

# COLLECTION DEVELOPMENT AND MANAGEMENT

COURSE CODE: 9206

UNITS: 1-9

## STUDY GUIDE BS-LIBRARY AND INFORMATION SCIENCES

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LIS Facebook page: LIS@AIOU official



Department of Library and Information Sciences  
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**Compiled by:** Dr. Sajjad Ullah Jan  
**Reviewed by:** Dr. Amjid Khan

**Program Coordinator**  
Muhammad Jawwad

**Course Coordinator**  
Dr. Muhammad Arif

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## **Course Organization**

This course has been organized in a way so as to help you in completing your required course work. There are nine units in this course. Each unit starts with an introduction which provides an overall overview of that particular unit. The introduction part is followed by *objectives* in each unit that shows the basic learning purposes. Similarly, the rationale behind these objectives is that after reading unit a student should be able to explain, discuss, compare, and analyze the concepts studied in that particular unit. Hence, this study guide is intended to be a concise appetizer and learning tool in which the course contents are briefly introduced.

This study guide is based on prescribed reading materials. Students are bound for studying these materials so as to have successful completion of the course. After the section of 'Objectives' few self-assessment questions and activities have been put forth for the students. These questions are meant to facilitate students/you in understanding that how much student/you have learned.

For this course, a 3-days workshop and four tutorial classes are arranged in university's study center. These tutorial classes are not formal lectures given in any formal university. These are meant for group and individual discussion with tutor to facilitate you. So, before going to attend a tutorial, prepare yourself to discuss course contents with your tutor. (04 classes in total for each course in every semester with non-compulsory attendance) and workshop (03 days for each course in every semester with at least 70% compulsory attendance) support will also be provided.

After completing the study of first 5 units the 'Assignment No. 1' is due. The second assignment that is 'Assignment No. 2' is due after the completion of next 4 units. These two assignments are to be assessed by the relevant tutor/resource person. Students/you should be very careful while preparing the assignments because these may also be checked with Turnitin for plagiarism.

## **Assessment/Evaluation of Students' Coursework**

Multiple criteria have been adopted to assess students' work for each courses, except Research Thesis, as under.

- a) Written examination to be assessed by the Examination Department, AIOU at the end of each semester = 70% marks (pass marks 50%). AIOU examination rules apply in this regard.
- b) Two assignments and/or equivalent to be assessed by the relevant tutor/resource person = 30% marks (pass marks 50% collectively).

All the matters relating to Research Thesis will be dealt with as per AIOU rules. However, the pass marks for Research Thesis is 50% both in evaluation of research report and viva voce examination separately.

## **Course Introduction**

This course is of three credit hours and contains nine units. The introduction provided at the start of each unit summarizes contents within that unit. The students should study this carefully so as to have idea of the syllabi and prepare themselves for the solution of assignments, assessment questions, activities, and final examination. A brief introduction of the entire course is provided in the following paragraphs.

Collection development and management are very important for libraries. If you don't have a collection, you don't have a library. In the earliest libraries, people concentrated on building

collections and locating materials to add. By the late 1970s, the idea of collection development and management as a professional specialization gained acceptance. Over the last few decades, collection development and management have come to encompass a suite of responsibilities. Library collection development is the process of building the library materials to meet the information needs of the users in a timely and economical manner. According to the International Federation of Library Associations and Institutions (IFLA), acquisition and collection development focuses on methodological and topical themes pertaining to acquisition of print and other analogue library materials (by purchase, exchange, gift, legal deposit), and the licensing and purchase of electronic information resources.

Collection development involves the; identification, selection, acquisition, and evaluation of library resources (e.g., print materials, audiovisual materials, and electronic resources). While it is the goal of collection development to meet the information needs of everyone in a user community, this is not ever entirely realized due to financial constraints, the diversity of user information needs, and the vast amount of available information. Nonetheless, public libraries strive to provide the greatest number of library resources to meet the information and recreational needs of the majority of their user community, within the confines of fiscal realities. Collection development is at the heart of what libraries do. It is in being able to meet the needs of individuals with the "right stuff" that we fulfill our missions. For some the "right stuff" will be the technology we make available while for others it will be just the right book, the right fact, the great article, the best movie, or the audio book to entertain the whole family on a long drive. For others it might be our recognition that just having a welcoming, quiet safe place to hang out is the "right stuff" and for still others the programming we provide is part of the "right stuff" for our information and cultural resources. In order to do this well, we have to have some understanding of both the potential world of the "right stuff" and our unique community of potential library users.

The work of collection development and management is being profoundly changed by the Internet and increasing options for resources in digital format. Librarians select print materials that will be digitized, remote e-resources to which they will subscribe e-books and CD-ROMs that they will purchase, and free web resources to which they will direct their library community. Decisions about e-resources cannot be separated from the decisions that librarians make on a daily basis that is selecting, budgeting, planning, assessing and evaluating, canceling and withdrawing, and so on. Nevertheless, e-resources continue to present unique challenges, and a separate chapter addressing these remains necessary. Collection development and management does not exist in a vacuum. It is done well only when its practitioners interact constantly with others within a library and with the collection's users and potential users. In short, this course is intended for those with little experience in collection development and management that is LIS students preparing to enter the field of librarianship and experienced librarians with new or expanded responsibilities.

