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**Nudging Higher Education Libraries:
The Portuguese Recommendations**

**Teresa Costa
Researcher/Librarian
University of Évora
Portugal**

**Tatiana Sanches
Researcher/Head Librarian
University of Lisboa
Portugal**

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Athens Institute for Education and Research
8 Valaoritou Street, Kolonaki, 10671 Athens, Greece
Tel: + 30 210 3634210 Fax: + 30 210 3634209 Email: info@atiner.gr URL:
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Nudging Higher Education Libraries: The Portuguese Recommendations

**Teresa Costa
Tatiana Sanches**

Abstract

This study aims to present the Recommendations for Higher Education Libraries in Portugal presented by the Working Group of Higher Education Libraries of the Portuguese Association of Librarians, Archivists and Documentalists. These recommendations intend to work as Guidelines and have emerged as the answer to the need to adapt libraries to the 21st century changes regarding Information and Knowledge Societies. In Portugal, Library Information Science (LIS) professionals have been attentive to the changes that have occurred in higher education, technologies, communication and information sharing. The impact of these changes has been remarkable, especially concerning the skills which librarians must develop to respond to different user needs, to the new management of information systems, to the growing importance of information literacy, to new publication systems and in everything that includes the management and dissemination of scientific and academic knowledge. The Working Group of Higher Education Libraries integrates librarians from several public and private Portuguese institutions of higher education (universities and polytechnics) and is committed to continue an updated debate through the lines of intervention set out for its mission. Although these Recommendations are intended for higher education institution librarians, they can be followed by all LIS professionals who wish to improve their professional skills, therefore they can be used as guidelines helping to create professional development opportunities. Their main focuses are to meet the strategic objectives of creating knowledge, sharing experiences, promoting the transfer of knowledge and improving the conception of policies regarding information and documentation, including information literacy.

Keywords: Higher Education Libraries, Recommendations, Guidelines, Information Policies, Portugal

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Introduction

As a European country, Portugal has felt the influences and framed directions of social change, though in a relatively backward context in time. This delay is also felt in libraries and in its professionals, particularly regarding communication, cooperation and team work. Simultaneously, the social changes brought by the growth of cultural diversity, greater access to higher education and more widespread education and the use of technologies in the processing and availability of information, have brought new challenges to librarians (Shumaker, 2003; Muet, 2009).

The Portuguese Association of Librarians, Archivists and Documentation Professionals (also known as BAD) has been paying attention to these changes in order to adapt to the new needs of its members. Founded in 1973, it has helped to give these professionals greater visibility through several strategies that have become stronger recently. As its main mission it develops and promotes unity among members, their training, dissemination and sharing of knowledge (in meetings, conferences, seminars and other events). In this context it seeks to instigate active social intervention, including in the political agenda issues related to the profession and its scope of action. It has been fundamental for the identity and defense of the interests of information professionals, in particular those related to the career, services, resources and access to information.

Advances in behavioral science have brought new contributions in how people relate and act in life and especially how people make decisions, embrace certain causes, act and decide when facing changing contexts, namely in the library context (Williams & Rowlands, 2007). In the construction of policies for librarians, their expected new attitudes and behaviors, it is necessary to take into account these contributions, as they can help us deal with the challenges of mobilizing an entire professional class in a common effort. Thaler and Sunstein (2008), in their famous book "Nudge: improving decisions about health wealth and happiness", suggest there are cognitive limitations, prejudices and habits that prevent people from incorporating new behaviors in their day-to-day life.

Inspired by this theory, the authors developed a reflective journey, in the present study, concerning the role of the BAD, focusing in particular on the process of construction of the "Recommendations for Higher Education Libraries," a guiding document for the professionals who work in this area. The fundamental idea is that, through the dissemination of these recommendations, which are applied as "nudges", these will work as a push to influence the choices and behaviors of professionals, guiding them in their choices. This push seems to offer the BAD, in its interventionist role in the production of policies, an effective way to influence the behavior of higher education librarians, without restricting their freedom of choice or imposing obligations.

