than 2500 faculty members.

6:52

We are classified as a Carnegie R one Doctoral University with high research activity and a public university.

7:00

And we spend more than \$425 million annually on research. Much of which happens through our 160 multi-disciplinary centres and institutes.

7:18

So, then that leads up to me making the decision to cancel. Again, this happened several years ago. But just to give some background information and recap of what led us to that decision. The Sunni Leaders. This was a Sunni level contract for Science Direct. So not just University at Buffalo, but SUNY as a whole. And we had this contract for many years. It was approximately \$10 million and it was up for renewal in 20 20.

7:46

Obviously, a lot of conversation went into that renewal or decision as to whether to renew or not, before 2020. But about six is Sunni Institutions were the heaviest users of Science Direct and that does include UB. So, six institutions, including UB, which we are one of the research centres.

8:10

There are three other research centres and a few other whole science focused universities that were in science focused universities that were heavy users.

8:20

But of that approximately 10 million US UB was paying the majority of the cost approximately one third, and that was increasing annually as most of these contracts tend to do.

8:33

We did end up making the decision to cancel the Big Deal contract with Elsevier in April of 2020 during the covert 19 pandemic when we were all in lockdown here. And that was the decision that was made and we have we still do not have the big deal contract, but we do, as Amanda will talk about, have access to some other things. With that, I'm going to pass it to Amanda to talk about some updated statistics since that decision was made.

9:06

OK, so thanks Erin.

9:10

So here we are, it's almost 2.5, 3 years later after the cancelation.

9:15

And we wanted to provide some data illustrations for you that show you how UB in particular has adjusted to the change.

9:24

Um, those triggers in the next 4 or 5 slides are all from data from Elsevier directly.

9:32

So, these are based on the counter reports that we have received that record our usage at the school.

9:38

So, nothing entirely shocking in this data, however, it is kind of interesting to take.

9:45

This first chart shows our denials over the years.

9:49

As you can see, the denials, this is actually, oh, it looks like it for years, unfortunately. Here's 2020 to 21 and it kind of goes down from there. Or, here it is.

10:00

Um, so our denials, steadily increase, you know, here's the big bump that comes around with or cancelation of the contract.

10:10

Again, nothing too surprising that as expected, it is nice to see that there is a levelling off from what we can tell a law to follow that for a few more years to see how that emerges.

10:23

Next slide, please.

10:25

So, our second slide is showing the usage of UV.

10:30

We have two colours represented here.

10:32

So, the grey shows the number of platform searches over the years, And the black will be the unique item requests.

10:40

So according to the counter definition, um, let me pull that up, I want to read it properly for you, so it represents the first click, and, or view of an article in the database.

10:53

So, this is only one click, and that's why this number does appear to be quite low compared to the usage, but a couple of things to take a look out here, OK.

11:03

So, we have our decline based on, boy, you believe it's a cancelation, but then again, it seems to be slightly levelling off here. There's a little bit of a dip in 20 21, but then we see a kind of rebound to touch in 20 22, so it's still being used.

11:22

The biggest difference here is this unique item request number.

11:27

We see the 2020 as a nice, thick black mark.

11:31

Then as we go through to 20 21 and 20 22, it's pretty obvious that that number's decreasing.

11:38

Um, that's a little concerning for us.

11:40

We're not really sure what it means, we don't know from these numbers where our researchers are taking the data.

11:49

That they're seeking, are they hitting a paywall for an article and just moving on?

11:54

No previous research has indicated that that's what a lot of researchers do.

11:57

Because there is a, an abundance of research on different topics.

12:03

Um, are they going to another site, or are they going to the internet? And they go into scholar. We're just we're not sure where they're going.

12:11

But it is quite a steady decrease here.

12:15

So, we're going to keep an eye on that.

12:17

Next slide, please.

12:20

This is one of our favourite charts this is accessed by publication year.

12:24

That's kind of fantastic when you take a look at it because we have our big chunk of information right here in the middle and then a couple of really Steve defines on either side so we have the huge decline at about 200-1999 All right? That's where apparently or researchers or stuffy and I do use researchers and users interchangeably here just to let you know that population faculty staff students here at UB.

12:51

Um and then our second speaker is here at about 2020 which we're assuming is where our contract was changed.

13:03

And, again, because it does appear from this chart, that current research is being heavily used, we're interested to see where this, where this leads estimate future.

13:15

Um, if, as you can see, it's kind of starting to go back up at 2023, which we're happy about.

13:25

Again, they might be just putting in more requests, but, again, if we're going to start losing access as, we move forward on the contract to a lot more current material.

13:35

Um, and so, we're just waiting to see what we hear, hear back from our, from our researchers in our different departments, OK.

13:50

So, this next slide shows article usage. We have controlled versus open access usage.

13:58

Um, so, the black shows open access usage, and then the grey is the percentage of controlled access. So that's usage that we have.

14:07

This is usage within our contract.

14:09

So, it's really great to see from a librarian standpoint that the open access number, the black seems to be increasing year over year.

14:20

The actual figure for 2020, it was 8%.

14:24

Then by the time we get down to 20 22, we're jumped up to 14%.

14:29

So, there's a couple of different reasons. We're hypothesizing for this.

14:34

one is that there could just be more open access articles available within its own stretch.

14:40

Um, and another is that perhaps our researchers are more willing to take a look at the open access materials that are available to them, which may signal an uptake of in their level of trust in materials that are being published open access.

14:58

Next thing.

15:02

OK, so now we're going to take a quick switch over to our side of things, that's kind of a back end or delivery and discovery team sport, we'd like to take a moment here just to recognize our discovery and delivery team.

15:15

They're awesome.

15:16

Um, they manage this transition with Elsevier, a huge contract and put a lot of strain on the resources and then on top of that, the prior years, we switch cores so they had big project like this big project, handled.

15:32

So, we're very proud of them, and they provided us with these numbers from you'd be said.

15:42

Next slide.

15:43

OK, so, the point of a Science Direct contract, was to save money, and it appears that, based on Preliminary analysis, we did indeed Save some money, which is wonderful, so, this, data is pulled from our Records.

15:58

It runs from, it's about 2.5 years, so it runs from April 2020 to September 2022.

16:06

Um, so, we have these three Journos represented here. These are some of our most requested journals by our users. To see our point of delivery costs \$300, for combustion of blame, there to their subscription cost 4000.

16:22

Sexual matters. Subscription cost of 21,000 really paid \$245 for coinage, livery.

16:30

And again, over here in experimental gerontology, point of delivery 2, 45, or subscription, are the facts, or just a fraction of the cost of these subscriptions.

16:42

So, looking at these numbers and journals that little clues, it does seem too financially.

16:49

He benefited.

16:51

Excellent.

16:55

We are using the following products, use rapid ILM the most often.

17:00

We've also used our reference desk OCLC.

17:04

Them use dark line four times. I think it must have been a trial, because it was just those four minutes.

17:09

But mostly we're using this rapid ILM service.

17:13

Next slide.

17:16

A request by school and department.

17:18

Um, so recall that a number of the journals that we did, key within our revised contract were Health Sciences focused.

17:28

So, we did lose quite a bit of the other materials that are, that are indexed within, and published by Elsevier in Science Direct.

17:38

So, or request by school.

17:41

Engineering and applied sciences, more than 100 College of Arts and Sciences, which are here at UVA, includes chemistry, biology, physics.

17:50

And it's like that psychology, geology.

17:54

They're at 100 plus and then, kind of, surprisingly, our health sciences numbers match those numbers.

18:01

And I think that's just, because you've used, really, hobby in the health sciences.

18:05

We have quite a robust.

18:09

Perfect, robust field.

18:11

Robust number of fields that we provide degrees in education, no, including firms, are saying, so, their repulse numbers are still pretty high, despite the fact that we kept quite a few of the health sciences publications, OK, next slide, please.

18:29

OK, so, Article Requests, this is about two years in, this number reflects the number of deliveries plus requests that we'll put in, or particular publications that will pull from Science Direct.

18:43

And, as you can see, is very, very heavily skewed.

18:48

Towards advanced research, we have graduate students and faculty and staff, Then, we have this little kinda light orange piece of the pie, this is our Undergraduates.

18:57

Um, in a little bit of law, faculty and staff you can spray, they're free.

19:05

So, I'll give you a comparison point in a moment.

19:08

But just as a permanent instructional standpoint, this made Eric and I very happy to see, because we just spent a lot of time, teaching delivery plus within our classes and in our instructional sessions.

19:22

So, it's great to see these graduate students really adapting to it and making use of the resources that are available to them here UP.

19:30

And then, to compare it. So, the next slide, Aaron, if you could flip to the next.

19:35

So, this slide, just to kind of give you a little bit of a baseline of those numbers, the slide on the right is only one year end, as opposed to the one before, which was 2.5 years in.

19:45

And you can see that the pie looks pretty much the same.

19:49

Again, the majority are requests from our upper-level researchers as opposed to our undergraduates.

19:56

And it looks like at about double the 2.5-year period, so, kind of stay on track.

20:02

Um, so, just kind of extrapolating back a little bit.

20:06

This is, this circle here on the left represents the donor on the left, represents our total requests that came in for 2020, 20, 21.

20:16

And it's almost, it's between a quarter or a third of the requests are coming in from the science director.

20:22

We weren't able to get this figure, but we certainly overkill.

20:26

And we'd like to be able to share that with you.

20:30

OK, and I think that's where I hand it back to air and Aaron's going to talk about our experiences.

20:38

Yes, thank you.

20:40

So, that, let Amanda and I, too, in preparation for this presentation and just and honestly, are weekly, almost daily conversations about Science Direct in this cancelation. What this means, for the work that we do every day, you know, we really wanted to think about what does this interaction mean for or what does this mean for our interaction with faculty and students? Since that? as mentioned earlier, is really what Amanda and I do the most of along with the other subject liaison librarians that are here at UB.

21:14

And when I discuss this, it really boiled down to overcoming some instructional issues, specifically with databases.

21:24

So as many of you likely know, that in differences in, in databases, database user interfaces can cause confusion among users. And then of course, this is compounded when access details change.

