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## Two ways of evaluation research utilization at academic library system in the Czech Republic

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## Abstract

This theoretically based paper deals with two ways of evaluation research utilization at academic library system in the Czech Republic. It is organized in five sections. The changes in current society and their influence in the field of academic library system are reflected. Furthermore on the basis of current situation, it outlines the need of evaluation research. The second part of this paper provides a short review of the most popular evaluation research approaches applied in practice. The paper presents two ways of evaluation research utilization at academic library system. In the first instance, evaluation research can be used for the analysis of relations between systems of academic, research and information service institutions (especially on the example of academic libraries). The second possibility indicates formative evaluation research as a tool for improving the effectiveness of internal processes and procedures at academic libraries. In conclusion, the outputs based on this paper are shortly summed and some of the findings are recommended for the implementation.

## Introduction

Background of this study lies in my interest in research designing and in information management in public sector (especially in government institutions). I will start my doctoral studies at Charles University in Prague in academic year 2010/2011 (October 2011). My final PhD project will focus on the importance of evaluation and evaluation research design in the area of information service management. Inasmuch as I will start my doctoral studies until autumn, my theoretical knowledge and practical experiences in this area are not so deep. I have got some basic theoretical knowledge in this area in 2009 when I took part in the master course - *Evaluation research*, which was organized by Institute of Sociological Studies at Faculty of Social Science. My practical experiences are based on the formative evaluation project for Research Institute for Labour and Social Affairs (RILSA), which is realized by Institute of Information Studies and Librarianship. I am a member of this project team and my main responsibility is to propose the evaluation research design and after that to manage the research process. I decided to seize one's opportunity and take part in EQUALSOC SUMMER SCHOOL 2010 in order to deepen my knowledge and to become familiar with the evaluation research expert's experiences and activities for my future studies and practice. I am also look forward to meeting some professionals in this area and the other students from all over Europe with similar field of interest.

The main aim of this theoretically based paper is to outline two ways of evaluation research utilization at academic library system in the Czech Republic. This paper is organized in five sections excluding this introduction. In the beginning, the changes in current society and their influence in the field of academic library system are reflected. The second chapter of this paper provides a short review of the most popular evaluation research approaches applied in practice. Afterwards, the key-part of paper presents two ways of evaluation research utilization at academic library system - academic library system analysis and effectiveness of internal processes and procedures at institutions. In conclusion, the outputs based on this paper are shortly summed and some of the findings are recommended for the implementation.

### *Current academic library system in the Czech Republic*

What are the reasons for the need of evaluation research at information institution or at academic libraries? First of all, information overloads almost exponentially and the importance of the processes, involved in their processing and distribution, substantially increases in the information society environment. The factors of information society, which affect outlines issue, include: rapid development of information and communication technologies (below: IT technologies), increasing availability and simplification of the information transmission, globalization of services, changes in the financing system, development of new forms of communication, intensive digitalization of printed documents, virtual communication acceleration, network data transmission and many others. At the same time information processes are transforming and information service management requirements are changing.

Above some general causes are reviewed. They give reasons, why it is useful to actively reflect, map, analyze and evaluate the ongoing changes at every one information institution, including academic libraries. In addition, consequently based on the analysis outputs, each subject has to be prerequisitely adapted for the current requirements of information society, in which all information processes are playing more important role.

What changes have occurred especially at academic libraries in the last few years? Already in 2000, Christopher Hemingway and Tom Gough pointed out the fact that the quantity of students, who participate in higher education system, have significantly increased in two last decades: There are two key-changes characteristic for the knowledge society (in meaning: information society), higher education massification has been the most rapid and most visible development. [paraphr. Hemingway ; Gough, 2000, pg. 168]. Also information through a communication IT technologies development has strongly influenced the current education forms (e-learning etc.), academic communication tools (intranet, blogs, Facebook etc.) and also ways of information and knowledge distribution