A Brief Background

The Portuguese Association of Librarians, Archivists and Documentation Professionals, also known as BAD, has established itself through its working groups, which act as aggregators of interests and stakeholders in specific areas. The Working Group on Higher Education Libraries (GT-BES) restarted its activities in October 2011. It consists of a group of librarians from several public and private institutions of higher education and its main goals are to:

- improve cooperation between professionals and libraries
- generate knowledge transfer to further professional knowledge,
- promote and develop technical projects
- monitor relevant projects in science and education
- improve the contribution of libraries and their social relevance and look for new opportunities and innovative public intervention projects.

These professionals want to comply with the perspective expressed in the official website of the BAD, which states that this group "is assumed as an action and collaborative thinking platform to support innovation, good practices and expand new roles and powers of the institutions and their professionals, [that] aims to strengthen the role of Higher Education Libraries (HEL) in the teaching learning process, focusing on information literacy and emerging technologies, and prospecting new forms of communication of science and the participation of libraries in the creation and dissemination of the scientific knowledge process."

The Working Group has carried out several activities, seeking to comply with international guidelines. While it seeks to fulfill its goals and meet the expectations of the community, it has diversified its intervention, being closer to the professionals. From among its regular activities, we can highlight:

- The implementation of an exchange and mobility program, "My library is your library";
- The availability of an online platform with the identity and contact details of all Portuguese higher education libraries, "Directory of Higher Education Libraries";
- A Conference of Higher Education Libraries, every three years.

The discussion and writing of the Recommendations for Higher Education Libraries has been an act of social and professional intervention. These professionals want to enrol this topic in the political agenda and this need has been expressed in one of these conferences.

Debating the Higher Education Libraries

The importance of libraries goes beyond the provision of documents or direct support to research to information. In fact, libraries are a key resource in maintaining research, funding and teaching capabilities in today's large universities (Lincoln, 2010). Therefore, the promotion of research studies about libraries should be cherished by the entire university and its stakeholders.

This intervention began in 1980, when the 1st Meeting of Academic Libraries took place. In 1984 and 1985, the focus of the 3rd and 4th Meetings of Academic Libraries was the global assessment of these libraries, resulting from a survey prepared in 1983. In 1988, at the 6th Meeting of Academic Libraries, in Oporto, the process of automating libraries was addressed. In 1992, in the 8th Meeting of Academic Libraries, held in Lisbon, the document "Academic Libraries: foundations for a cooperative structure" [Bibliotecas Universitárias: alicerces para uma estrutura de cooperação], produced by the Higher Education Libraries Work Group of the Portuguese Association of Librarians, Archivists and Documentation Professionals (BAD), (Lemos & Macedo, 2003, p. 2-3) was discussed and accepted.

Since then, the Working Group for Higher Education Libraries has pursued this task with some ups and downs, and an interruption between 1990 and 2000. However, in the past ten years, the Group work intensified its activities, seeking to align itself with international organizations that are also concerned with higher education libraries.

It appears from a brief review of the literature that there are common concerns around the globe (Eden, 2015) and that many organizations seek to answer (DEFF, 2009; CLIR, 2008; RIN & CURL, 2007; RLUK, 2014). These organizations have discussed the future of higher education libraries, which include libraries of universities, polytechnics and research centers. International trends, together with social influences and other factors arising from the integration of technologies, changes in higher education, changes in the way science investigates, produces and publishes (London & Draper, 2008), are certainly factors that help to implement these Recommendations.

In addition, we consider social awareness within the public sphere important, with the involvement and commitment of all, always trying to keep the focus on questioning these issues, and aiming at the full satisfaction of the needs of our privileged users - students, teachers and researchers.

These documents highlight the importance of adapting these libraries to the emerging changes in higher education, technology and communication, particularly, as stated by Hurlbert (2008), based on connection, competition, and collaboration. The same debate was also taking place in Portugal, with several professionals deepening and sharing these concerns (Melo, Pires & Taveira, 2008). In 2012, a set of guidelines were drawn in Portugal, for the higher education librarians who were part of the Working Group. These were framed in 1) a political and institutional intervention; 2) knowledge transfer and professional community development; and 3) innovative projects and HEL development.