21:41

So, in this case, we did cancel the big deal with Science Direct, as we've mentioned, but as Amanda also, uh, included earlier, we did retain access to some select journals in the health Sciences.

21:55

What we didn't mention, this time around yet, is that we also retained access to most of the journals that we had access to in Science Direct up until December 31, 2019. So, our contract ended technically January first, 2020, so we don't have access to the newer information for all of those journals that we cancelled access to. But we do retain the, the, the previous published information, which is good.

22:26

But as we know, sometimes it can be challenging when someone who's not looking at these databases all the time and doesn't understand the nuances on the backend, it can be confusing for them.

22:40

So, to give an example of something that we see and sometimes teach to, or we have e-mails that come into us from faculty and students that are confused about access.

22:52

This next slide here is an example of a, a webpage from Science Direct, from the engineering standpoint. So, it's an article from Engineering Structures. As you can see in the screenshot, it was from February 15th, 2021. And there's some things going on, And I have a few things circled. on the on the screen here, I'll come back to this item circled on the lower left-hand in just a moment, but what students may see, especially if they access this through Google

Scholar, is they come to this, and they can see, it says, View PDFs up here at the top where I've circled, and then check for full text. And then if you notice below, sort of where I have, the circle is crossing through it, it does say University at Buffalo. North Campus does not subscribe to this content.

23:43

So, we have noticed from students, especially graduate students that see this and are confused, you know, do we have access or don't we? Now, of course, Amanda. And I know like we know, because this came after January 1, 2020, doesn't appear to be open access.

24:00

Sometimes it takes a little bit more digging to determine if it is, but at first glance this screen could be confusing for users.

24:09

Now if someone wants to click this button up here at the top for check for full text.

24:13

That does connect our users with this next screen here which is the item record for in our ... that we use here at UB and within SUNY and then what's more is we have this check holdings. Where it's indicating our Libraries Annex, that's our off-site storage facility. Of course, this would not be for 2021. I have only a portion of the item record screen here, just for size purposes, but we, at some point in Time, subscribed to this Journal in Print and therefore have older versions, these older editions issues in our off-site storage libraries, Annex where if someone needed it, they could request it.

24:57

But it would not be for this particular item from 20 21.

25:02

Now all of this is just a point to say that we've had to take time out of our normal one-shot instructions that we haven't in various classes for the, for the departments and schools that we serve that we serve.

25:19

We have to take time out of those one-shot instructional sessions on library resources to cover these access issues. I always personally take time out to discuss access since sometimes it's not the searching portion. That is tripping up, especially our graduate students, but it's the accessing portion. Where I get multiple e-mails, sometimes every day from students, with follow up questions of, do we have access or don't worry. So, that's just to mention how this has immediately impacted us. Of course, we've always talked about access and there's always, there's always things with all of these various databases and use their inner user interfaces to keep in mind. But this is just sort of the latest one. And especially with those varying levels of access in terms of we have access to older information but not the newer, newer, public publicized or published information.

26:14

It's just another thing to explain and to keep in mind.

26:19

So that leads to you know, what happens next. Um, that's just sort of what's happening now and how we address it that we were very aware of all of these Access issues. And we take time out to mention them in classes or when working with students and faculty one-on-one.

26:35

But looking ahead, there are some additional things that we either are already implementing or plan to implement. So, first is really alternative article access. So, Alternatives for all Article Access here, we have a few different things.

26:54

one is this browser plugin Lib Guide, that I put together back in 2020, when it was looking very likely that we were going to cancel. And so that is what the previous slide, if I go back for just a moment.

27:14

Wanted to go backwards? Sorry about that.

27:18

Go back here, this screenshot again of the Science Direct page. We have article access, our access options down here in the bottom left-hand corner. This is just one of the various plugins that exist for browsers. All of the plugins are free and they allow access to articles depending on the product. Some only look for open access, maybe preprint versions of articles that are just freely available to anyone.

27:48

This particular one that's being shown on my screenshot here that I took is for lib key nomad, which is something that we here at UB have paid for that will then connect users to even paid subscription copies of articles.

28:09

So, I lived Keno man, has a listing of all of our journals and article access that we have. And this sort of helps bypass all of the clicks or having to go into primo and connects the user with the PDF directly.

28:24

Now in this particular case, as we noticed, from that pre next screenshot on the next slide, we do not have access to this item. But this particular popup that comes up on any sort of scholarly page here will take you then into a similar screen as that check for full text button at the top where it would take you into the UB primo, catalogue item record, to see if we do happen to have access from another avenue. So, we encourage our students, especially faculty, to install these, these plugins, where they make sense for them, especially if they happen to use Google Scholar.

29:02

It can help save them a few clicks or even further confusion if they're using scholar from off campus and they're not recognized as a UB affiliated user.

29:14

But lib key nomad will step in and say, yes, you still have access to this particular item and get them to it, so they don't have to put in a delivery plus request.

29:25

What Amanda was referring to earlier, which is our Interlibrary Loan Service, so that's one way that we are, uh, moving ahead in terms of trying to get access to articles for our users.

29:38

Alternatively, we also are very excited that we will be we will have article Galaxy Scholar coming to UB in early 2023. that's another product which will just expedite the requesting process, essentially making it appear to select users. This will likely be a very controlled pilot in the beginning. It will make it appear through Primo V

that. We do have access to particular articles. If they are on the select lists to have access, they will automatically be gained access, they will automatically get access to that article PDF.

30:16

We will then be charged as if we had a purchase that on demand through Aiello anyway.

30:22

It just makes it seamless; it takes some of the pressure off of our interlibrary loan delivery plus team, and gets that that information to our researchers that much more quickly. It's something we hope to expand to more than just a select group of faculties, Hopefully, all faculty in the future, but we haven't yet had the chance to really roll it out, so we don't have a lot to say on it yet, but, hopefully, more to come. Hopefully, we will be able to share with, share more on that with all of you in the future.

30:52

We will continue to review the request data, of course, as we go forward, to see if we need to add an individual journal subscription.

31:02

That was always part of the plan if Cancelling Science Direct really did come to be, which it did, so we will continue to do that, along with our discovery and delivery teams.

31:12

And just pushing towards awareness of open access, we've found that there are still many, especially students, and even faculty, that aren't aware of, of various levels of open access, or at least, sort of things like preprint servers, and other ways to gain access to articles and such.

31:35

Looking ahead, as well, we do plan to share this feedback on user interfaces. As we, as I explained in those sorts of challenges with our vendor contacts for continued improvement of the user experience. We think that that's really important and having strong relationships with us with our database vendor contacts. And Amanda and I have also talked just between the two of us for some research in the future about the potential of surveying faculty or graduate students to improve teaching with these databases. So, we can improve our teaching methods So we can improve the services that we offer here at UB to our patrons to make sure that they were doing everything we can.

32:23

All right. So, in summary, as I mentioned, we'll really will continue to review that usage data.

32:28

Amanda and I are huge data fans, and so we will continue to review that, along with our discovery delivery teams.

32:35

We will also continue to educate of course faculty and students on open access and understand the barriers that faculty and students face. You know, one thing that we've learned is that with open access, like, for example, with engineering. They might be required for tenure purposes to publish in certain journals that don't have open, that are not open access, I should say. Or have limited open access options.

33:00

And so, we will continue to understand that you know cost is certainly a factor as well with APC's.

33:07

So just something to keep in mind but we'll continue to forge ahead on educating just to you know, hopefully make more people aware.

33:16

And we'll certainly do that in collaboration with our scholarly communication team that we have here at UB. We didn't mention them. It's sort of a newer an upper upcoming group that we've had some new hires here at UB in the past year or two. So, we're looking forward to working more collaboratively with them in the future on this endeavour.

33:39

With that, we will, we have our e-mail addresses, if you would like to get in touch, feel free to reach out to us. We always would love to, you know, discuss this or talk more if people have questions and speaking of questions.

33:53

Thank you very much, Everyone. And thank you again for the for the opportunity to speak with you all. It's very exciting to be back and we'd be more than happy to answer any questions or have some discussion on this.

34:08

Hi, there, Aaron.

34:09

And, oh, I'm just struggling a bit, but the with the screen right now and Amanda, that was a really, really great updates. Great presentation and we definitely have some questions for you. So, we got some very practical questions and also more details, and I'm gonna read them out loud because not everybody can see all the questions. So, this one is from Jennifer and it says could you got your 24,021 to be used?

34:43

two the spike in open access publishing during the height of the pandemic.

34:51

Oh, definitely. I would agree with that. I think more people are certainly online and using our resources during that period.

34:58

Um, yeah, and again, you know, if, as Erin was mentioning, the pressures of open access, the one other thing I thought of, is that, when students see an article, they just see the article at this point.

35:11

And they just click on it. They don't know if it's open access or not.

35:15

So that could also be fun.

35:20

Thank you, because we are limited in time. I'd just flip through the questions quite quickly, and a question from Matt, is, do you purchase? No journals from ... now. I think you did answer that question in the presentation.

35:35

Yes, we do have a select list of, I believe, it's, it's less than 100 titles, I believe, Amanda, I am, I off base on that. I've forgotten now since that list was initially published, but it's a select number That was purchased across SUNY as well and, and no, others that I'm aware of have been purchased at the B level. But we'll continue to monitor that.

35:58

Now, as soon as doing analysis on that as well.

36:01

Yes, OK, so maybe an update next year.

36:05

And then we have a question from Hannah just curious why Buffalo was paying such a large portion of the big deal fee?

36:15

That is a good question. Some of these were in place before Amanda and I were here at the University of Buffalo, but I think it's because UB has, even before being officially named a flagship institution.

36:30

We were always sort of the unofficial flagship in, in size and just in decision making and sort of leading the charge, and so I think that's what, what came about, but there's probably some more nuances to it that I am just not aware of from historical information, OK. Thank you. And this is one of those very practical questions and to be very honest, I didn't quite understand it, either. one of the slides at the beginning, it said POD, what does it stand for? the cost?

37:01

use, or point of delivery cost. So, what we paid for the article.

37:07

So, it's the combined cost for what we pay for their house, every remotely copyright limit, and all, all that fancy bear, the same stuff.