### **Objectives of the Course**

After studying this course the students will be able to:

1. Explain the concept of collection development and management in libraries
2. Describe the importance of collection development in libraries
3. Discuss the role collection management in delivery of right information to right user
4. Explain the collection development policy, planning, and budgeting
5. Discuss the importance of collection development and management in electronic era

6. Explain the role of collection analysis in collection development in libraries

### Recommended reading

- Johnson, P. (2014). *Fundamentals of collection development and management*. American Library Association, Chicago, USA. Available at:  
<http://gen.lib.rus.ec/book/index.php?md5=C1210225644D894C9E7A149743B23EFE>

### Suggested readings

- Adams, K. E., & Cassner, M. E. (2001). Marketing Library Resources and Services to Distance Faculty. *Journal of Library Administration*, 31(3/4), 5-22.
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- Albitz, B., Avery, C., & Zabel, D. (2014). *Rethinking collection development and management*. Santa Barbara, CA: Libraries Unlimited.
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- Biery, S. S. (2001). Team Management of Collection Development from a Team Member's Perspective. *Collection Management*, 25(3), 11-22.
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- Flowers, J. L. (2001). Standing Orders: Considerations for Acquisitions Method. *Library Collections, Acquisitions, and Technical Services*, 25(3), 323-28.
- Gillespie, J. T. (1998). *Guides to Collection Development for Children and Young Adults*. Englewood, Colo.: Libraries Unlimited.
- Handman, G. (ed) (2002). *Video Collection Development in Multi-Type Libraries: A Handbook*. 2d ed. Westport, Conn.: Greenwood.
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- Gessesse, K. (2000). Collection development and management in the twenty-first century with special reference to academic libraries: an overview. *Library Management*, 21(7), 365-372.
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- Wu, C., et al. (1994). Effective Liaison Relationships in an Academic Library. *College and Research Libraries News*, 55(5), 254-303.

# UNIT NO. 1

## INTRODUCTION TO COLLECTION MANAGEMENT AND DEVELOPMENT

### 1.1 Introduction

Collection development is the means by which the library provides high quality information resources of print and non-print materials and provides access to electronic resources that will meet instructional requirements. Through collection development, we also strive to meet the cultural and recreational needs of the community. Collection development is an ongoing process, undertaken by librarians and library services staff, with input from faculty, administrators, staff, and students. Collection development is the thoughtful process of developing or building a library collection in response to institutional priorities and community or user needs and interests. *Collection development* covers several activities related to the development of library collections, including selection, the determination and coordination of selection policy, assessment of the needs of users and potential users, budget management, identification of collection needs, community and user outreach and liaison, planning for resource sharing, and perhaps e-resources contract review and negotiation. Although *collection management* has been proposed as an umbrella term under which collection development is subsumed. *Collection management* covers decisions about weeding, serials cancellation, storage, and preservation and the activities that inform these decisions such as use studies and cost/benefit assessment.

#### 1.1.1 Mechanism of Collection Development and Management

Many librarians use the terms *collection development* and *collection management* synonymously or in tandem. For example, the professional organization with Inala's Association for Library Collections and Technical Services that focuses on this topic is called the Collection Management Section. The Reference and User Services Association's comparable section is called the Collection Development and Evaluation Section (CODES). The Medical Library Association has a Collection Development Section, and the Association for Library Service to Children has a Children's Collection Management Discussion Group. The professional literature also uses the terms interchangeably. Nevertheless, librarians generally have a common understanding of the practice and purpose of collection development and management. Those who practice collection development and management are variously called selectors, bibliographers, collections librarians, subject specialists, liaisons or subject liaisons, collection development librarians, collection managers, and collection developers. In smaller libraries, the individual developing and managing collections may simply have the title of librarian or, in schools, school librarian or media specialist. Additional titles for those who build and manage collections also are used. In many libraries, collections responsibilities are part of duties that librarians are assigned. Collection development and management responsibilities include:

- Selecting materials in all formats
- Reviewing and negotiating contracts to acquire or access e-resources
- Managing the collection through informed weeding, cancellation, storage, and preservation
- Writing and revising collection development policies
- Promoting, marketing, and interpreting collections and resources
- Evaluating and assessing collections and related services, collection use, and users' experiences
- Preparing budgets, managing allocations, and demonstrating responsible stewardship of funds

- Working with other libraries in support of resource sharing and cooperative collection development and management
- Soliciting supplemental funds for collection development and management through grants and monetary gifts.

### **1.1.2 Collection Development Policy**

The collection development in libraries required a sound collection development policy that addresses such as:

- Material selection and acquisition which may include general selection criteria, criteria for specific subject area, jurisdiction, formats, languages, and duplication.
- Replacement of worn or lost materials
- Removal (weeding) of materials no longer needed in the collection
- Planning for new collections
- Developing library mission
- Establishing cooperative decision-making with other libraries or within library consortia for acquisition of reading materials that is collection development.

The future of collection development will be influenced by the rapid spread of digital technology both as a means for information creation, access, and delivery and as a primary influence on society. Electronic formats are leading to libraries that extend beyond their physical walls and see their collections as drawing from all the information sources that can be found and used without regard to location or time. The global network is creating a new community of resources and information and of seekers after resources and information. The intrinsic nature of society and how it defines and perceives itself is changing. This is the contact zone on which librarians should concentrate and the direction in which their future lies.