However, despite the achievements accomplished and the projects in progress, the following goals continue to support the group's actions:

- To strength forms of cooperation between HEL professional and institutions;
- To generate transfer of knowledge for further knowledge regarding Higher Education Libraries;
- To promote technical development projects in the community;
- To closely and carefully monitor the relevant projects in the field of science and education, and seek new opportunities and innovative public intervention projects
- To improve the contribution of Higher Education Libraries and their social relevance;
- To pursue new opportunities and innovative public intervention projects.

More recently, in June 2013, a new meeting of the Portuguese librarians was held at the University of Aveiro, specifically focused on higher education libraries. This Meeting had the title "Sharing, Creativity and Resourcefulness". From the meeting a set of intervention areas emerged. Those, in the future, would become the basis of the cooperative work of librarians and professional development that became increasingly necessary:

- a) The challenges related to technology, namely mobile technology, and the adjustment of contents and actions to Massive Open Online Courses (MOOCs);
- b) The new intermediation roles, namely in publication support;
- c) The investment in professionals' skills and promotion;
- d) The need to create networks of professionals and institutions that promote the sharing and rationalization of resources.

The debates and respective findings emerging from the focus groups that took place in the meeting are described in a Report prepared by the GT-BES (available at http://www.bad.pt/2encontrobes/wpcontent/uploads/2014/03/Relatorio_IIencontro_BES_final.pdf.)

It was based on the reflection on the action points and objectives identified, that this working group started the project of the Recommendations for Higher Education Libraries.

Following the 2nd BES Meeting, in 2013 by GT-BES, and resulting from all the conclusions, privileged areas of intervention have been identified, particularly in terms of activities that promote cooperation between higher education library professionals and improve their skills.

Recommendations for Higher Education Libraries

This study is part of a more detailed one (Sanches & Costa, 2017), in which the authors elaborate on how the Guidelines for Higher Education Libraries have appeared, how they have been received and applied by Portuguese librarians and how their impact has been. One of the conclusions was that it is imperative to involve librarians in order to see effective changes to the paradigm, reinforcing the idea of Flynn and Vredevoogd (2010) when they affirm the recognition of social functions and their role in creating a genuine information society.

We cannot forget the importance that higher education libraries have in supporting education and research. However, in recent years there has been a major change in the relationship between users and libraries, where the first began to be more autonomous, because information has become available in the digital environment (Allan, 2010); but, on the other hand, there was a greater need for the librarian's skills in research, evaluation and selection of information, just to mention some examples. In fact, the way research and access to information are made, as well as how the information itself is produced and made available, have been greatly changed by technological developments, leading to an exponentially greater availability of online information resources (Brindley, 2009).

Taking all this into account, the Working Group, in a first stage, began the discussion with a few lines that obey three fundamental ideas:

- the subject area of study/work of users, in particular in information literacy;
- the area of digital content management, including data and scientific literature;
- and the area of direct support to students, teachers and researchers, bearing in mind the aspects of the management of spaces and information resources as a whole.

With these three areas, ideas were refined, considering also that the different recipients of the final document were not only library professionals, but other stakeholders, including management bodies in higher education, the Ministry and other correlated entities. With the contribution of all participants we reached an initial text.

In a second phase, with an already stabilized document that was intended to be presented, the Working Group for Higher Education Libraries had the opportunity to submit the Recommendations for public discussion at the 12th Congress of the Portuguese Association of Librarians, Archivists and Documentation Professionals, held in October 2015 at the University of Évora. The Group took the opportunity to put this document to public discussion. The suggested amendments were integrated and the whole document was subject to a global review.

Consequently, the consolidation and presentation of the final version of these Recommendations stems from the integration of these contributions during the work session at the APBAD Congress and from the work carried out during the year.

The 10 Recommendations focus mainly on four libraries action areas:

- Support for teaching and learning, specifically in promoting information literacy skills;
- Support for research activities and scientific publications;
- Organizational management partnerships and cooperation projects between libraries;
- The design and delivery of services, systems and spaces that facilitate and foster learning and discovery, and information management.