(e-sources, studying group blogs etc.). Current access to various sources of information is more conditioned by IT technologies use. Also a short review of some specific trends, which are occurring in all over the world, is provided: Academic libraries are an important part of information industry (academic repositories, open-access initiative etc.). Key-role of modern academic libraries is the pedagogic support orientation and information literacy improvement. Academic libraries aim to full-fill *Information Literacy Model* and to become so-called learning centers, which are used as social oriented spaces suitable for reading, studying, internet surfing, group discussion, pedagogic activities, talking, project team meetings, trainings, etc. This model is based on a framework, called "*Information Literacy Competency Standards for Higher Education*", which was published by American Library Association in 2000 [ALA, 2000]. This model had been promptly implemented in a lot of academic libraries. Almost all academic libraries are digitalizing their paper-collections intensively nowadays. Increasing proportion of collection is composed of e-sources. Also nearly all services have undergone the processes of automation and were transformed to e-services. Modern e-services generously actively use possibilities offered by current IT technologies.

How are these and other factors reflected in academic libraries functions and academic libraries position in current academic environment in the Czech Republic? According to Saša Skendria (2006) these trends imply for academic libraries in the Czech Republic paradigm shift from centralized knowledge institutions to environmental knowledge network paradigm [Skendria, 2005]. Two experts - Stephan Buettner and Kerstin Witzke (2005) - identified future role of academic libraries as flexible hybrid libraries in their conference paper [paraphr. Buettner ; Witzke, 2005]. These authors also specified new academic libraries goals and functions in the beginning of the third millennium. Modern academic libraries visions:

- 1) To combine traditional library services with e-services, which are commonly provided by digital libraries
- 2) To be an important part of a global information network which intermediates access to different information sources and services
- 3) To teach library users (information literacy model)
- 4) To access important and relevant information for library users through the Internet

What is hidden behind the term "academic library" in the Czech terminology? According to The Czech Explanatory Terminology Database of Library and Information Science (2003-) is academic library defined as, a specialized library of university, which acquires, processes and accesses information and documents with the objective to provide information support for educational and research activities [KTD, 2003-, s. n. 000001969].

Synonyms for this term, which appear commonly in practice, are: *university library* (*univerzitní knihovna* in Czech), or *college library* (*vysokoškolská knihovna* in Czech). Academic libraries only provide services primarily to students and university staff; rarely for someone from professional community or public uses academic library services. Academic library collections are profiled according to fields of study, current needs of studying programs and also the basis of scientific direction and research activities.

As academic libraries founders are established parent universities. The entire academic library system is backed up by Ministry of Culture<sup>[1]</sup>. The *Law No. 257/2001 Coll. of 29 June 2001, on Libraries and Terms of Operating Public Library and Information Services*<sup>[2]</sup> (so-called *Library Act*) came into force in 2002. Academic libraries declare one's support for information services, too. However, there is no proper classification for the academic libraries under § 11 - 13 of this Law. No change in the classification has been enforced even after the Library Act updating in 2006. Nevertheless, the registration system of academic libraries, administrated by the Czech Technical University in Prague (ČVUT), includes the list of 114 institutions<sup>[3]</sup> in total (see Appendix no. 1) currently [ČVUT, 2010]. As outcome of this failure is that the Czech academic library system is not uniform and transparent. Internal organization is within the responsibility of the founders and system structure is therefore diverse, see example:

- The Czech Technical University in Prague has got a network of faculty libraries and university institute libraries
- The VŠB-Technical University of Ostrava has got one central academic library
- The Brno University of Technology has got a network of campus libraries
- etc.

Academic libraries are funded by the budgets of their founders. Beyond that, they can optionally receive grants and financial support from various grant programs. The Ministry of Culture provides annual grants under program called *Public Information Services Library* (so-called VISK 1-7 in Czech). Moreover, the Ministry of Education, Youth and Sports has got its own grant programs – LI, 1N or INFOZ. Another source of funds for academic libraries is the *Higher Education Development Fund* (so-called INFOZ in Czech). Moreover, the funding methodology in research and higher education system [Česko, 2009] (below: VaV methodology) had been changed in 2008. That could have long-term impact on academic library funding system, too.