## **1.2 Objectives**

The study of this unit will enable you to:

- Explain collection development in libraries
- Describe collection management in libraries
- Discuss collection development and management policy
- Explain ‘Weeding’ in library collection

## **1.3 Self-assessment Questions**

- Q1. Define collection development and discuss the philosophy of collection development in special libraries.
- Q2. Discuss in detail the collection development process in academic libraries.

## **1.4 Activities**

- Visit a university library and identify the department/staff responsible for collection development and discuss issues of collection development with them.
- Discuss the reasons of ‘weeding’ with a concern university library staff.



## UNIT NO. 2 ORGANIZATION AND STAFFING

### 2.1 Introduction

Any library activity that relates to library collections both on-site and accessed remotely may be assigned to the collection development and management librarian. Assignment of responsibilities and placement of collections activities within a library will vary depending on the library's size, budget, mission, and user community. In small libraries, all activities may be handled by one individual. In very large libraries, responsibilities may be highly centralized or widely dispersed according to subject responsibility, user community, physical location of staff members, or a subset of functions. The trend is toward combining collections responsibilities with others, though full-time collection development and management librarians are found in larger libraries. Many functions that were once the purview of professional librarians have migrated to paraprofessionals. Those that remain solely the responsibility of collections librarians are programmatic in nature because they have the potential to change the library's direction, create new programs, and influence how the library's constituents perceive it.

Larger libraries of all types often have a senior collection development officer. This individual may have direct line responsibility for all librarians with collection development and management responsibilities or may serve a coordinating function. The collection development officer usually has budgetary authority and provides the guidance essential for coherent, coordinated collection development and management. Many libraries also have committees with permanent or rotating membership that provide coordination, consistency, and help with problem solving by virtue of members representing various units, branches, or divisions.

#### 2.1.1 Staffing

Collection development implies selection, acquisition and evaluation of the library collection in order to see that both print and non-print materials that are available in a library are really useful to the library costumers. Its purpose is to find out the users' information needs, select and acquire documents that are really useful to the library costumers, periodically review the collection for weeding out unwanted and outdated documents from it. For fulfilling these functions of collection development qualified library professionals need to be assigned. The library staff, first, analyzes their library costumers by identifying their different segments on the basis of academic subject, age, and ongoing academic projects etc. The concern staff develops collection development policy. This policy expresses its relationship with the objectives of the parent organization / library. Such policies also include; the basis for planning collection development, practical guidance in day to day selection of reading material free from personal bias, determining the best method of acquisition, support and assists in justifying the selection of a collection, acts as a rational guide for budget allocation, and also helps in long range budget planning by stating priorities and outlining growth and development goals.

The idea of subject specialist positions responsible for portions of the collection was developed in Germany in the 1800s. Subject specialists were seen to be most appropriate in libraries with complex bibliographic, linguistic, acquisition, and processing problems that required specialized expertise to solve. Some have seen the shift of selection decision making from teaching faculty to librarians as both a force toward and an indication of the professionalization of librarianship. For a time, the phrase *subject specialist* or *subject bibliographer* was under-stood to mean a librarian who was assigned full time to collections activities. This has changed, and now a

librarian who is called a subject specialist or bibliographer may have additional library responsibilities, such as reference service or cataloging, using his or her unique language expertise. In short, a subject specialist librarian can develop relevant collection in a more effective way.

### **2.1.2 Collection Organization**

Collection organization means systematic arrangement of library materials in a planned way to achieve some functional goals. In a library, the document collection should be organized in order to achieve effective use of the collection. Once a library acquires information records under its collection development policy they should be put to real use. That can be achieved only by organizing the collections. Documents procured will have to be systematically arranged in the library. Then only they can be searched with ease and comfort. We may think that arrangement of things or documents is very simple. But we face several problems as we begin arranging information records in a library. The documents so procured should be made accessible to the users because satisfying users' needs is a major concern of a collection development policy. Shelf arrangement, classification and cataloguing techniques followed should help in this regard. Several problems crop up in collection organization in deciding the way the documents should be grouped, and how they are to be classified and catalogued.

Circulation service, reference service, interlibrary loan and other cooperative activities and the like will help the users in getting the information they need and will result in maximum use of the library collection. Care and preservation of the library materials is also significant for collection organization. Library materials should be protected from misuse, mutilation and theft. They should also be protected from insects and environmental dangers. Collection development can fulfill its objectives by periodic evaluation of the collection. Shelf rectification and stock verification will help the evaluation process. In order to ascertain whether the collection is really useful in quality and scope surveys can be conducted and services of the subject experts can be taken. Evaluation is an integral part of library management and administration. Evaluation of the document collection is an essential and inevitable component of the collection development policy. Through evaluation only library can improve its quality of service.

## **2.2 Objectives**

After studying this unit, you/student will be able to:

- Discuss the role of library staff in collection development procedure
- Describe the collection organization concept in libraries
- Discuss the issues in collection development and management in libraries

## **2.3 Self- assessment Questions**

1. Define subject librarian. Discuss the conception of subject librarian in collection development in university libraries
2. Discuss the hierarchy of responsibilities of library staff in collection development and organization.
3. What are the issues in collection development and management in Pakistani academic libraries? Discuss in detail.

## **2.4 Activities**

- Prepare a list of competencies that needed for the position of a collection development librarian
- Visit websites of five different university libraries and identify the scheme used for collection organization/collection management.