The 10 Recommendations are presented below in their final version:

1. To reaffirm the importance of information literacy skills in the academic community.
2. To develop library professionals' skills to support teaching/learning activities.
3. To support editorial projects concerning academic and scientific publication.
4. To ensure institutional repositories aligned with interoperability and preservation standards.
5. To create support services for scientific data management.
6. To strengthen the role of the library in supporting research.
7. To encourage partnerships with structures that support the academic community.
8. To promote and facilitate access to information sources.
9. To reinvent and enhance library spaces.
10. To deepen collaboration networks between professionals and institutions.

The final document is intended to inspire good practices. In a summarised but explicit manner, it presents the detailed contents of each Guideline, pointing out ways and tools for each scope of action (BAD, 2015):

Guidelines for Higher Education Libraries

Reaffirming the Importance of Information Literacy Skills in the Academic Community

Affirming the need to development Information Literacy in the academic community, highlighting with institutional partners the importance of accrediting information literacy skills, by including in course curricula initiatives which

promote these skills and ensuring that the Library responds, prospectively and proactively, to teachers' requests for support in teaching and research activities.

Developing Library Professionals' Skills to Support Teaching/Learning Activities

Investing in the reinforcement and development of library professionals' technical and pedagogical skills and in the creation of online content for training and knowledge transfer activities, by investing in the establishment of partnerships with teachers in designing and developing services to support teaching, implementing initiatives that promote content sharing.

Supporting Editorial Projects Concerning Academic and Scientific Publication

Being available to take on new functions concerning the publication and edition of academic and scientific journals, books or other forms of sharing science, by supporting those responsible to define editorial policies and business models and in editorial coordination, by developing, maintaining and supporting information systems which lodge and disseminate these publications.

Ensuring Institutional Repositories Aligned with Interoperability and Preservation Standards

Consolidating Institutional Repositories with the technical specifications which guarantee interoperability and digital preservation standards, by reinforcing the essential role of the repository in institutional and national ecosystems of academic and scientific information, namely in their integration with science management systems (CRIS) and in the application of Open Access policies.

Creating Support Services for Scientific Data Management

Designing support services for scientific data management, grounded in strategic intervention plans for institutional action which respond to the management needs of data that researchers generate and collect during the activity, understanding the important role of research and higher education in promoting an open data culture and in complying with data policies of funding bodies.

Encouraging the Sharing, Identification and Citing of Research Data

Delivering information and support to research units, researchers and the institution in general regarding the importance of opening and sharing research data through repositories, exploring and informing about new scientific production publication and dissemination models, especially good practices of identifying sets of data associated with published articles and of data citation.

Strengthening the Role of the Library in Supporting Research

Fostering a relationship of trust and partnership between the library and researchers, showing the information professionals' skills in supporting research, publication and performance evaluation, providing researchers with the tools needed to increase the visibility of scientific work on an individual and institutional level, interpreting evaluation indicators and assessing the impact of scientific production.

Encouraging Partnerships with Structures That Support the Academic Community

Actively and effectively developing partnerships with the structures and services that support students, teachers and researchers, building common solutions, creating added value for the academic community, and enhancing innovative cross-cutting services.

Promoting and Facilitating Access to Information Sources

Promoting and facilitating access to printed and digital information sources which are available in the institution and other resources for teaching and research, by effectively and regularly divulging them, providing integrated systems that allow efficient information discovery and the inclusion of bibliographic data of information systems managed by the library in external aggregating systems.

Reinventing and Enhancing Library Spaces

Reinventing Library spaces through more flexible, open and dynamic designs which promote greater accessibility and different working methods (collaborative and individual), so they are at once Socialization Spaces and Learning Laboratories.

Deepening Collaboration Networks between Professionals and Institutions

Deepening collaboration networks between professionals and institutions that develop and actively promote initiatives to bring professionals closer, to create institutional partnerships and to value good practices, building value on pre-existing networks and ensuring working conditions for new cooperation initiatives.