37:15

The point is lovely, OK, I'm looking at the time and think we've got time, if that's OK with you, Clara, for one last question. And that is, do you manage alma prima for multiple SUNY campuses? are only just to UB?

37:31

Oh, good question. So back in 2019 all of SUNY so all 64 campuses made the migration to Alma or to Alma Primo. And so, every campus has sort of is in charge of their own, their own roll out of that. And we have committees across all 64 campuses of representatives from, you know, select levels of universe, University Centres, versus community colleges that get together to talk about that. rollout it still to this day and talk about questions and issues and improvements, and all of those sorts of things. We do have a team here in addition to some other day-to-day things that, that manage, really, everything with that would that rollout.

38:15

And then everything since, has gone on, so we really manage what's happening here at UVA. And we have some things that look a little different from other SUNY campuses. because we're fortunate enough to have more than just one person that is involved with that rollout and that, and that organization.

38:32

Thank you.

38:33

I think I have to leave it here and then definitely more questions there, but knowing Vicki, she will get very organized and we'll share the questions and probably share the answers as well, coming from you after the webinar.

38:46

So, I think we were in time doing OK for time. For the, for the next speaker.

38:53

Thank you for having us today. Thank you so much.

38:57

Thank you very much Sharon and Amanda and thank you Tanya and their questions. That's brilliant, so yeah, just only a couple of minutes after time We'll move on to our next presentation, and we're joined next ... Cohen of counter ... Consulting. And touch is going to update us on changes within counter. So, I'll hand over to you.

39:22

Thanks, and Q and just thank you again to Amanda and two Hang on a minute.

39:30

Let me you should be able to see my, uh, PowerPoint presentation.

39:38

Perfect. Thank you, too.

39:40

Brilliant. Thank you to Amanda for ... for using unique item requests. It is what I always tell people to use when measuring usage.

39:49

So, I am going to switch off my webcam because I'm on Hotspot because our Wi-Fi is out due to flooding, so please bear with me.

40:00

So, what I'm talking about today is the counter standard, which has been around for about 20 years, and was developed initially, by librarians and publishers working together to create a system that would suit everybody for measuring usage.

40:23

Now, earlier in this year, we put out a consultation about some upcoming changes to the County Code of Practice, which I will be introducing later today.

40:35

But one of the things that came up very clearly was a real feeling among publishers and librarians that council releases major updates very frequently.

40:50

So, I have a quick poll which Vikki, if you could open that up.

40:55

I would love to know from all of you how often you think that counter releases and make sure update.

41:08

So, Vickie, is that all open?

41:11

That poll is now open for you all to vote on. You can start your voting now, and then afterwards I will show the results.

41:22

It should be quite quick.

41:26

So, a few votes still coming in, so I'll just give it another few seconds.

41:31

Lovely.

41:38

Let's go with that.

41:41

We're there now. So, every year is 19%.

41:46

Every other year, 25%.

41:51

Every three years, 27%.

41:54

every four years, 23%, and 6% was more often, OK.

42:02

So, 6% of you are right.

42:07

We have averaged substantive changes to come to reports once every five years since council was released.

42:17

Um, so, just with that in mind, let's go through a little bit about why the community developed counter as a standard.

42:30

What's coming up, and of course, how you can get involved. Can't give a presentation and not ask for volunteers.

42:37

So, let's start with the background. Why bother with standards at all?

42:44

Research infrastructures and standard solutions are really important to the entire scholarly communications endeavour.

42:55

Oh, human knowledge to advance with speed and with collaboration. We need a global research ecosystem that functions.

43:05

Counter is part of a group of organizations that also includes cross ref data site DOAJ, The Open Access Switchboard, ORCID, and The Role Registry. We are all sustainable and community driven organizations.

43:20

Some, provide infrastructure that some provide standards.

43:25

We are all committed to providing non-profit, reliable services, to facilitate global research.

43:33

We collaborate, rather than competing and build this foundational layer that provides building blocks for other people, including corporations to innovate with new services.

43:49

And those building blocks for things like DIY things like, Oh, Kids.

43:52

But also, things like counter with open APIs and interoperability that allow people to work with data.

44:02

So why does count to repair in a list alongside something like cross ref?

44:09

First, counter creates a shared language from everyone, whether your library side, publisher side, technology, provider thunder.

44:17

Anyone looking at the counter, knows what a unique item request attached to the Journal of Scholarly Novels.

44:25

Everyone knows what that means, everyone has the same definition of that meaning.

44:30

And they understand that the interaction, that means that that usage has been processed according to rules defined by a trusted industry body.

44:40

And provided that the platform appears in our registry that this this metric has been audited and can be trusted as accurate.

44:50

That accuracy of reporting is a second key benefit.

44:55

Everyone can trust counts reports to accurately reflect their user's usage. Again, provided the information has been through an audit.

45:03

Publishers can also trust that their competitors are tracking usage in the same way as they themselves do. So, there are no artificially inflated usage metrics being used for sales.

45:14

And the third piece of the puzzle, anyone who came to my talk at the UK S G Conference earlier this year, knows that, I think, usage is one of the many ways that we can measure impact.

45:26

And if you'd like to know more, things can have a view of that video.

45:32

I would rather spend time getting a little bit into what's changing for release 5.1. So that you can see that we will still be consistent, credible, and comparable.

45:46

So, let's start with what's not changing.

45:48

The key aspects of Code of Practice are untouched, including the reports and the standard views themselves, and the requirements for which host types need to deliver which reports.

46:00

Similarly, the metrics that we introduced in 2017 for Release five, are not affected. They are not changing.

46:09

That means that you, as librarians, will be able to compare metrics over time, even when we've got, from release five, to release 5.1.

46:19

That's not to say that we're not making some big changes.

46:23

Well, three of these are going to impact and the council report, so I'm going to go into a bit more detail on those.

46:31

And, the first is this idea of item becoming the Unitive Reporting.

46:38

A really key part of what we've been trying to achieve, is to facilitate much better open access reporting.

46:47

And, in order to do that, we have to report at the level of the item, or a journal. That is the article. And for a book, that means the chapter.

46:56

Now, by reporting, at the item level, you can get much more granular information about usage of articles and chapters published under Open Access Deals.

47:06

And reporting at the item level also means that book usage will be more comparable with other types of content.

47:13

At the moment, book usage is mostly counted at the level of the book, the title.

47:20

The only place where this item, as the Unitive Reporting will really make a difference is for books that are available as both individual chapters and a full book download.

47:35

Under our old rules, the full book download would be counted as a single item request and a single title request.

47:45

Under the new Rules, a full Book download would be reported as one item request per chapter, but still only one title request.

47:56

So, that's really important to note. The unique title requests that many librarians use for acquisition decisions remain in place and are not affected by this change.

48:11

Next, big thing.

48:13

Updating the list of data types, we have 14 data types in the Code of Practice at the moment, and we are expanding that at the request of publishers who've been reporting real difficulties with that restricted list.

48:27

While we are taking advantage of that expansion, we will also be clarifying any definitions that had caused confusion, and we will be much clearer about how to use these data types in the item report where a parent's data type is also required.

48:45

So, that would be, for example, a parent data type channel with data type article.

48:52

We're also asking publishers to include the data type in the counter reports. So, that's, you'll pay all your ... and so forth. And that will help libraries compare usage much more easily.

49:04

Again, this change will make it easier for publishers to report granular usage information, but there may be some impact on what you see in the standard views.

49:16

Now, a really good example of that is that conference proceedings will now have their own data type instead of being managed into journals or books, depending on the will of the publisher.

49:31

With a conference proceeding, not being part of a journal, you will no longer see conference proceedings in the TR J one report.

49:40

They will still be present in the TR.

49:43

And this is one of the reasons why I always recommend that librarians use the main council reports rather than the standard views wherever possible, you can always filter Council Report, but you can't unfilled a standard view.

49:59

Moving on, this is this was the bit that we were most concerned about during all our discussions.

50:09

We have not previously been very clear about where counter access types apply.

50:15

So, we've introduced some very clear principles and we've also worked extensively on all definitions.

50:25

Now, the reason this matter is because Access type is what defines whether something appears as controlled that is subscription content or JOA.

50:36

So, the principles that we defined, ah, the access type relates to access on the platform with a usage occurs.

50:45

So that means that if A platform like EBSCO have included Open Access content in their database. That is only available to registered users of the EBSCO database.

51:02

It will need to be reported, as controlled, because the usage on that platform is controlled, even if the original article was open access.

51:13

We're also been much clearer; the access type relates to everything. All parts of a content item.

51:20

So that means that publishers cannot report open access to the metadata and controlled access to the full content.

51:29

If the full content is controlled, the metadata also needs to be reported as controlled.

51:39

These are our new access types.

51:42

Controlled.

51:43

Is unchanged, openness a little bit clearer than it used to be?

51:48

And we've also introduced Free to read, so, free to read is the piece that really will make a difference to librarians.

51:57

We've not historically had this level of granularity in our access types and free material was showing up under the heading of controlled, because it's not open access.

52:10

So, that will again, make a difference to, for example, the TRG one report where you will see slightly less controlled usage in all likelihood because you will no longer be seeing the free to read material under the same heading. Again, this is why I recommend using the title report, the TR because you can see all the usage in one place.

52:40

Other big changes and these are all inter-related, and they have slightly less impact on librarians.

52:51

Our JSON schema is one of the main ways that people get hold of all of cancer reports. We are upgrading to open API 3.1. We're significantly reducing the size of our JSON reports and trying to make them much more performant. However, it will still be possible to convert the 5.1 JSON schema back to the version five if you really want to carry on working with the old format.

53:21

Similarly, we've got some changes that will make our sushi protocol more robust.

53:27

Um, this is not really going to impact on librarians.

53:32

It will impact on publishers, because they will need to make some delivery changes.

53:40

Something that is hopefully going to help librarians is that we are, through a combination of different bits of all of our work, making the item reports much easier to deliver.

53:52

So, item reports are those are the main Council reports that show article or chapter level information rather than journal or book level information or database or whatever.