## **UNIT NO. 3**

### **POLICY, PLANNING, AND BUDGETS**

#### **3.1 Introduction**

For smooth running of routine and successful activities every organization needs proper planning. Planning is both an organizational and individual responsibility in about every type of organization. Plans, by analyzing the organization's environment and mission, improve the quality of all decisions. That is, every organization has a better understanding of its desired future and how to apply available resources to obtain that future. Thus, meeting the future demands and effective utilization of available resources, proper planning and policy are needed for libraries as well.

##### **3.1.1 Planning in Libraries**

Planning is one of many responsibilities librarians have. Formal planning should not be viewed only as the responsibility of managers and administrators. Planning should be part of all activities in the library. Planning means 'devising a method for accomplishing something'. Planning occurs every day because outcomes are sought, decisions are made to reach those outcomes, and actions are taken based on those decisions. The distinctions between informal planning, which people do daily and formal planning, which has a structure within which conscious, intentional planning occurs.

Librarians may follow one or more models in formal planning, depending on the particular situation and the methods endorsed by its parent organization. Strategic planning, with its specific focus on understanding and responding to a changing environment through continual revision, is a commonly applied planning model. The process of planning brings librarians to a better understanding of their library's mission and goals. A plan, which includes desired goals and objectives toward reaching these goals, shares this information with constituents. Both library users and parent agencies are provided benchmarks against which to measure the library's effective use of financial resources.

##### **3.1.2 Collection Development Policy in Libraries**

The purpose of a library collection development policy, a central planning document, is to inform and protect. It defines the scope of existing collections, relates the library's collecting goals to the resources available to meet them, incorporates the parent institution's mission, and recognizes current and future user needs. A policy protects the library against external pressures, particularly in the areas of intellectual freedom and censorship. The policy's audience is the library's staff, its users, and its governing or administrative body. The purpose of a collection development policy is to create a collection of library materials that supports the library's mission. All decisions about the kinds of materials to be collected or accessed should be made with the mission statement in mind. For example, if an elementary school library's mission is to support the curriculum, it will not be interested in collecting adult fiction. However, if the library also has a mission to be a resource for teachers, it will collect some professional materials on elementary education. The collection development policy sets goals for the collection that reflect the library's mission. The collection development policy provides information to the library's stakeholders about how the collection is chosen, and it explains who is responsible for making decisions about the collection.

### **3.1.2.1 Purpose of the Collection Development Policy**

The many purposes that collection policies serve can be divided into two broad purposes that are to inform and to protect. The audience being informed must also be considered when creating a policy. Collection development policy statements inform by describing current collections in terms of strengths and weaknesses and setting future goals. By identifying future collection levels, policies provide a benchmark against which to measure success in reaching those levels. Collection policies provide the information needed to establish priorities for the library. Priorities for collection development and management are an obvious result. In addition, collection policies can inform decisions about cataloging, retrospective conversion, space allocation, budgeting, and fund-raising priorities. They can guide those individuals responsible for managing personnel, fiscal resources, space, and other resources in support of collections. By establishing collection priorities, policy statements guide libraries in establishing staffing needs and allocating available personnel. In short, the purposes of collection development are:

- To guide library staff for in decision-making regarding the selection, management, and preservation of the collection
- To identify responsibilities for developing collection
- To guide staff in developing budgets and allocating resources
- To respond to changes in teaching and research programs
- To state library's commitment to intellectual freedom.

Collection development policy statements protect the library against external pressures. Policy statements can serve to protect intellectual freedom and prevent censorship. Many libraries' statements repeat or reference the "Library Bill of Rights" and other intellectual freedom statements. A policy resists the exclusion of certain materials, it can protect against pressure to include inappropriate and irrelevant materials. A statement can protect against undue special interest pressure from those who demand that the library accept gifts or purchase certain materials. A policy makes clear that materials are rejected because of collection guidelines, not because of who may or may not wish their acceptance. Policies can protect by guiding the handling of gifts. The policy specifies the conditions under which the library accepts and rejects gifts. The gift policy should address the economic, social, and political situation in which a library exists.

### **3.1.3 Budgeting in Collection Development**

Once a library's goals and objectives are understood through the planning process, its budget serves both to document those decisions through allocations and to coordinate achieving those goals and objectives. Budget allocations are a measure of the financial commitment to support activities necessary to reach the goals outlined in a plan. A well-crafted budget becomes an internal control that can measure operating effectiveness and performance. The materials budget, also called the acquisitions budget, collections budget, or the resources budget, is one portion of a library's total budget.

The word 'budget' is used in two ways. In the planning sense, the library's budget is its plan for the use of money available during a fiscal year and reflects allocations, expected revenues, and projected expenditures. A proposed budget is presented to funding authorities as both a request for funding and a plan for what the library will do with the money it receives. Budget also can mean the total amount of funds available to meet library's expenditures over a fixed period of time. The budget will vary from year to year. The planning process should make clear which budget will cover which types of expenses. The materials budget may be intended to cover the

purchase of equipment to house collections, costs to support the technological infrastructure that provides access to electronic resources, binding and other preservation and conservation treatments, vendor service charges, and shipping and handling fees.