Cooperation and partnership within academic libraries is based primarily on the initiative of the Association of Libraries of Czech Universities

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<sup>1</sup> Available at: <<http://www.mkcr.cz/literatura-a-knihovny/default.htm>>.

<sup>2</sup> Available at: <[http://knihovnam.nkp.cz/english/sekce.php3?page=02\\_LibAct.htm](http://knihovnam.nkp.cz/english/sekce.php3?page=02_LibAct.htm)>.

<sup>3</sup> Appendix no. 1, also available at: <<http://www.uk.cvut.cz/advs?0=0&todo=uvod>>.

(below: AKVŠ - in Czech). The AKVŠ was established to support collaboration and partnership (in order to help continuous advancement and effectiveness of library activities and services, education and learning, information literacy activities, etc.) on both national and international fields. Currently, the AKVŠ has 23 members, who profess to common goals. The AKVŠ is a member of these international organizations - LIBER and EBLIDA. Two working groups are participating in AKVŠ activities during these days: Technical committee on information literacy and information literacy in higher education (so-called IVIG in Czech) focuses on information education and information literacy and the Working group on issues of Electronic access to theses and dissertations (so-called eVŠKP in Czech) takes care of electronic theses and dissertations. The third Working group for electronic information resources terminated its activity in 2008 [AKVŠ, 2010].

### Evaluation research approaches

Why is it proper to use new research tools for analysis at information institutions? In 2002, Denis Troll, expert from Carnegie Mellon University, reflected not only the need to pay intensive attention to research activities in academic libraries environment, but also apparent necessity of traditional measure methods updating according to new processes. These changes of traditional processes have been comprehensively reflected in almost all academic activities, including studying, research or library areas. It follows, that usage the modernist tools is really important for receiving relevant and useful data. According to Denis Troll (2002), assessment analysis and evaluation are also means by which academic libraries could be effectively prepared for the future evolution. Evaluation research can serve as a tool, which enabling them to respond to the spread of sharp changes in higher education system and to identify their new role more specifically [paraphr. Troll, 2002, pg. 101].

The first evaluation research has occurred in the U.S. in the thirties of 20<sup>th</sup> century. Their expansion was induced particularly in the context of the need to measure functionality and effectiveness of intervention programs and social policies. High number of evaluation terminology, definitions and approaches appear these days. Each author puts accent on different research aspects due to specific character and purpose of evaluations. Also more types of evaluation approaches and a wide field of application appear.

Two definitions, selected from the overview providing by Jiří Remr (2009), follow as an illustration:

- Michael Scriven (1970), a professor and founder of the Formative-Summative evaluation approach, defined evaluation as the systematic and objective determination of the worth or merit of an object.

- Evaluation research is an applied process of evidence surveys, collection and synthesis, which leads to conclusions about the factual basis and value ; about importance or quality of investigation program, product, person, policy, proposal or plan. (Term definition in *Encyclopedia of Evaluation*, 2005)

Both definitions refer to the basic characteristics of evaluation research, which is controlled and objective process, based on a set of evidence. This set of evidence is collected through the systematic and empirical methods. Evaluation projects have normative and evaluative attitude to their subject. [cit. according to Remr, 2009, pg. 5 - 7]

Evaluation is being used for many different purposes in practice. The main practical evaluation research objectives include:

- To verify directing to subject's goals
- To produce data and supporting proofs for decision-making processes
- To give systematic and structured feedback to evaluated subject
- To improve current position
- To propose innovations or new remedial measure
- To correct running processes, adapt or concrete actual goals
- To receive primary data on the new process implementation
- To detect any deficiencies early enough
- To find strengths and weaknesses, identify potential opportunities and threats
- To analyze process' impact, outputs and outcomes

Postmodernist evaluation approaches are characterized by minimizing the role of science-based, quantitative research methodology and maximizing a social constructivist, qualitative, and pluralistic approach. Among others the currently popular evaluation research approaches are sorted, for instance:

- Goal-based evaluation (Ralph Tyler)
- Outcome-based evaluation (Robert Shalock)
- Formative-summative evaluation (Michael Scriven)
- Theory-driven program evaluation (Chen & Rossi)
- Responsive evaluation (Robert Stake)
- Utilization-focused evaluation (Michael Quin Patton)
- Social constructivist evaluation (Egon Guba & Ivonna Lincoln)

[paraphr. Schalock, 2000, pg. 12-13]

The *Program Evaluation Standards*<sup>[4]</sup> by Joint Committee on Standards for Educational Evaluation has been stood since 1989. These standards are categorized into four sections: Utility, Feasibility, Propriety, and Accuracy. In addition, the American

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<sup>4</sup> Available at: <<http://www.jcsee.org/program-evaluation-standards>>

Evaluation Association has created a set of *Guiding Principles for Evaluators*<sup>5]</sup> (last rev. in 2004).

### *Evaluation research at academic library system*

What are practical reasons for evaluation research implementation at academic library system? Why and when could evaluation research findings and results be useful for these institutions? For instance, Lisa R. Horowitz, coordinator of central reference services at Massachusetts Institute of Technology Libraries in Cambridge, reflected in her article *Assessing Library Services* (2000) current attitude of some experts towards the question of evaluation and assessment analysis in modern libraries in this way: After the turn of the twenty-first century, the need for assessment data became greater as library resources became more restricted. New literature that showcases different ways to assessment in order to produce data with more impact was produced. Roswitha Poll and Phillip Payne explained that because resources within institutions and communities have become scarcer, libraries must find ways to prove their contribution to learning, teaching, and research quantifiably. They did so by concentrating on impact measures for libraries and information services. Larry Nash White provided a case for assessment of intangibles in libraries, as the world has moved towards a focus that is more "service and information oriented" than "production oriented". Peggy Maki, former director of assessment at the American Association for Higher Education, combines an assessment focus on student outcomes with a description on how to plan assessment for that purpose [Horowitz, 2009, pg. 193 -194]. Moreover, in the article *From Measurement to Management* (2009), Steve Keller and Jim Self, well-known experts of research in library environment, refer to internal and practical usefulness of evaluation and assessment analysis, because acquired data can help to optimize the processes of planning and decision making [paraphr. Hiller ; Self, 2004]. Among others, some authors also refer to the pragmatic ground for the evaluation research processes. One example may be the currently ongoing financial crisis and its impact on institution's budget. For example, this situation was reflected in autumn 2009 in the article called *Assessment + Analysis = Accountability* (2009): Have we seen the worse of the budget cutting? Probably not. Don't be surprised if reports of more hiring freezes, staff reductions, and layoffs become more common during the next year or two. The deteriorating financial health of many campuses is likely to increase the call for libraries to document their contributions to the mission of their campuses [Dougherty, 2009, pg. 417]. Many other links, comments and articles related with this issue are possible

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<sup>5</sup> Available at: <<http://www.eval.org/Publications/GuidingPrinciples.asp>>

seen in current literature and on Internet. With exaggeration is possible to say that library and information professionals are calling for analysis and evaluation research boom!

However in fact, who wishes that the internal analysis, assessment, research or evaluation projects are accepted as ordinary processes also at information institutions? Active discussion about the changes, which were caused by information society and which had significant impact on information service management and library processes, were prompted by publishing of so-called *White Paper* (2000) presented by the Digital Library Federation (DLF) and Council on Library and Information Resources (CLIR). This document strongly influenced development of analysis activities at these institutions. Particularly founders and sponsors of the institutions are the first initiators, who are interested in research, analysis and evaluation results. As Paula Kaufman and Sarah Barbara Watstein (2008) stated in their article, these stakeholders can often perceive the results and findings of the analysis as an indicator of ROI (i. e. Return On Investment) [paraphr. Kaufman ; Watstein, 2008].

Moreover, The Association of Research Libraries works on analysis tools development: LibQUAL+® is the most mature on these models. It is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. Results have been used to develop a better understanding on the perceptions of library service quality, interpret user feedback systematically over time, and identify best practices across institutions. Other StatsQUAL® tools include - ARL Statistics™, ClimateQUAL®, DigiQUAL® , or MINES for Libraries® (ARL, 2010). The National Library of the Czech Republic has launched a benchmarking studies initiative according to German project called BIX-Bibliotheksindex<sup>[6]</sup> since 2009.