54:05

By making item reports easier to deliver.

54:07

We are hoping to facilitate much more granular usage reporting for OA global level. So, that brings me very much onto these smaller and optional changes. We are absolutely encouraging delivery of global reports.

54:25

So, as you know, camps reports historically have giving you information about usage within your particular institution, which is great, or subscription content.

54:37

When you have paid for something to be made open access, you really want to know what the global usage of that material is. And by encouraging delivery of global item reports, publishers will be able to give you that information.

54:50

So, you will be able to see the return on the investment you have made in making content open access.

54:58

We've got a couple of other smaller pieces of work.

55:02

We're amending on import naming. So, you'll note I've been referring to everything as counter reports rather than Master Reports.

55:10

We are adding links to the registry and report headers, so you will be able to easily check the current audit status of the platform that you're looking at.

55:20

We're making our audit process much clearer and easier to understand, and we've been a lot clearer about what our versioning protocols are.

55:31

They go I will leave that up on screen for a moment.

55:35

For those poor souls who sat through my extensive webinars in the summer, you do not need to have a look at this. But, if you're interested in what is going on with counter, and you want more detail than I could fit in this short session.

55:50

That URL will take you to the County Media Library, which is a free resource, and directly to the webinar recording of the 5.1 consultation.

56:05

So, moving on, this is the bit where I ask you to get involved.

56:12

There are lots of ways to get involved with counter.

56:16

The first one is to make sure your organization is a member.

56:20

If you are a member, you can influence what we're doing, and you can have a say over what comes next.

56:28

If you're a publisher, I don't know if we have any publishers on the line today.

56:32

We have an ability for you to check that your platform is correct in the registry so that your audited status isn't is up to date.

56:43

We send our surveys occasionally. Please do respond to those, because we do take those into consideration, things like member consultations.

56:53

You can, of course, drop me an e-mail, you can volunteer for a committee, or if you are a member, you can stand as a board member.

57:01

And all of these are great ways to influence the future.

57:07

I'm trying to go really quickly because my things are flashing at me saying that, you know that my connection is poor.

57:16

Here's my e-mail address, I'm sorry, it's so long, that's just my name, So, I am going to stop sharing my screen, and pop for myself back on video.

57:31

I hope, I hope that there are some questions.

57:37

Thank you, Tasha that was really, really informative and very, very happy to have a few on the, the new county stats from the developments.

57:49

We definitely have some questions for you, and I'll start at the beginning and I will read the questions out loud so everybody can hear it. What do you mean when you said main counter report versus standard?

58:06

OK, so counter reports exist at sort of two levels, as it were. There are four counter reports, That's the platform report, the database report, the title report, the item report.

58:21

But when we were developing those full reports, we knew that there are some specific use cases, that libraries have, where they need filtered views of those reports.

58:34

So, to take the title report as an example, that will give you information about all journals and all books from a particular platform. So that might be Science Direct or whatever.

58:47

We have pre filtered, standard views, a lack of a better phrase of those reports so that would be for example, TRG one which shows you just the use of controlled channels.

59:02

So, you don't see any open access material, and you don't see any books in the TR J one.

59:09

Similarly, we have a t.l.p. one, which shows you use of ...

59:13

books, and there's different versions.

59:16

So there's a TR J three, which is the Um, so again, Amanda and Aaron talked about liking to see the data by year of publication, and TRG three and T.l.p. three show you usage by year of publication.

59:34

Thank you.

59:36

I hope that answers Matt's question. And this is quite long.

59:41

But I'm going to read it, and I think it really does make sense. So a question from Jennifer.

59:46

Has anyone considered including a chapter count, for each book, title, as part of the council report format, it would allow for a richer study of download behaviour with the revised five bought from IT metrics. I can check individual titles by accessing the book online, but it would be great to review titles at scale if it's feasible.

1:00:11

So, we did look at including that.

1:00:17

There was quite a lot of pushbacks.

1:00:20

So, we have a very careful balancing act between what librarians would like to see and would find valuable, and what it is technically feasible for enough publishers to do to make it into the Code of Practice.

1:00:37

So, what we're thinking about for, for that, and for various other things as well.

1:00:43

So, for example, um, the license, whether, you know, whether something is under Creative Commons or copyright, or whatever, we're thinking about introducing colman extensions that are optional.

1:00:55

So, publishers who can technically deliver that information, we'll be able to, but those publishers who cannot technically deliver that information won't be penalized for not having that, that technical capacity.

1:01:13

There were certainly some, some publishers when we talked, when we sent out consultation, and we were talking about having item as the unit of reporting.

1:01:22

They were saying, but we only deliver books as a full book download. We have no idea how many chapters are in there. It's just a package or offs and it's one item request and one title request exactly as it is today.

1:01:36

We're not going to penalize you for not having that information.

1:01:41

That makes sense. And this is more a comment than an actual question. You had the URL on one of the slides and Vicki, she put it in the, in the chat.

1:01:51

So, it's easy for everybody if you haven't seen the chat. So, you can just get that link from there, current is compelled, complimenting you very interesting that institutions will be able to see that global reach within county.

1:02:07

Thank you.

1:02:09

Yeah, so this is, again, we are encouraging publishers to do that.

1:02:13

We're not mandating it, but I know that there are some consortia who are considering making those global reports a requirement in there, um, in their publishing read and other transformative deals.

1:02:29

So as librarians, you have the power to request these from your publishers. I can't force them to do it. I can just encourage them.

1:02:40

Let's take another ... is thank you, as well. And we've got a question from Sarah. Connor asked for social item requests, but you recommend unique item requests, which is best.

1:02:54

So, the reason that I always say unique item requests is because it is a de duplicated count.

1:03:01

So, in a single user session, so say a user has come to a general platform.

1:03:08

They read the abstract or an article. They go off and do a search and then they come back to that article.

1:03:16

That would be two total item investigations, but only one unique, so that uniqueness de duplicates users going back and looking at something more than once in a single user session.

1:03:31

Ah, thanks.

1:03:35

So, um, this is a question that I get a lot. one of the things that we're doing for release 5.1 is producing some infographics, which hopefully will make all of these things much easier to understand. So, I'm working on those that moment.

1:03:50

If anybody is willing to review them, please get in touch with me. But I'm not a specialist and infographics.

1:03:58

OK, well, you're, you're asking the questions to the right audience, I think. And we've got a question from Victoria and I'm also looking at the time. So I think that has to be the last question. What metric do you recommend for databases, as there seems to be a lot more inconsistency on what is included by different publishers?

1:04:21

So, with databases, you've got a combination. So, you've got search metrics, and the usage metrics, and I like to use a blend of the two.

1:04:31

So, I kind of use.

1:04:32

I use the analogy of a nightclub.

1:04:34

I use the search metrics as the door count on my nightclub to see how many people are actually going and using the space at all. How many people are looking at this database and searching for it?

1:04:45

And then I look at the usage metrics, so the item requests, as people buying drinks at the bar, say, how many people are spending money.

1:04:54

So, I like both. It gives me a nice, rounded view of the value of that database.

1:05:02

And now I want to go and have a drink.

1:05:06

Well, thank you. It's, it's, it's that people will remember this. one is, there's commented and infographics will help those who manually down at stats ranks and thank you for your talk.

1:05:20

So, thank you for inviting me Yeah. Lovely for a vote for me. It has really excellent presentation. And Elizabeth said love the analogue

1:05:33

Well, I can't. I can't claim the credit for it. It did come up in one of our search focus groups with some librarians, and you're in the air, so it's not entirely my invention.

1:05:42

It's just the one that I'm now adopted as, as very helpful.

1:05:47

I think it's very helpful, and I think that those were the questions, and I'm looking at the time, I think it's time for a break, so Anything?

1:05:59

1:06:06

Hi, thanks. Yeah, I'm sorry, brilliant. Thank Tasha, and thanks again, everyone for questions. Yes, that's a very analogy. And I will be sharing that widely. and so, yes, it's time for a break, now, we're going to break for 20 minutes. So, I hope everyone has an opportunity to stretch their legs and makeup tea, and we'll see you back here at top boss to, say, 20 minutes, half plus two.

1:06:34

Thanks.

1:07:14

Hi everyone, welcome back and I hope you are all able to get a short break from the screener, and so we'll dive straight into our next session, and we're joined for that next session by Sarah Thompson from the University of York, and she's going to give us a senior leadership perspective on data. So over to you, Sarah. Thank you.

1:07:35

Thank you very much.

1:07:44

Hopefully you will have to let me know if that's coming through it as expected.

1:07:51

Can you see my slide show?

1:07:54

We can see your slideshow, but your speaker note version.

1:08:00

It's funny, how this, this can, doesn't always happen very consistently. Let me just swap over.

1:08:07

So hopefully, perfect. Excellent. So hello, everyone, and thank you for inviting me to talk to you today. It's great to be here. And the session so far has been really interesting supplemental on them.

1:08:23

Um, I wanted to just give us a quick instruction about myself before I launch into what I'm going to say.

1:08:32

So, I'm Sarah Thompson, and I work in the University Library as an Assistant Director of Content and Open Research.

1:08:41

I'm a member of the Library and Archives and Learning Services Leadership Team.

1:08:48

I'd also like to just set the context for the University of York.

1:08:52

So, it's a research-intensive university, but it's also teaching focused, and that means that our content and our collections and our services to support the teaching and research across the humanities, social sciences, science, and medicine.

1:09:12

So, when it comes to content, we need both breadth and depth and resourcing.

1:09:16

This is an ongoing challenge because we're not a big university compared to many of our peers in the sector. We don't always get the same economies of scale, for example, when it comes to how we spend our money.

1:09:36

I'd like to start off with a confession, which is that, at York, we still don't have a consistent approach to how we gather and use data.

1:09:45

We have a lot of good intentions, and there are plenty of examples of good practice throughout the library. And I'm going to talk about some of those today.

1:09:54

But we don't really share that good practice with each other internally, or do as much as I think we should be doing at management level, to facilitate this.

1:10:04

So, we're therefore developing a plan to help us address this deficiency.

1:10:10

We would like to get a lot better at it.