Approaches to the budgeting process vary from library to library. The parent institution may mandate the approach, and in some organizations, this may change from year to year. Zero-based budgets require a fresh start each year. The library is asked to begin with a blank page and determine how much to spend in each category of the budget. Each funding request is proposed and defended without reference to past practice. Few government and nonprofit organizations take this approach because of the amount of work involved. A program or performance budgeting approach looks at allocations for specific activities or programs and provides very clear connection with planning documents and the objectives set each year. Most organizations use a historical or incremental budget approach, which determines the needed incremental changes in various categories. Combining incremental budgeting with program budgeting is a common practice. The library begins with the previous year's base budget and identifies programmatic priorities that should be funded at higher level. The librarian should approach budget preparation in the manner required by his or her parent institution. An effective budget system provides the tools for making reasonable decisions about allocation or reallocation of resources.

Collections budgets are an important part of the planning process and also a mechanism for tracking effectiveness. A good collections budget is one that reflects the goals of the parent institution. It provides a mechanism to show the library's commitment to its goals in concrete fiscal terms and to monitor progress toward those goals. Good budgeting does not replace good selecting. They are complementary processes. Collections policies and budgeting are part of the planning process that informs collection development and management.

### **3.2 Objectives**

After studying this unit students will be able to:

- Explain the concept of collection development and management in different types of libraries
- Describe purposes of collection development in academic libraries
- Discuss the importance of planning/policy in collection development in libraries
- Argue the significance of budgeting and allocating in collection development

### **3.3 Self-assessment Questions**

1. What is meant by collection development policy statement? Discuss its main elements.
2. To inform the audience and to protect library against the external pressures are the two main purposes of collection development policies. Write a detail note on these purposes of collection development.
3. Discuss the importance of budgeting in collection development in libraries.
4. Define planning. Write a comprehensive note on planning in libraries keeping in view collection development.

### **3.4 Activities**

- Visit a university library and identify stakeholders who might be consulted in writing the collection development policy.
- Prepare and allocate a rough budget for collection development in an academic library.

## UNIT NO. 4

### DEVELOPING COLLECTIONS

#### **3.1 Introduction**

Developing collection encompasses all those activities that help in developing/building library collections both on-site and accessed remotely. Earlier, it was called 'Selection'. Selecting between two or more options is part of nearly every decision collections librarians make as they seek to implement collection development and management goals. Selection of reading materials for libraries is not an easy task, particularly, among the vast number of materials published each year. Book title as well as journals and other reading materials production is increasing every year. During 2001, more than 141,700 book titles were published in the United States and more than 43,500 in Canada. The forty-first edition of *Ulrich's Periodicals Directory* (2003) listed more than 164,000 periodical and irregular titles. So, librarians are challenged by increasing materials costs as well as the vast number of publications. The costs of reading materials are also increasing all over the world. In this scenario, librarians go through proper procedures to develop collection. These include; selecting types of materials, selection process and selection criteria, selecting sources for identifying titles, interaction with the acquisition process, acquisition options, diverse user communities and alternative literature, and censorship and intellectual freedom.

#### **4.1.1 Types of Reading Materials**

A first step in selecting materials is to separate them into categories and assign responsibility for their selection and management. Format is a typical typology and distinguishes, for example, between print, microforms, video and audio recordings, and electronic resources. Format often guides how the material is handled in the library. Who catalogs it and how it is marked, shelved or stored, and serviced or circulated. Other formats are maps, slides, pictures, globes, kits, models, games, manuscripts and archives, and realia. Genre is often mixed incorrectly with format when discussing types of materials. Categories within genre include monographs, monographic series, dissertations, musical scores, newspapers, application software, numeric data sets, exhibition catalogs, pamphlets, novels, plays, manuals, web sites, encyclopedias, ephemera or gray literature, indexes and abstracts, directories, journals, magazines, textbooks, and government documents. A single genre may be presented in several formats. For example, serial publications can be acquired in print, microform, and various digital formats.

Resources may be categorized by subject. These may be broad divisions (humanities, social sciences, sciences), more narrow (literature, sociology, engineering) or very refined (Pakistani literature, family social science, chemical engineering). Often, the categories are described by divisions in a classification scheme, typically the Library of Congress or Dewey decimal systems. Some genres are more frequently found within subjects and disciplines. For example, the sciences rely heavily on proceedings and research reports. Tests and other measurement tools are part of the education and psychology literature. Materials can be subdivided by language in which they are produced or geographic area in which they are published or which they cover. Academic and research libraries may distinguish between primary (source documents), secondary (reviews, state-of-the-art summaries, textbooks, interpretations of primary sources), and tertiary resources (repackaging of the primary literature in popular treatments, annuals, handbooks, and encyclopedias).

#### **4.1.2 Selection Process and Selection Criteria**

There are four basic steps involve in the selection process for developing collection: (1) identification of the relevant material, (2) assessment (i. e. to see is the reading material appropriate for the collection?) and evaluation (i.e. is the reading material worthy of selection?), (3) decision to purchase, and (4) order preparation. Identifying possible items requires basic, factual information about authors, titles, publishers, and topics. Many tools and resources exist to help librarians in identifying possible materials/acquisitions.