The paper shortly presents two ways of evaluation research utilization at academic library system, in the next section. Naturally, there are more and more ways and possibilities for evaluation research usage. This simple classification is based on internal and external perspective.

### **External evaluation research**

In this case, external evaluation research is viewed within the meaning of comprehensive analysis of the entire academic library system in the Czech Republic. The aim of this kind of evaluation research is to map and streamline the current processes that are influenced by social pressure and by new requirements related with information society. Inasmuch the academic library system in the Czech Republic has currently been in the e-services and other processes implementation phase (see above), it should

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<sup>6</sup> Available at: <<http://www.bix-bibliotheksindex.de/index.php>>.

be suitable to map these processes continuously and to modify them according to the operational needs. This paper only includes few selected areas. Spectrum of these areas would be naturally more expanded during evaluation research designing. The main subject in this concept is the entire academic library system in the Czech Republic. Individual libraries are perceived only as the elements (sample units) in this case.

A simplified summary of the issues, that academic library system faces to during these days, was given above. Below is a short review of some basic areas, for which optimization could be external evaluation research beneficial:

- Process of digitalization
- Transition to e-services
- Information literacy projects
- Funding methodology
- Diversity of grant programs
- Role of associations (especially AKVŠ)
- Libraries cooperation and a international relationships
- Internal analysis projects

If some evaluation projects were realized at academic library system in the Czech Republic then relevant information and more obvious facts about next questions could be known:

- ✓ Does digitalization progress quickly enough and with regard to long-term preservation of e-materials?
- ✓ In which field is transition to e-services providing the most complicated? And why?
- ✓ How do academic libraries proceed in the Information Literacy Model implementation?
- ✓ Is it efficient to manage current multi-source funding?
- ✓ What will be academic libraries role in new funding system according to VaV methodology?
- ✓ What impact will the current funding system methodology have on academic libraries in 10 years?
- ✓ Are grant resources redistributed in transparent and balanced way?
- ✓ What other kind of support could association offer to academic libraries?
- ✓ How intensive international relationships do the Czech academic libraries maintain with similar foreign institutions?
- ✓ Do academic libraries actively share their experiences?
- ✓ What communication tools do libraries use for inter-institutional communication most of all?
- ✓ Do individual libraries realize internal, comparative or benchmarking analysis?

## ***Internal evaluation research***

The second possibility of evaluation utilization at academic libraries lies in internal evaluation. In contrast, not only entire academic library system is suitable for evaluation.; especially academic libraries (in meaning as individual units) must flexibly react to ongoing development, analyze current situation and initiatively adapt its services according to user requirements. In this concept, each academic library is seen as a separate company (institution, unit), which is responsible for its own growth and it must optimize its management and internal systems.

How are social system changes reflected in management and organizational changes at academic libraries in the Czech Republic? Kateřina Drábková (2008), a Czech librarian, identified in her article following shifts:

- Position shift within library's parent organization
- Changes at internal systems, processes and procedures (for example e-sources)
- Need to define new vision, mission, goals and objectives
- Services e-update
- Changes in the staff composition and job descriptions
- Establishment of new job positions (for example IT specialists)
- Also another set of additional shifts and changes, which have individual character

[Drábková, 2008]

Therefore, the evaluation activities, realized in the Czech academic libraries environment, should be primarily focused on the following areas of internal organization and management:

- Information service management
- Internal processes coordination
- Workflow and financial management
- Information systems optimization
- Project management
- Users satisfaction with services
- Activities in new trends implementation
- Outputs measuring

Evaluation research can offer proper approaches for academic library management analysis, particularly because it provides systematic feedback of the information service quality for stakeholders. For this systematic feedback are characteristically high validity and objectivity, which are based on empirical data collection. Especially, formative evaluation could be suitable as a tool for improving the effectiveness of internal processes and procedures at academic libraries in the Czech Republic.