1:10:16

This is a high-level view within the library of what we want data to help us to do.

1:10:22

We want to tell compelling stories, evidence, our decision making, and demonstrates our value and impact so that we can support and influence wider communities.

1:10:36

These are the principles we think should apply to data.

1:10:40

So, I'll just very quickly run through them.

1:10:44

We are committed to a culture of evidence-based decision making, and I think that's, that's really important.

1:10:50

Although, obviously, as library in the laboratory, we feel that our knowledge and experience can take us a long way.

1:10:57

Ultimately, we do need to check back and see what our data is telling us about how our users are using our services and our content.

1:11:04

We can't just assume that we know everything, and we do pride ourselves on taking that customer centric approach.

1:11:10

And, therefore, it's obvious to us that evidence-based decision making, we're looking at, are they, to, including us in our decision making, is of paramount importance.

1:11:22

We felt it was important to commit to collecting, and using, and managing data responsibly. That goes without saying, but that's the principle that we feel should be front and centre, which we're happy to commit to.

1:11:36

And we also believe that we should make our data is that this is possible, particularly with our user communities.

1:11:42

So, as people ask us, for example, if we get challenged on one particular decisions, we want to be able to share back our data and explain ourselves and show that we are taking appropriate action. And looking back at the decisions that we're making.

1:12:02

We commit to understanding why we're collecting and using data, so we don't just see the benefits of collecting data for the sake of it. In the past, I think that's probably something we've been a bit, you can see of them just endlessly gathering statistics, and then they sit in a drive somewhere on file and then never analysed. So, we need to make sure that when we're collecting data, we understand why and what we're going to do with it.

1:12:35

We believe that it's important to regularly review our data practices. So, again, coming back to that previous point, just because something is useful five years ago doesn't mean it's still useful now.

1:12:47

So, we need to make sure that we regularly review what we're collecting, who's glitziest and why, and how it's being stored.

1:12:56

And we also recognize the importance of both qualitative and quantitative data.

1:13:02

So not just numerical data, but data coming from things like surveys, um, and other types of UX intervention. So, user experience, research that we do with our customers.

1:13:19

Underpinning everything.

1:13:20

Really, we, we feel it's hugely important that we enhance staff competence and competence and the use of data.

1:13:27

It really does something that it is something that needs to be part of almost everybody's roles.

1:13:34

And yet, quite often, the training and that stuff, how, before they're joining us, but also the training we give them in that row, it's not always consistent, or necessarily tailored to what we need them to do.

1:13:52

So that's something also that we, we're very committed to looking at, things and thinking about.

1:14:01

So, how will, how will we know if we've been successful?

1:14:05

So, these are our desired outcomes. So we want to create a data directory, so that we know what data we have, where it is. Not that we're going to come necessary store it forever, but

for example, if we want to produce a particular report, where do we go to for that? Who can who can do it, or do we ask?

1:14:24

And where can it be shared afterwards?

1:14:27

We want to improve the data that we present and do so efficiently to make it relevant to different groups.

1:14:35

And as I shared, some of my examples are, do you think that could visit visualizations, ready to communicate data in ways that a dense paragraph of text count?

1:14:47

We will know if we've been successful, because we'll have improved access to date, certain quantum needs.

1:14:53

So, if my director comes to me and says, asks a question, asked for something that she needs to take to committee, also university Exec.

1:15:03

I'm not going to be scrambling around trying to find it. And looking at who I talk to.

1:15:07

It would just be, lobbed will know where to go to and will know who to ask.

1:15:14

Improve soft skills and confidence levels, as I mentioned earlier, will be a huge benefit to us.

1:15:20

So, this is something that we've done, and to put into practice and have a plan to, to upskill everybody and make them feel more competent in their own abilities when it comes to data.

1:15:36

And I should say that data skills, I don't just mean crunching numbers.

1:15:39

Being able to interpret data is also a huge scale.

1:15:43

And to be able to then fill in and coherent and explain what the data's telling you to people who may not be as accustomed to the data in that particular instance, as you all. So, that's all part of what we see as being data skills.

1:16:01

Success measure will be looking at two that were routinely using data to develop our services, to improve our services, but also to improve our internal practices, and that's both operationally and strategically.

1:16:16

And we'll walk in B, as I've mentioned, establishing these new data practices, and keeping a monthly review.

1:16:26

So, when we're thinking about, taking this need, more consistent approach to data, these are all the points we considered.

1:16:35

And, working through this, we were able to draw on our own experience of successful projects and pieces of work.

1:16:42

So, we took a step back and thought, well, what do we want to understand?

1:16:46

So, we wanted to know what was important to our users, but also ourselves, as said, vendors of the service.

1:16:55

We want you to know, what data can tell us, that the impact we're having, both positive and negative, what's not working, what can we therefore stop and de-prioritize, what we do, and at least collect, and use and re-use.

1:17:12

How will we know when we don't have sufficient or good quality data, And, we need to understand the potential use of, of the data.

1:17:22

And, we want it to, also understand what we're going to state to facilitate. So, this is, this is the first list that we came up with. We think it's pretty comprehensive, but there may well be some things to add to it.

1:17:36

So, we want data to help us with our planning, with reverse decision making, with advocacy and persuasion, so when we're going out to committees too, um, to explain why we need more money, for example, or support for a new direction.

1:17:54

We want to be able to demonstrate value and demonstrate that we're spending our money wisely.

1:17:59

We want to be able to benchmark against other institutions just to double check for our own sanity or incompetence, that is we are doing all of the above.

1:18:09

Sometimes data is required for accreditation as well.

1:18:13

For example, our archive service has strict accreditation that it needs to, report, report into, so data is needed for that.

1:18:24

We also need data to help us comply with vendors.

1:18:27

So, for example, for UK IRRI, with the Open Access Grant funding we get from them.

1:18:34

And data may be also used by technology, so we need to understand how that's happening and why.

1:18:42

And it can that can be a great benefit of the sleeve.

1:18:45

API tools are being used to help us integrate particular data points for services and tools. But we do need to make sure that we understand what's happening with the data that isn't it, through that technology.

1:19:05

These are some of our data success stories of the recent years.

1:19:09

So, I'll just quickly run through some of these as real examples of the things that I've used very successfully, um, throughout.

1:19:23

Yeah, conversations both with the people who hold the purse strings at the university but also with people who we need to influence to get support for our initiatives.

1:19:35

So many of you, I'm sure, practicality from libraries you're here today will have had some analysis, Some involvement with them.

1:19:42

Subscription reviews.

1:19:44

We know that our subscriptions, budgets don't rise in line with the inflation of prices and therefore, we have to keep, keep them, and to repeat continually.

1:19:56

So, we have a well-established annual review process.

1:20:00

And while the data that we collect and collate doesn't change much from year to year, we we do continue to develop and simplify the consultation process we have with academics.

1:20:13

We now only share data with them about titles at risk, so that they're not overwhelmed with information.

1:20:20

We also use Rapid ILR, which is a tool that was mentioned earlier.

1:20:25

And that allows us to provide a much quicker electronic documents service, and we've been bolder with our cancelation decisions as a result.

1:20:33

So, it's no longer felt so drastic for us to cancel something that's still being used, because we have a tool that can help us get articles much more quickly than before.

1:20:46

Our analysis at the big deals tends to be internal to the library.

1:20:50

And let's move to publish and read agreements.

1:20:53

We also now look at publication data from our Chris, alongside price and usage data.

1:21:01

We have also been easy and sucked helpers evaluates publisher deals.

1:21:10

I love this graphic which my colleague Tom Blake, created back in 2019, after being announced.

1:21:17

It was a really simple, but effective way to show how it would affect us at that time.

1:21:23

So, at a glance, we could see what proportion of our published articles in 2018, that originated from research funded by the current coalition as funders.

1:21:34

So, each square represents one article offered at York, And the red and green squares are those originating from coalition S funded research.

1:21:45

A minority, the green squares, which have been compliant with us at that time.

1:21:51

But each red square represented the prohibition decision that may be needed to, that may have needed to make differently in the future.

1:22:00

Are less publishers in universities change their policies authorize or that was a change in business models.

1:22:07

So, this graphic was really critical to help us understand the Impact Palace was going to have initially for the funders.

1:22:17

Who were funding the publication of these particular articles, so the ones in green and red, but more broadly impacts relative impact it would have when I somebody he was publishing at that time.

1:22:33

Now, in my role, I regularly attend faculty meetings to update on and explain significant changes in the wider research and publishing landscape.

1:22:45

So, I'm trying to explain how these changes affect academics at York.

1:22:50

And I usually only have a very short slot at these meetings, maybe 10 to 15 minutes, at the most, so I need to be as clear and concise as possible.

1:22:59

And grab people's attention, When I'm doing so, which is in person, can be, sometimes easier than online, as we've all been having to do more regularly, during the last few years.

1:23:11

So, visual represented visual representations of data.

1:23:15

Therefore, the best way of doing this, in my experience, and I use this slide on the following, too, in faculty learning and teaching meetings last year, where I was trying to explain the importance of national negotiations with publishes the journal content.

1:23:33

Why we're moving from subscription only deals to eating published deals.

1:23:38

And I was wanting to show that open access is already here to stay, and it's now mainstream.

1:23:46

So, we can see the transition to open access patterning when we look at data about how your publications.

1:23:53

And this graph shows the percentage of your author journal articles.

1:23:57

I've been published open access each year over the last 10 years.

1:24:03

So, it makes clear the increase in open access publishing over that period.

1:24:09

Last year was the first year in which the majority of your author journal articles were published at Next, so that was quite a significant milestone.

1:24:20

And I also wanted to show that move to open access is happening across all disciplines, the admittedly at different rates.

1:24:28

So, this graph shows how the trend that I just described, difficult differs across the faculties at York.

1:24:35

So, while open access publishing remains more common in the sciences, which are the blue poems, it also increases across all the faculties and that, importantly that that gap is closed.

1:24:52

And finally, to a series of meetings, I wanted to show which publishes, we have traditional, agreed transition out agreements in place with which we didn't.

1:25:02

So, at that time, we had 16 TAs at York with more than the initiation.