##### **4.1.2.1 Selection Tools and Resources**

Bibliographies are one of the best sources for material selection. Bibliographies and lists may be issued by libraries, library publishers, school systems, professional societies, and commercial publishers. National bibliographies and trade lists have been standard tools in libraries for decades. Similarly, indexing and abstracting resources provide a list of the titles indexed, which can be checked against library holdings. Some resources identify specific types of publications, such as *Proceedings in Print*. Others focus on both a specific discipline and specific types, such as *Index to Social Sciences and Humanities Proceedings*. Book Reviews appear in the library-oriented press, popular media, and discipline-based journals. An Internet-based resource, Bookwire, indexes book review resources on the Internet, containing more than 5,000 links to book sites worldwide. Apart from these, book fairs and bookstores, Amazon.com, and purchase requests from users can be used as a tool for developing collection.

##### **4.1.2.2 Evaluation and Assessment Criteria for Monographs**

Evaluation and assessment assist the collections librarian in deciding if the title/book should be added. Evaluation looks at item-intrinsic qualities. Each item is first considered on its own merits. These will vary from item to item and between categories of materials but generally include several of the following criteria:

- Content or subject of book/material/item
- Language of the item
- Currency of the item
- Authenticity of the item
- Completeness and scope of treatment
- Reputation, credentials, or authoritativeness of author, publisher, editor, reviewers;
- Geographic coverage
- Quality of scholarship
- Reading or user level to which content is directed
- External resources that index the publication
- Physical quality - illustrations, paper and binding, format, typography

##### **4.1.2.3 Criteria for Selection of Serials**

Serials are defined as titles issued periodically and expected to continue indefinitely, often with numbered parts. The serials collection includes newspapers, journals, annuals and monographic series. The purchase of print serial subscriptions requires special consideration regarding space, maintenance, and long-term commitments of money, unlike monographs which are one-time purchases. Most serials are now published online, with varying licenses. Titles are added very selectively, and serials are charged to special Library-controlled budget lines. Following are the specific guidelines for the selection of serials:



- Relevance of the title to the curriculum.
- Strength of existing subject coverage in the collection and a title's ability to add to the existing coverage.
- Indexing availability. For most journals the Library acquires, there should be indexes available in sources the Library owns.
- Cost and projected availability of funds.
- Audience for whom the title is intended.
- Reputation of editors or publisher.
- Currency of information.

#### **1.1.2.4 Criteria for Selection of Databases**

Databases will be selected using the same basic principles as print and non-print media. Criteria to consider include:

- Appropriate retrospective and current coverage
- Spread of disciplinary coverage among selected titles
- Duplication of content with other products
- Basic and advanced search capabilities
- Economies of scale reflected in print
- Local and remote access
- Ease of user interface
- Minimal support required of Library staff
- Compatibility with current telecommunications and campus technological infrastructure
- Adequate documentation, training and bibliographic services provided by vendor
- Stability of the product
- Flexibility and responsiveness of the vendor
- Long-term support by the vendor
- High benefit but low cost threshold
- Availability of usage statistics from the vendor
- Inter-product links
- Evidence of progress by vendors to meet the accessibility needs of those with disabilities.

#### **1.1.2.5 Weeding of Library Materials**

Materials are weeded from the Library in order to maintain a current, active, and useful collection, which reflects the goals of the Library and its users. Consultation with the faculty is especially important as a safeguard against withdrawal or cancellation of materials with special qualities or significance. Consideration of the costs of weeding of materials should be kept in mind. The following criteria have been established to provide a guideline for weeding of materials which are not a part of a series:

- Quantity and recency of past use (browsing should be considered)
- Language
- Superseded editions
- Superseded volumes
- Obsolescence (especially in specific fields such as science, technology)
- Textbooks
- Dissertations

- Discredited materials
- Trivial material
- Appropriateness of subject matter to collection
- Likely future use
- Damaged, lost, long-overdue titles
- Titles acquired more than 20 years ago that have not circulated in 20 years
- Availability at area libraries
- Books on highly specialized topics essentially covered in other works
- Biographies of obscure people

#### **4.1.3 Acquisition Options**

There are different ways to develop a library collection. These include the following

##### **4.1.3.1 Exchange Agreements**

Many academic libraries use exchanges as a selection process. Exchanges are most frequently with foreign exchange partners and can provide materials not available in other ways or more economically than direct purchase. The library supplies local institutional publications to a partner library or institution, which sends its own publications to the library. Partners may be libraries, scholarly societies and associations, university academic departments, and research academies and institutes. Exchanges should be established and monitored within the library's collections priorities.

##### **4.1.3.2 Gifts and Other Free Materials**

A gift is transferred voluntarily without compensation. Gifts may bring individual items or a collection of items to the library. No payment to the donor does not mean the library has no costs associated with the gift. Costs arise when it is reviewed by the selector, cataloged and processed, shelved and re-shelved, and repaired and preserved. Gift serial subscriptions have ongoing costs just as paid subscriptions do. Most selection decisions about gifts can be reduced to a trade-off between the cost of adding the item and its value to the library. Gift materials are desirable because they can strengthen a library's holdings, fill gaps, supply replacements, and provide materials not available through purchase or that the library cannot afford to purchase.

##### **4.1.3.3 Purchase from Sellers**

Librarians usually develop their library collection by regular purchasing of book materials from book sellers. The following points should be kept in mind while purchasing reading materials.

- Price of books
- Edition
- Format
- Out of print items
- Quality of paper etc.