At academic libraries, respectively at information institutions, evaluation research can answer for example following questions:

- ✓ What strengths and weaknesses of information service management can be identified?
- ✓ How can be optimized and streamlined current processes and procedures?
- ✓ How can be maximized functionality of information systems?
- ✓ Is there any need to restructure staff competencies and job descriptions?
- ✓ Is there any other way, how manage sub-projects more efficiently in view of long-term prospect?
- ✓ How can the current information services be attracted, specialized and expanded?
- ✓ What do current library users appreciate and prefer?
- ✓ To which target groups should be addressed by information services in future?
- ✓ What new target groups should be reached with the current information service offer?
- ✓ What trends should be immediately implemented?
- ✓ What new marketing strategies should be developed?
- ✓ How should academic library deepen its public relations?
- ✓ How can IT tools available for common practice be made more user-friendly?

### Conclusion

The main aim of this theoretically based paper was to outline two ways of evaluation research utilization at academic library system in the Czech Republic. First of all, current situation at academic library system in the Czech Republic and issues related with new requirements of information society were shortly described. Next, a summary of evaluation projects background was provided and special tools, developed for analysis at libraries by Association for Research Libraries, were reviewed. According to the articles published in journals some of many reasons for evaluation projects implementation in the academic library area were given. In conclusion, research activities in the environment of Czech libraries are at the very beginning. Moreover, these initiatives can also encounter a barrier of non-uniform system solution, especially in the area of legislation and funding. Some primary evaluation project needs in this system were identified on the basis of initial issue mapping also.

Afterwards two perspectives for evaluation projects at Czech academic library system were introduced. According this simple classification, external evaluation projects should be focused on entire system analysis and its improvement. On the other hand, internal evaluation projects should help to increase of internal processes effectiveness at each individual academic library. Main focuses for both types of evaluation projects were classified. Each part includes some question, for which evaluation projects could find the answers.

In the end, there is a set of recommendations for potential evaluation projects at the Czech academic library system:

- To develop initial research activities (benchmarking studies etc.)
- To inspire with current international trends (for example: ARL research tools)
- To focus on international cooperation in as many areas as possible (comparative studies etc.)
- To support evaluation projects on all system levels not only at academic library system, but also at all the information institutions
- To work on unification and transparency at academic library system (for example legislation)
- To build closer inter-institutional cooperation
- To motivate individual libraries for internal analysis and research activities
- To use evaluation projects as sources of data, which can be useful for VaV methodology

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## Appendix

### Appendix no 1: List of academic libraries in the Czech Republic

1	Ústřední knihovna UP
2	Areálová knihovna Fakulty strojního inženýrství VUT v Brně
3	Britské centrum
4	Centrum informačních a knihovnických služeb
5	České vysoké učení technické v Praze - Ústřední knihovna
6	Dílčí knihovna geografie
7	Ekonomická knihovna
8	Fakultní odborná knihovna
9	Geografická knihovna
10	Geologická knihovna
11	Informační centrum
12	Knihovna Akademie múzických umění
13	Knihovna antropologie
14	Knihovna Bory
15	Knihovna botaniky
16	Knihovna CERGE-EI
17	Knihovna cestovního ruchu Tábor
18	Knihovna Cyrilometodějské teologické fakulty
19	Knihovna DAMU
20	Knihovna ETF UK
21	Knihovna Fakulty biomedicínského inženýrství
22	Knihovna Fakulty dopravní
23	Knihovna Fakulty informačních technologií VUT v Brně
24	Knihovna Fakulty informatiky
25	Knihovna fakulty managementu VŠE se sídlem v Jindřichově Hradci
26	Knihovna Fakulty právnické a Fakulty filozofické
27	Knihovna Fakulty tělesné kultury
28	Knihovna Fakulty zdravotnických věd
29	Knihovna Fakulty životního prostředí
30	Knihovna FAMU
31	Knihovna filozofie
32	Knihovna fyziologie rostlin, mikrobiologie, genetiky, biologie půdy a biofyziky
33	Knihovna HAMU
34	Knihovna husitské teologické fakulty
35	Knihovna JAMU
36	Knihovna katedry botaniky
37	Knihovna katedry polygrafie a fotofyziky
38	Knihovna katolické teologické fakulty
39	Knihovna KÚ
40	Knihovna Lékařské fakulty
41	Knihovna Masarykova ústavu
42	Knihovna MFF
43	Knihovna Policejní akademie ČR
44	Knihovna Právnické fakulty
45	Knihovna Právnické fakulty
46	Knihovna Přírodovědecké fakulty
47	Knihovna restaurátorské školy AVU
48	Knihovna sekce chemie