1:25:09

Um, and when we looked at York articles published in subscription and hybrid journals over the last three years, um, almost half of them are shown in green on the pie chart.

1:25:24

We'll publish in a journal that's now covered by one of the transitional agreements.

1:25:30

The other colours in the pie chart represented the of the five biggest publishers of non-open access journals that we didn't currently have an agreement with at that time, and the obvious publisher there was Elsevier.

1:25:44

We publish our 19% of our articles that you're in Elsevier Journals.

1:25:50

So, this time last year when we didn't happen elsewhere TA, that has a big impact on the proportion of gels.

1:25:59

Journal articles that weren't open access New York.

1:26:06

We found that effective data can help us overcome academic resistance to change.

1:26:12

So, this is another example of this, but a different sort of example.

1:26:17

We wanted to just births are physical key texts collection for some time.

1:26:22

It took up space that we wanted to use for other things, and they also took of a disproportionate amount of library staff time.

1:26:30

But whenever we raise the idea, we've met with objections from a small but vocal number of academic staff, and in the end, we gathered together a robust set of data over a two-year period.

1:26:43

And this shows, quite clearly, the vast majority of items in our key tax collection will not borrowed.

1:26:51

And the proportions were similar the following year when we reduced the collection size.

1:26:56

So as a result of the approach that we took, we were able to allay academic anxiety.

1:27:04

And eventually, it took time two years' worth of data gathering.

1:27:08

But we did manage to get rid of the heat test collection in its physical location.

1:27:16

So, that, that was a very positive outcome.

1:27:20

So far, the examples of have all used quantitative data.

1:27:24

And this is an example of how we've used qualitative data as a basis for developing ideas, in this case, refreshing a physical space.

1:27:35

The family study room list, the winning idea, implemented from our last live info competition.

1:27:40

And it was implemented this year.

1:27:44

It's available for any student with children who currently enrolled at the University.

1:27:50

So, we've been, so, that's been a great source of insight for us into what our students would like to see.

1:28:01

coming through in terms of, in terms of new services and ideas to improve the library.

1:28:07

The co creation is really important aspect of disk engagement with students for us.

1:28:21

Great feedback.

1:28:25

It's always state. So, it's brilliant to receive great feedback.

1:28:30

During the pandemic we were able to successfully bid for business-critical funding within the university.

1:28:38

We did this through highlight using data on Marissa to highlight particular demand for our services and resources.

1:28:46

And when we did this, we got fantastic feedback and we also got some additional funding, which we used to help us acquire the things that are on the right-hand side.

1:28:58

So that was a hugely positive experience for us.

1:29:02

And it really brought home, I think, possibly, not for the first time, but didn't they?

1:29:08

Circumstances in which we're operating, it really reminded us just how important data and feedback can be to, to us in terms of helping us to move our services on.

1:29:20

And I think it was a reminder that we can't assume that.

1:29:24

People know what we do, and how successfully we do it.

1:29:29

It's always an ongoing challenge to keep exciting that as new senior people come into the university, we have to re-iterate many of the things that we think we've already explained and justified in the past.

1:29:45

But inevitably, putting the effort in it, it is worth it.

1:29:54

On the left are some of the data sources that we both use and develop.

1:30:00

And on the right, are the main uses we make of quantitative data.

1:30:07

We all finding that we're moving away from service standards towards KPIs.

1:30:12

I'm being completely honest about the service standards in my own area.

1:30:17

They were chosen because they were things that we could easily measure, Huh?

1:30:23

And they aren't necessarily the things that we thought were the most important.

1:30:29

We realize that we haven't even consulted with our users to find out which services they believe we should be measuring.

1:30:40

We therefore intend to develop KPIs across all levels of our service so that we can best measure whether we're achieving our strategic and operational objectives.

1:30:51

So, we're not just measuring things, because we can, we're starting with what we want to measure, and then we're working at how we go about it.

1:31:00

So, we want to be looking at measures that captured both value and impact.

1:31:08

So, moving on to qualitative data, these are some of the qualitative data sources that we both use and develop.

1:31:17

And on the right-hand side, the main uses, we make, of these data.

1:31:22

So, I mentioned GWS briefly earlier, we have a number of colleagues in the library at York.

1:31:30

You are quite experienced now with different sorts of UX techniques, so user experience techniques such as customer journey mapping, um, and structured interviews asking respondents to keep diaries and jot down what they're doing that particular time.

1:31:48

And to us, that's hugely valuable.

1:31:51

We also look at survey contents for more formal surveys such as NSS.

1:31:58

And we will evaluate the comments that come through those in theme and why we can. And we find all these things, give us insights into what we might improve and how.

1:32:10

And we have to take forward new ideas.

1:32:13

As I mentioned before, encode creation models. So, I'm working with I'll use community to develop these things.

1:32:22

So how should we be thinking about the future and the work we'll need to do in future prepare our boss accordingly?

1:32:35

I do think that being able to analyse interpersonal utilize data is an essential skill sets that we all need to develop, both through our own work and also to support and guide our students and researchers.

1:32:49

Computationally intensive research is becoming the norm across all disciplines, and we're increasingly viewing our library collections as potential datasets, to open up to researchers, and to link with other datasets across the globe.

1:33:06

So, learning about how tools, for example, tools like open refine, can help you tidy up and wrangle data is a great starting point.

1:33:18

I just wanted to show, hope you can actually see some of this quite clearly, that in this, in the scope of the report, quoted here, about the future of academic libraries, data skills were identified by library directors as being important are critically important.

1:33:37

We need more staff to have the skills. We need more roles to have a data skills element in the job description.

1:33:43

And this isn't just true of people working in libraries, it's becoming increasingly important criteria in all sorts of jobs across all sorts of sectors.

1:33:54

People with data skills are in incredibly short supply.

1:34:02

And finally, none of us operate in that bubble.

1:34:07

So, our direction and choices need to align with our institutional strategy.

1:34:12

My institution has a strategic view vision of itself as a university for public goods.

1:34:19

This vision clearly changes the stories it chooses to talk about itself.

1:34:26

Data clearly plays an important role for the university, and then standards impact, it's huffing, and, for example, my team has been asked to be involved in a piece of work, to assess how the university's research is complete contributing to the UN sustainable development goals.

1:34:50

So, in conclusion, data can allow us to spot trends and changes over time, and it can enable us to see which services we should improve, and which are less important to us.

1:35:05

Data can help us to understand our user communities, and identify what matters most to them.

1:35:12

Data can help us to be aspirational, it can facilitate benchmarking the development of business cases for more resources.

1:35:20

For example, um, data through visualization, stories are so important, and engagement, and the more meetings I tend to the mock conversations I have with the stakeholders within my institution, I just realize this more and more.

1:35:41

Used responsibly, data can be our friend.

1:35:44

And being able to analyse, interpret, and utilize data is an essential skill set that we all need to develop.

1:35:52

So, I will stop there.

1:35:55

I did want to acknowledge before I finish this presentation, for all my many colleagues who have been working different aspects of data analysis and collection.

1:36:05

Um, thank you for your time attention today, and please, do ask any questions if you have some.

1:36:13

Thank you.

1:36:16

Thank you, Sarah. I really loved your presentation, and the combination of like, the theory and the practice. I deal a lot with data to its excellence; we really loved it. And yeah, that's a really good question for you as well as, At the first one is a little pressed for time. But how are you collating you?

1:36:35

Qualitative data?

1:36:39

I did this at all, we would love to develop some sorts of bucket where we put everything, and then we can analyse it, and tag it all.

1:36:51

But it is it, at the moment, I'm afraid everything is just collected per, per project. So, for example, if we're analysing our NSF data and the comments, it's all just stored in one place.

1:37:05

If we're looking at example, let instead competition and all that, is that complete that.

1:37:10

Again, that's also separately and theme separately. So, we desperately need a way of bringing that together. Say, if anyone has done this, I would love to hear from you.

1:37:23

Skipping quickly to, the next question is from Susy, how have you gone about developing the data skills of the library staff at York?

1:37:33

So, this is something that we, we know we need to do more of.

1:37:38

We do have a team within them within ...

1:37:41

services who deliver digital skills, training and support to our students and to our academic staff.

1:37:49

They're turning their attention to how best to support them, stuff across professional services, but also obviously libraries as well.

1:37:58

So currently looking at ways to do that, we haven't got a very good program at the moment in terms of, it's not specifically focused on jumps that people need to do.

1:38:09

We have done some work with them library carpentry.

1:38:12

We've had a session with them, which is which isn't ready.

1:38:16

If you're not come across like a carpentry do, please look them up. It's a lot of open-source material that you can have a look at.

1:38:22

But yeah, is work in progress? Is the quick answer to that? Thanks. This has gotta be the last question then that's from Amber. Is there any training that you would specifically recommend, Sarah? By the way. Fantastic presentation. Thank you. Yeah so, I just mentioned library carpentry there.

1:38:43

I definitely think that's worth looking up.

1:38:46

So, there's lots of information that you can guess about that online.

1:38:49

But there is it to the one of the VM techniques, and tools that they instruct people in there, is called Open Refine.

1:38:57

And if you do a lot with spreadsheets, that's just a really great way of normalizing data, and helping to combine data sources.

1:39:05

Said, yep, that's the that's the best way I can set up, please do share recommendations with each of the jury during this course, because I think that will be hugely beneficial.

1:39:15

Thank you ever so much, and that's, unfortunately, that's all we have time for now for when it comes to the questions.

1:39:22

But they're all very approachable, so over to Clara to introduce the next speaker.

1:39:28

Thank you very much. And that was brilliant. So many sorts of practical takeaways, three helpful. Thank you so much, sir. OK. So, we're now heading into our final session of the afternoon, and that's with Rosie Norman, who works to Taylor and Francis, who's going to

give us an insight into telling a story with accomplish your data. So, whenever you are Ready, Rosie?

1:40:03

Everyone, you can see, say, I am raising Norman, I'm a recession analytics manager within the research and analytics Department, Taylor and Francis, and I primarily focus on customer sales data within the business, just counter reporting, which with main topic of my session with you today. So, I'm gonna start with a brief overview of the count of five metrics, and differences with historical reporting, how this can impact analysis, and what more we can get out to count to five.