### **3.2 Objectives**

The study of this unit will enable you to:

- Discuss developing collection in libraries

- Explain the procedures of different reading materials in collection development in libraries
- Explain the standard criteria of selecting reading materials

### **3.3 Self-assessment Questions**

1. What is meant by document selection tools? Discuss various tools in detail.
2. Define database. What standard criteria should be adopted in the selection of scholarly databases for a library? Discuss.
3. What are the different sources/acquisition options for a librarian to develop library collection? Write a comprehensive note on each one.
4. Argue the evaluation criteria for different types of reading materials in collection development/developing collection process.

### **3.4 Activities**

- Identify the weeding criteria of a Pakistani university library and write down the procedures in your note book.
- Meet an acquisition librarian in any large library and ask him/her about the procedures of serials acquisition.

## UNIT NO. 5 MANAGING COLLECTIONS

### 5.1 Introduction

Collection management is an umbrella term covering all the decisions made after an item is part of the collection. These decisions often become critical tasks because of condition, budget or space limitations, or shifts in the library's user community and priorities. Collection management often is more politically charged than collection development. User communities, administrative agencies, and funding bodies may be suspicious about the disposition of materials for which money has been spent. They may have an emotional investment in the library's collections. Some preservation reformatting products are less comfortable to use. Moving materials to remote storage sites delays access. Canceling journals will distress at least part of the user group. In short, collection management involves making decisions about withdrawal, transfer to storage, preservation, serials cancellation, and protecting collections from theft, mutilation, and natural disasters.

#### 5.1.1 Withdrawal

Withdrawal is the process of removing materials from the active collection. Other terms used for this activity are *weeding*, *pruning*, *thinning*, *de-selection*, *de-accession*, *relegation*, *de-acquisition*, *retirement*, *reverse selection*, *negative selection*, and *book stock control*. Items withdrawn from the active collection may be offered for sale, given to other organizations, discarded, or transferred to a storage site or to a special collection. Materials in a non-circulating reference collection may be moved to a circulating collection.

##### 5.1.1.1 Reasons for Withdrawal

Reasons for withdrawal are usually related to saving money or improving services and collections. More effective use of the library's space and staff required to maintain the collection represents one justification for withdrawal. Libraries can dispose materials that are no longer useful or appropriate. Little-used materials can be sent to a site less expensive to maintain or put into compact storage in a less accessible area of the main library building. These tactics can alleviate space problems and make servicing the active collection easier. A more important reason is to assure continued quality in the collection. When weeding is justified on the grounds that user service will be improved, the rationale is that borrowers can more easily find up-to-date materials. Out-of-date and possibly inaccurate materials will no longer be available, the general appearance of the library will be improved, and browsing capability is enhanced. A library should have established criteria, documented in a written policy, guiding withdrawal decisions. The library then has a measure of protection in pointing to a systematic plan for not only building, but also managing its collection. Criteria will vary from library to library, depending on the library's mission, priorities, users, physical facilities, staffing, and age and type of collection. The important elements in successful weeding are; a clear purpose (improving the collection, making materials more accessible, freeing space, etc.), sound planning, good communication, sufficient time to do it well, and careful consideration.

##### 5.1.1.2 Weeding Criteria

Criteria for weeding are similar to those used in selecting items, remembering that all libraries are different and criteria are more or less relevant depending on the subject area, format,

and user community. The three most frequently asked questions are: Has it been used? Is it worn? Is it outdated? An author states that the amount and time of use should be the principal criteria for deciding what items to remove. However, the following questions also should be considered.

- Is the content still pertinent?
- Is it in a language that current and future users can read?
- Is it duplicated in the collection?
- Is it available elsewhere?
- Is it rare or valuable or both?
- Has it been superseded by a new edition?
- Was it selected originally in error?
- Is it cited in standard abstracting or indexing tools?
- Is it listed in a standard bibliography of important works?
- Does it have local relevance?
- Does it fill regional need?
- If available in electronic format, is continued access to retrospective files ensured?

Besides, librarians should consider the following points in the weeding process.

**Shelf Scanning:** The most frequently applied technique for weeding is shelf scanning, which involves direct examination of volumes. Title-by-title review provides information about the size, scope, depth, and currency of materials.

**Variations in Library Types:** School, public, and smaller academic libraries are more likely than large

research libraries to withdraw and dispose of items.

**Storage:** Whatever libraries run out of room, librarians face the choice of withdrawal or storage. Larger libraries are facing space/storage problem. In such situation only constant elimination, convenient storage, frequent rearrangement can resolve the issue. The books less wanted must be stacked away . . . and the

books most valued must be brought forward.

**Journal Back Files:** Digitally stored journal back files offer one area of electronic access through which libraries may gain space savings. The decision to store or remove print journal volumes remains complicated. A library may consider removing rather than storing older runs of journals when continued access to the older materials is assured, but this is not always certain. Many files remain available only from publishers or vendors. Access maybe available only as long as the library pays an annual subscription fee. Libraries, therefore, own the material from the electronic files to which they subscribe.

### 5.1.2 Preservation

Preservation encompasses activities intended to prevent, retard, or stop deterioration of materials or to retain the intellectual content of materials no longer physically intact. Preservation includes selecting replacement copies, moving items to a protected area, and selecting materials for reformatting. Binding, rebinding, repairing, using protective enclosures, controlling use, monitoring environmental conditions, and conserving are preservation activities intended to prolong the useful life of materials.