As challenges for higher education institutions, these Recommendations aim to influence the whole community in a positive manner. Imbued with a technological pioneering spirit, they emphasize collaboration, innovative and the promotion of good practices. Thus, for libraries and librarians, they are important stimuli for the implementation of new support services regarding learning, teaching and research activities. In fact, they are an open-ended

structure so that libraries can choose to develop different services, resources or fields of action, which complement each other, at their own rhythm.

A New Timing: Nudging all the others

The Recommendations for Higher Education Libraries that this group presented last year, through professional communication channels, are already in the public disclosure phase. The document was disseminated among many professionals associated with APBAD and working in Higher Education Libraries. Recommendations were also sent to Rectors and Presidents of the higher education institutions and to the Portuguese Ministry of Science and Higher Education.

However, in a joint effort and commitment, several professionals have presented the Recommendations at national and international level, namely:

"Higher education libraries: new and healthy trends"/Carlos Alberto Lopes - XII Days APDIS, 20-22 April 2016, University of Coimbra. (Lopes, 2016a)

"Libraries Higher Education: turn ideas into services" / Carlos Alberto Lopes, lecture held at the Faculty of Science, University of Lisbon on March 10, 2016. (Lopes, 2016b)

"Literacy and Citizenship in Digital Time"/Carlos Alberto Lopes, communication in the II International Seminar FOLIO EDUCATION: Education, Reading, and Literature, held in Óbidos on October 1, 2016. (Lopes, 2016c)

"Academic libraries as information management centers: new trends and development prospects: the case of IHMT" / Paula Saraiva, of the Institute of Hygiene and Tropical Medicine Annals. Available at: <http://ihmtweb.Ihmt.unl.pt/PublicacoesFB/Anais/Anais2016-suplemento2/index.html#> (Saraiva, 2016)

"Recommendations for higher education libraries in Portugal: a target Achieved"/Tatiana Sanches/ECIL - European Conference on Information Literacy, October 10-13, 2016, Prague (Sanches, 2016)

"Guidelines for Higher Education in Portugal"/Tatiana Sanches, Teresa Costa - Liber Quarterly. (Sanches, Costa, 2017)

All these studies demonstrate that at least some higher education librarians are aware and converge towards the same conclusions: there is a group identity, reinforced by common actions, objectives, practices and competences. From these topics, the librarians, particularly the authors mentioned above, propose to leverage their action, which will spread their areas of action, leading to new reflections and the deepening of the issues set in the Guidelines: from information literacy to open science, from management of collections to the management of data and repositories, from book shelving to enhancing library spaces, from research support to the strengthening of cooperation networks among professionals. Technological evolution and the availability of online

information resources has not only changed the way searches and access to information are done, but also how information is produced, organized and made available. So, technological and context changes also allowed these institutions to start providing new or improved services (training, repositories, editorial projects, software open source, etc.) (Sanches & Costa, 2017). This has led higher education libraries into a vital role in several areas, namely supporting teaching and research, producing a huge change in the relationships between users and libraries and, at the same time, Also, by updating professional competences, the inescapable importance of librarians is affirmed.

These actions recover the initial question which is to seek to encourage an ever-greater group of librarians and their libraries to converge on best practices, framed by these same recommendations. Nudging is about influencing personal decisions/decisions of individual people for the sake of objectives of the public welfare, without command or prohibitions, affecting the discourse and individuals regulation (Mathis & Tor, 2016). It is known that a lot of people's decisions are made automatically. By directing their attention to more immediate solutions, we positively condition their action, providing simple and easy decision solutions. So, as stated by Alvarez & Godinho (2016), a reflective, goal-oriented system, driven by our values and intentions, underlies part of the nudging perspective, instilling people to reflect on their behavior. In this context, people are seen as being capable of exerting control over their behavior, through sticking to the goals they set, mobilizing planning and executing actions in order to attain them. Based on these examples, we can affirm that the purpose of motivating, encouraging and prodding librarians has been achieved, through public disclosure of these guidelines. The Guidelines present adequate choices, working as nudges. Nudges involve different ways of presenting rather than removing choices (Alvarez & Godinho, 2016). In fact, according to Thaler and Sunstein (2008), much of the incentive to action, of the influence that one can have on other people, is based on the trust with which one assumes the premises transmitted and which are the basis of the expected actions. In their words: "A little nudge, if it was expressed confidently, could have major consequences for the group's conclusion. The clear lesson here is that consistent and unwavering people, in the private or the public sector, can move groups and practices in their preferred direction." (Thaler & Sunstein, 2008, p. 58). Thus, by focusing on the confident transmission of these recommendations and seeking to communicate them consistently, we are fulfilling this goal - to encourage higher education librarians to practice best practices, inspired by this guiding document.