1:40:35

And then I'm going to start talking about how you can build on that data and set the scene of user interest and behaviour with other data sources outside of counterparts, so you can get a complete, as complete as possible picture like that data.

1:40:53

So, to start with, with any kind of analysis, the first decision to make is the metrics you want to focus on.

1:41:01

So, with count to five, there's quite a broad range of metrics to choose from. A lot broader than the historical account for data, with usage given at a total level, as well as at 80 duplicated at the item level and the title level.

1:41:17

At least the duplicated totals can give a much cleaner figure of usage and makes comparing between different publishes a lot easier as well. So, in terms of usage, you have three core usage metrics, total item requests, which is the most comparable to come to for usage. So, if you are doing any historical analysis this would probably be the best one to use for that. Emanate shows April usage, been a session.

1:41:43

Unique item request, which is unique ice usage count at the items such as chapter level within a session and assures archon usage with duplicate usage move. Such as format if you go away and come back again. And then unique tie to request, which is unique usage count at the title level within a session, which shows title usage godless of how the content within the title has been delivered. So, either the full book or individual chapters and this is for, but currently content.

1:42:14

Say for example, if a user navigates to a chapter what a fast-food HTML and then go to download the PDF a little while later.

1:42:23

And this will be two total item requests but it will be one unique item request from one unique title request due to the teaching vacation.

1:42:34

They then view another chapter within the same title, this will be three Total arching Request, two unique item requests, and still one unique title request.

1:42:45

So, you do have different options, which can give you slightly different counts depending on which level you're using.

1:42:54

Is also the metric of investigations, which includes usage, but also other user interactions with the content, such as abstract, bibliography, views. And this can give you a much wider perspective of how your users are interacting with the content outside about standard usage figure, and I've been making use of other information available that isn't the full text.

1:43:13

And these are also available at that total unique item and unique title levels with the same duplication rules applied.

1:43:22

Some publishers have also released a chapter multiply or total chapter request, custom metric in their count five reports, which multiplies book level usage by the number of chapters within that book, say, rolling down the usage to chapter level. This can make comparisons.

1:43:38

historical data, web content only available at a chapter level, a lot more feasible, without seeing that worrying, dropping usage from chat to level the title level can also be useful when comparing to other publishers you only provide at chapter level content. However, this metric is highly dependent on the size of the book, and something which can vary per subject to, some subjects will, obviously have more content or chapters within a book than others, which could pay the usage.

1:44:05

But with counter the latest, the new measure. If I put one that Tasha was talking about earlier, this will be replaced by the new roles, five full item requests, at which will take into account the chapter level. See it when looking at usage. You'll want to consider what it is you want to see. And what will be the most beneficial metric for that.

1:44:30

See if there isn't one simple usage metrics you use. And that can add a layer of complexity, but it does allow you to fine tune the results, so you're only seeing the data that's relevant for what you're trying to achieve.

1:44:42

As different goals will benefit from different metrics, obviously. So, I've got some sample use cases here. And the first example, use cases, if you want to review your usage to see which are key areas of interest for your institution. And these cases, you may want to include denials as well as usage, if you didn't have access to all of the content available yet. Or take like two investigations to see where users are exploring the non-full text additional details.

1:45:09

If looking at trends over time, to see if your usage levels have increased, or decreased, Or the general patterns are, then we would advise using total item requests for counter five data, if merging with historical account for data to give you the more comparable figure.

1:45:23

Although, keep in mind that there are some processing differences as well. So, you may still see a difference in how to fight impact accounted for. That isn't necessarily attributed to user behaviour.

1:45:34

Further, if you're looking at NBS evidenced based selection deal.

1:45:39

Such books, the unique title request would be a useful one, as it'll tell you the genuine, most popular titles.

1:45:46

And across publishes without being conflated by the formats or chapter book level downloads. Alternately, alternatively, you can use custom chapter multiply metric for that also if it's available.

1:46:02

Finally, if you're wanting to compare across publishes. So, I'll go into more detail on this slide here. So, comparing across publishers has been historically quite difficult, but count five has helped quite a lot with that.

1:46:18

And with the changes with kind of 5.1 will become a lot easier as differences in how content is provided, can impact Gabriel Usage figures.

1:46:26

Say, for example, in the current count to five iteration, Publisher A only provides content at item level, such as Ernie Long chapter downloads, abuse, rather than the whole book, but publisher should be just the opposite. They only provide the full download or view, rather than any individual chapters to say they both publish a book with 10 chapters.

1:46:49

If a user views the whole book for each publisher, this will show encounter or in the total actually request metrics, as 10 usages would publisher A.

1:46:57

And one usage probably should be despite you use a consuming the same amount of content encounters, five unique metrics, however that discrepancy is removed safer, punish 8 1, unique title request and Punish B It's wanting to talk to your request. So that unique tie to request for books and you need to request, vaginal is really useful for comparing across publishers to get that broader perspective.

1:47:25

See, why did you decide your metrics?

1:47:28

The basic usage report report should be able to tell you the three things, which from which you can then build upon. So, these are the amount of usage, what is being used, and when is it being used?

1:47:39

The amount of usage that top level figure will tell you how much users at your institutions of viewing the full text content on particular Publisher or Title. So, giving you an indicator value of your patches with regards to your institutions need for it. This figure will be the topic or we can then drill down from, or they can come with their own caveats as well. At usage reports in particular counterparts will also be broken out at the title item level, although you can also get top level platform reports.

1:48:07

This can give you an initial idea what that usage is coming from. Is it fatty spread out across the titles or is it focused on a particular set of them?

1:48:15

What are the most popular and what isn't really being used?

1:48:19

And then we have over time, when does the usage actually occur? What are the trends?

1:48:24

Are you seeing it can increase over time? Is it spread out across time? How does it follow a particular trend such as the highs and lows in line, the university?

1:48:34

These are key questions to ask, and depending on your goal can give you market information or areas to consider when making your decision.

1:48:41

But these three items can really keep your base to work on, as there are a number of other factors to consider as well.

1:48:49

So, as well as the Title, a Monkey breakdown counter also provide some further attributes, which you can either use to filter the report by, are included in the report. To explore that data. In more detail.

1:49:00

This can help flesh out what your usage data is telling you about particular areas to target and how the content is being accessed, Fs two day to type in section type, explore how what content is being viewed.

1:49:14

For example, you have a publisher platform with both books and journals available. Our books are available by Holbrooke's, or chapter views.

1:49:22

You can then use the select just books, or general usage, or C, which is more commonly used by institution, as well as get a better idea of user behaviour of a mosquito chapters, are other viewing the whole book.

1:49:34

You can then use the I two reports to identify which chapters or books being used.

1:49:39

We don't have access type separates usage out between which is available through OA and what is controlled is the any continents page read where NBC isn't charged and say, this Cloud TPU can fade visual analysis when Yvette ... Usage of controlled. If the latter, you can use these to get a stronger idea of value for money with metrics, such as cost for use. And this is again going to be fleshed out a bit more with count to 5.1 Access. Method is primarily for distinguishing between regular usage and uses generated through text and data mining.

1:50:12

So, you can make sure that uses you're looking at is user behaviour around the mining behaviour. Finally, there's the publication. This attribute allows you to limit your report to a particular first published year or year range, such as if you're only interested in usage from current content. Brand that historical content.

1:50:32

Or if you want to identify archival years, which might be beneficial to purchase, you can also use it to see what when the more popular books are being published. And if there's any particular pattern to them. one thing to keep in mind with this is that content published online ahead of print may not have a year of publication attributed to them yet.

1:50:51

So, to capture these, you can use my series or 100 or 99, 99 for impress to get the full content as well.

1:51:02

So, once you've determined the metrics, you're going to focus on in that usage analysis.

1:51:06

You may want to attribute, you want to look at, your publisher, may also be able to provide further data, to flesh it out, and paint a much broader picture of user interactions with the content and areas of interest. So false first, and foremost is a subject or connection mapping to that title level breakdown. This, can identify key subject interest categories.

1:51:31

Your users have zeroed in on a collection you may wish to purchase, or if you, you can also use it to adjust usage benchmark benchmarks by departments or subject, as what constitutes good usage can vary.

1:51:44

For example, different department sizes can factor in, 100 usages can have a higher usage per user rate in a small department of say, five people, than 150 people.

1:51:56

By having that usage at the subject level, you can factor this into your decisions and adjust your expectations accordingly. Publishers may also be able to provide cost for use metrics at a top level, but also broken down by collection of title, to give you a clear indication of value you're getting from contact money.

1:52:15

Alternatively, if you're exploring options to purchase rather than renew, you could look at similar metrics of comparing product price against behavioural engagement, usage, plus denials, remindful with these, those, they can vary a bit, depending on which metric you use.

1:52:31

The value figures you're using as to whether it's list price or price you might get through negotiations through a deal, in number of users who would be using the product and the type of content involved, especially if it's quite specialized content.

1:52:50

So yeah, other metrics outside abuse encounter tend to be more on the metric side, and the publisher may be able to help assist what's driving these metrics as well.

1:53:03

So, publication data, while primarily A key factor in ...

1:53:09

agreements to identify how much is already being published can also be useful with making relations with fish, decisions with traditional deals by identifying how much your institution is publishing with the publisher. Whether it's a whale controlled or subject they commander can help determine your use interest and what would be the most beneficial deal to explore.

1:53:30

Citations can also address as usage metrics and additional benefit of citations over usage was that they are more direct, um, indicator of impact. It shows not just the article. It's been downloaded that it has been read and then used to support another author's work. Therefore, it can be used to show which publications are supporting your users research, as well as which publications articles have gone on to support. At this can be married up with metrics, which

look at how the articles are being engaged with outside of research, such as discussed on social media, also referred to in the news are used in policy documents. Combine these can give a really strong indication of impact of content, which, even if usage isn't the highest, could still be beneficial to retain access to.