49	Knihovna sekce matematiky
50	Knihovna společenských věd T. G. Masaryka v Jinonicích
51	Knihovna Teologické fakulty JU
52	Knihovna univerzitního kampusu MU
53	Knihovna Univerzity Palackého
54	Knihovna Ústavu dějin - archívu UK
55	Knihovna Ústavu pro životní prostředí
56	Knihovna VŠUP
57	Knihovna výpočetního a informačního centra ČVUT
58	Knihovna zahradnické fakulty MZLU
59	Knihovna Zdravotně sociální fakulty JU
60	Knihovna zdravotnických studií
61	Knihovna zoologických kateder
62	Knihovnické informační centrum FAST
63	Lékařská knihovna
64	Lokální knihovna na Fakultě biomedicínského inženýrství
65	Lokální knihovna na Fakultě dopravní
66	Lokální knihovna na Fakultě jaderné a fyzikálně inženýrské
67	Lokální knihovna na Masarykově ústavu vyšších studií
68	Oborová knihovna biologie
69	Oborová knihovna chemie
70	Pedagogická knihovna
71	Společná knihovna biologických ústavů AV ČR a BF JU
72	Středisko vědeckých a knihovnických informací
73	Středisko vědeckých informací
74	Středisko vědeckých informací
75	Středisko vědeckých informací
76	Středisko vědeckých informací FF UK
77	Středisko vědeckých informací FSE UJEP
78	Středisko vědeckých informací FSV
79	Středisko vědeckých informací, PřF UK
80	Studijní a informační centrum
81	Studijní informační středisko VFU Brno
82	Univerzitní knihovna ZČU
83	Univerzitní knihovna TUL
84	Univerzitní knihovna UHK
85	Univerzitní knihovna Ostravské univerzity
86	Univerzitní knihovna UPa
87	Ústav vědecko-pedagogických informací a služeb
88	Ústav vědeckých informací
89	Ústav vědeckých informací 1.LF UK
90	Ústav výpočetní techniky - Souborný katalog
91	Ústřední knihovna MZLU v Brně
92	Ústřední knihovna VŠCHT
93	Ústřední knihovna Akademie výtvarných umění
94	Ústřední knihovna Fakulty sociálních studií MU
95	Ústřední knihovna Fakulty sportovních studií MU
96	Ústřední knihovna FEL
97	Ústřední knihovna FF MU
98	Ústřední knihovna FJFI
99	Ústřední knihovna FPF Slezské university
100	Ústřední knihovna FS

101	Ústřední knihovna FSv a FA
102	Ústřední knihovna Pedagogické fakulty UJEP
103	Ústřední knihovna Pedagogické fakulty UK
104	Ústřední knihovna Pedagogické fakulty JU
105	Ústřední knihovna pedagogické fakulty MU
106	Ústřední knihovna Právnické fakulty Masarykovy univerzity
107	Ústřední knihovna Přírodovědecké fakulty MU
108	Ústřední knihovna UK
109	Ústřední knihovna univerzity Tomáše Bati
110	Ústřední knihovna VUT v Brně
111	Ústřední knihovna Vysoké školy báňské - Technické univerzity Ostrava
112	Ústřední knihovna zemědělské fakulty JČU
113	Ústřední tělovýchovná knihovna
114	Vědecká knihovna Fakulty vojenského zdravotnictví Univerzity obrany

[ČVUT, 2010-07-25, Available at: <<http://www.uk.cvut.cz/advs?0=0&todo=uvod>>.]