Discussion and Conclusions

The establishment of national policies regarding libraries, particularly for libraries of higher education, must comply with the implementation of normative documents and guidelines that guide professionals in implementing programs and good practices. This approach of the large group of professionals can and

should be done by encouraging leadership, promoting change and joint action. What we have exposed here shows the course of this important and pioneering document in Portugal, as a way to demonstrate this same incentive.

It's increasingly urgent to initiate and build public policies concerning information, documentation and libraries and, in particular, the way the construction and presentation of these Recommendations was established as a key milestone. We believe that this work has demonstrated that a serious intervention at this level always involves a negotiation of interests. It is from these results that it is possible to write new themes and new issues on the political agenda.

Professional development may arise from research, publication, academic work, but also through practices in an associative context, such as the work of the Working Group on Higher Education Libraries. In this context, it's important to understand how the design of public policies is carried out and how it is possible to mobilize social intervention and public action that involves all the agents - librarians, teachers, researchers, students, politicians and other interveners – as interested parties in the problematization and resolution of these issues.

Although we are still at an early stage because the participation and involvement of all actors is just beginning, we can say that we have achieved a significant step in the national collaborative work. It is certainly not enough, but it serves as a motto to promote and implement these Recommendations fully and on a national scale.

Due to the very early stage of a theoretical corpus sustained in Portugal, the need to invest in studies on our practices is clear, particularly in more systematic and cross data collection and evaluation of projects and programs already implemented in order to anticipate the needs of our users. Promoting studies, systematizing and presenting current knowledge about our field is a sine qua non condition for a more consistent and reasoned intervention. Investment in skills and enhancing partnerships between stakeholders at all levels is also essential.

These Recommendations also have the premise that it is through the ability to know and collaborate that our class can evolve. They were also the subject of the 3rd Meeting of Higher Education Libraries, held in Oporto in June 2016, under the motto "Know, Collaborate, Develop". This meeting had a strong practical dimension and debate, in which the Recommendations played a key role in reflecting on professional issues that were part of the agenda. At the closing session, the audience was encouraged to talk about the Recommendations, stimulating the discussion among professionals and decision-makers, disseminating and implementing them in each library.

All professional development requires the development of skills to use print or digital information resources. Librarians seek to facilitate the reuse of content, allowing access to a variety of sources and improving the critical thinking and the creation of more complex ideas while encouraging students and teachers to use the resources and reinterpret them. Students and teachers develop much of their activity based on information resources and this means

being able to understand, access, evaluate, use and manage a wide range of documents. For this reason, it is important that librarians invest in their own training, to reflect on their professional performance and dedicate more time to learn new tools to organize and manage information (OCLC, 2014).

In this context, it sought to demonstrate how important it is to recognize the role of the Portuguese Association of Librarians, Archivists and Documentation Professionals in the implementation of policies and in encouraging good practices. Everyone involved must understand how they need to develop more skills, particularly if they need to lead processes, in order to meet the specific needs of their users, particularly in higher education (Dowell & McCabe, 2006).

In conclusion, it is demonstrated that sharing and cooperation results in economies of scale where common benefits converge. This alignment of interests and efforts are important and in the future it will be important that other international documents be transformed into national guidelines in Portugal, consolidating and standardizing the various policies, which would allow greater scope and performance impact of these professionals. The actions that librarians can develop at this level are essential because they constitute a basis for the creation and development of their profession. In the future it will be necessary to align library strategy with each campus academic and strategic plan (Franklin, 2009). It will be also necessary to define methodologies, diagnostics and direction lines to implement policies in the context of more specific skills for librarians.

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