1:54:16

I think there's a session tomorrow, which also talks about all metrics, so that might be quite interesting to listen to as well. It is important to keep in mind with citations and particularly that they can heavily vary, subject some, some, some subjects will have a much higher citation rate than others. You'll also find differences between journals and books.

1:54:38

Citations on dot matrix, will currently be more robust for journals, although books are growing in this area as well.

1:54:46

These can then be brought in line with your counter data so you can really build up that picture.

1:54:54

So finally, let us actually put this all together into a very simplified sample use case, which is identifying areas abusing trust within your institution.

1:55:05

So, as we discussed earlier in the slides when exploring interests, it's good to look at both usage and denials as this will help catch areas where access may already be available. Unsure demand for content isn't provide time.

1:55:19

With regards to you said, you can use total night-time requests or unique coaching requests, because this is an exploratory analysis. If you are looking at the state of this, could be also useful indicator of whether your users prefer hearing for book or individual chapters. However, terminate the impact of user item type preference as the book Chapter Dynamic could be different department and a subject. And how publishers provide the content as I'm just interested in looking at the subjects of interest, I'm going to use the metric. And this would be unique tied to request for books and unique item request journals. In this use case, I'm just going to focus on journals data. Sibyl. just be looking at the unique item request metric past the denial's matrix or counterpart.

1:56:05

The other can define attributes, I'm interested in seeing this example access type to identify controlled ....

1:56:13

And so, yeah, for the particular use case, I'm being a university with a fixed and STM particular medicine, but there are some smaller scale humanities departments as well, and I'm looking at a particular journal's publisher.

1:56:27

I also want to mention that all the data in this use case is completely made up for the purpose of this presentation.

1:56:37

Now, we can start exploring the data.

1:56:40

The report has been provided by the publisher to counter with usage by title, map to subject. An amendment of Here's what I did earlier.

1:56:47

I've summarized the data by subject, with the grand total of usage of engagement, again, subject, at the top level.

1:56:59

We can see that medicine and health have, by far, the highest level of engagement, and soon as a key subject fear, for the users.

1:57:07

Well, politics really isn't as popular being test interest, what is of interest?

1:57:12

However, it's a large number of engagements for humanities, media, and arts.

1:57:17

As previously in this example, the Masculine Playing Salient Practice Content for the STM departments drilling down into this. I can then see that most of the medicine content is OA gold.

1:57:32

The use of medicine competence or gold with a small number of pay to read access, all of the others are controlled consent.

1:57:40

Cities will not be able to access without a license or free campaigns and things like that.

1:57:48

You then split out the engagement into metric types, identify where there's a gap between engagement access, the humanities and politics with no license. However, they usage is very different. Politics is lower engagement. No license while humanities is medium engage in their license.

1:58:08

On the other side, we have medicine and health with very high engagement access.

1:58:12

While behavioural sciences lower engagement and access, goodness in your, in your, in and out, see, she should force a factory and size of subject content. Then maybe fewer journals in some portfolios compared to others. Say, they shouldn't be directly compared to each other and that should be factored in when reviewing usage or denials data.

1:58:32

See, it will then look into these more detailed lists of added metrics as well.

1:58:37

So, in this case, I'm adding in publication and citation data from the institution to the content.

1:58:45

And this adds to the discussion and can help clarify some decisions.

1:58:53

So first, let's look at the license content, publications and citations included.

1:58:58

This is just an oversimplified example. But when you do your analysis, please keep in mind that citation rates can vary a lot between subjects.

1:59:07

So, medicine and health had high OA engagements and middle controlled, again, engagements bring in the publications and citations, say that they use is also highly engaged on the publishing side, as well as the reading side.

1:59:20

And drilling down into the publications, we can see that majority of the published content is open access. Publishing open access is obviously a key requirement within the subject. And so, it could be an area to discuss ABC Dales when the publisher, for example.

1:59:38

Then, looking at the behavioural sciences and social care, this isn't Heidi published in or cited subject, and, the engagement, well, there isn't, isn't as well, that isn't as high as medicine.

1:59:52

This is a subject that made me look into further.

1:59:55

Seeing engagement is concentrated on a particular set of titles are running some further analysis on use per head in the department to see whether it's worth continuing that license, the unlicensed content, politics has low engagement, and publications, and citations.

2:00:12

So, it's not one that.

2:00:14

In this case, we're particularly interested in humanities, major, and arts, However, show a relatively higher number of publications and citations, as well as the higher engagements you don't.

2:00:26

In this case, we didn't currently have a license to this, but that is obvious.

2:00:30

Use an interest in one.

2:00:32

Say, maybe one to look at to see whether it's worth purchasing or looking at other options.

2:00:39

So, yeah, obviously, this is just a basic overview for this use case, and there are many other metrics and investigations to explore, such as price per engagement, year publications, fellow citation, metric data, trends over time.

2:00:56

I'm looking at the individual titles that we could explore, but if I went to, until that, we would be here only thing, which I don't think we want to be. And say, in summary, the counter by reports do offer great versatility and analysing your data with metrics, and multitudes and metrics, and lots of different attributes that you can incorporate.

2:01:20

And then you can then flesh this out further with all other metrics that your publisher can help with your country and other sources to complete that picture, and then give a much clearer story about well, your users are interested in how they're interacting with the content that you can then use to feed into those decisions.

2:01:41

Yeah, Thank you for listening. I hope you found this session useful. I think we've got a few minutes for questions, if you have any.

2:01:50

Yes, that, that was so useful. I left the slides where you give sort of a note a comparison with counter. I think I'm going to use them as a cheat sheet.

2:02:00

Yeah.

2:02:02

It's an it's a great, great overview.

2:02:06

If you look at the at the data and the combinations of data, do you think open access has played a role here as well?

2:02:15

Adding more information, apart from just the Well, bluntly said counter stats.

2:02:24

Yeah, if an access has, I guess, opened up.

2:02:31

More options, because obviously we have access more.

2:02:33

People are able to interact with the content. So, it does lead to increased.

2:02:39

Using other areas, such as with the L metric data, it does have some slight downsides in that it's harder to track where the users are coming from.

2:02:51

Because, as I can access, say, you don't have to login to view it or use authentication to be it.

2:02:59

Yeah, it does.

2:03:01

Just add to the discussion, I think.

2:03:06

Yeah. And, and, and I just wanted to compliment you on really interesting talk.

2:03:12

So, thank you, OK, welcome.

2:03:18

I think it was, and also the examples there really, is great to look at and also give you insights on how to use the data.

2:03:27

Just clear example, um, and out of curiosity, what I've noticed is that researchers, before, they were really interested in, like, how, how many copies of my book, or haven't been sold, or how many subscribers to a journal we have?

2:03:47

And, again, when looking at the open access notice, that also researches are demanding, or requesting data, on how much, how often, is my articles cited. And I know citation ery per subject area.

2:04:03

But also, how many downloads, or how many people have read my article, my chapter in my book. Is that a trend you're noticing as well?

2:04:13

Yeah, I think it's, as things become a lot more available online.

2:04:18

We do gets to see a lot more of the extra metric, because it is a lot easier to track when it's all online, rather than the physical copies. This print, obviously, once it's sold, you don't really see any more data out of that, unless everyone should apply to my, each time they read it, they let us know.

2:04:41

Back, do you think there is that increasing trends, especially as researchers, are becoming more aware of the, I guess, the social media side of sharing data, all your research, and using that for promoting what your, what your discoveries are, things.

2:05:02

And thank you. Just having a quick look up the and the question, I think your presentation was extremely clear.

2:05:11

Yeah.

2:05:12

And like you got the compliments and that, and if that's one volt to, in fact, because I also complemented, you aspire to be more within the audience and so I'm also looking at that time on we're definitely doing really well at this time.

2:05:27

So, Clara, aye.

2:05:30

Think we've got 1, 2 minutes left. So, if anybody is still a question there, then this is your time to basket. And otherwise, of course, you can always get in touch at a later stage, and we also still have tomorrow.

2:05:44

And we do have a question.

2:05:47

I will, oh, I'll have a look.

2:05:52

Um.

2:05:56

Do you find that libraries reach out to you for support with analyse it, use it in more detail like this?

2:06:04

Do you have much resource to support libraries in this?

2:06:10

OK, I don't see it too much to me directly.

2:06:15

I think where these particular sales reps to discuss with the libraries, that's who they'll reach out to if they need, that, the data or support with understanding the data and then making come to me with voice, is going a bit.

2:06:31

They can come to me within TNF. But we have extra support as well, if needed.

2:06:41

I'm experiencing the same that we've got more requests from librarians and saying, can you combine data?

2:06:48

So, yeah.

2:06:50

And Maria Assaying, it really inspired me to go and play with counter. So, there you go.

2:07:02

It's very easy to go down the rabbit hole of all the data available.

2:07:08

Definitely, definitely.

2:07:10

But, yeah, again, agree, it's, it was really, really inspiring, and so, nice, it's so clear that that, you know, especially your slides, with a tighter request and the comparison. It just one glance, and you know what it's, it's all about. Sometimes, I get a little lost in the counter explanation, which is also very useful.

2:07:28

It's very detailed.

2:07:29

So, if you just want to have like, a quick look, the slides are. excellent.

2:07:32

So, thank you very much.

2:07:35

And Clara?

2:07:38

Hello.

2:07:40

Thank you very much. Thanks, Tracy. OK, well, we've come to the end of our session today, so we'll obviously Megan tomorrow, but I just wanted to say thank you so much to all our hugely engaging speakers who share their expertise so generously and eloquently this afternoon. And thank you to two of the delegates feel for your time and engagement, and had some brilliant questions.

2:08:06

And I think all the speakers did share contact details, so do feel free if you want, to, sort of pick-up further conversations. I think everyone's really keen to sort of have further discussion about the topics that they've shared. So, please, feel welcome to do that. And, of course, huge thanks to Anya and for Key, who've been my colleagues this afternoon. So, we wrote it for

seeing you tomorrow at 10 AM GMT, or if that's an unsociable our when you are, then you can see us on the recording instant, and, Yeah, that's it for this afternoon. So, thank you very much, again, for joining us, and we'll see tomorrow.

RE-GENERATE TRANSCRIPTSAVE EDITS