### **5.1.2.1 Repair and Conservation**

School library media centers, small and medium-sized public libraries, and special libraries commonly focus on treatments that extend the physical life of items. They are unlikely to have full-time preservation staff. These libraries do not have a primary responsibility to retain materials or their intellectual content in perpetuity. They do have an obligation to extend the life of the items in their collections, to protect the investment reflected in their holdings, and to keep their collections as attractive as possible. Many activities contribute to extending the useful life of materials. At the top of the list is good housekeeping—keeping materials and the library free of dust and food or other wastes that attract pests. Controlling temperature, humidity, pollution, and exposure to light protect collections.

### **5.1.3 Replacement and Reformatting**

If the item is worn beyond repair or the cost of repair is too high, a library may replace it. Options are a commercial paper reprint or microform copy, a used copy through an out-of-print (OP) dealer, or local reformatting. Commercial publishers reprint and provide microforms of high demanded titles. Local reformatting should not be pursued unless the librarian has exhausted other replacement options. A library may decide to photocopy the original when it expects moderate use and cannot locate reprint. Microfilm and microfiche are less appealing to users but withstand more use. Reformatting is expensive. The collections librarian must decide if the intellectual content of an item has sufficient enduring value to justify reformatting and if the format selected will capture the content and support current and future use. In all these, copyright law should be strictly followed.

### **5.1.4 Preservation Plans**

Many libraries prepare a systematic preservation plan. The plan will vary in scale and complexity depending on the size and nature of the library. A comprehensive preservation plan prepares the library to deal with complex preservation challenges on an ongoing basis. Initially, it increases knowledge among library staff members of existing condition and use issues, possible approaches, existing capabilities, and the financial and technical resources currently available. A preservation plan is also a political instrument. It can serve to raise awareness in the library and the parent organization about preservation problems and help develop a consensus on how to address them. The first element of a preservation plan is a survey of the collection condition. This involves determining the extent to which all parts of the collection are at risk from acidic paper, embrittlement, loose or incomplete text blocks, deterioration of the text, image, or medium damaged bindings, or lack of protective enclosures. A second component of a plan is gathering data on environmental conditions (temperature, relative humidity, cleanliness), disaster preparedness, and staff and user education. This will include information about fire prevention, detection, and suppression systems and security measures. Identifying the protective measures in place allows the library to assess the degree to which collections are exposed to future deterioration and sudden damage.

Once librarians have an understanding of collection and environmental conditions, they can begin establishing preservation priorities. Priorities balance the importance of materials with treatment capacities within the context of available and potential funds and staffing. Possible strategies for selecting materials for preservation might be to treat those materials at greatest risk, those that can be treated quickly and inexpensively, those that need a particular type of treatment, or those materials most important to the library.

A library looks at available and potential resources for preservation activities. This means reviewing available staff time, staff competencies, and on-site equipment and funding sources. Technical expertise and resources available locally and regionally are inventoried. Information about the condition of the collections, their environment, and potential risk is weighed against the resources and technical capabilities available to address the needs identified. The result is a systematic plan to meet preservation needs now and in the future.

#### **5.1.5 Serials Cancellation**

Serials cancellation is one of the important collection management tasks. Serials and standing orders are considered nondiscretionary purchases because a decision, once made, becomes a continuing commitment until it is reversed. The process of serials cancellation begins with a review that parallels that for other collection maintenance functions. Ideally, active serial subscriptions are reviewed regularly as part of ensuring that the collection continues to meet user needs and library goals and objectives.

Many reasons may involve behind serials cancellation. Such as, a library may aim for a constant ratio between expenditures for serials and for monographs. Libraries may cancel titles because they seek to maintain expenditure ratios between disciplines or between user groups. For example, journals in the children's and young adult room do not cost as much nor increase in price as rapidly as titles provided in the business section. Therefore, the library may opt to cancel more titles and set a higher dollar target when reviewing the business section serials. The focus of the curriculum or the user community may make some titles less relevant. Similarly, a compelling reason to cancel a journal is declining quality or content that is no longer appropriate.

#### **5.1.6 Collection Protection and Security**

Collection protection is another collection management responsibility. This includes proper handling of items by staff members and users, appropriate environmental conditions, security against theft and mutilation, protection of electronic resources, and planning for and responding to disasters. Some libraries hold regular training for staff members, covering such topics as how to remove volumes from shelves, the importance of not shelving volumes too tightly, and the need to use approved supplies for simple mending. Libraries often run publicity campaigns to educate users in the proper care of library materials and to protect against food and drink near collections and computers. A proper environment protects collections. This encompasses sound shelving and storage containers, moderate temperature and humidity with minimal fluctuations in each, cleanliness including pest control, and the avoidance of excessive light and ultraviolet radiation.

Several steps help protect libraries from theft. All holdings should be documented through a catalog or other means. All items should carry ownership markings, unless inappropriate to the items. The library should conduct regular inventories. The library should have limited entrances and exits with, ideally, some sort of monitoring. Book theft detection systems are common. Some libraries employ surveillance camera systems. Rare books and special collections usually have more stringent security measures, such as excluding users from the stacks and prohibiting briefcases and bags in the reading room. Protecting against theft needs to be balanced with users' access to the collection and their privacy rights. So, several activities can help librarians protect their collections. A staff training program can address proper handling of library materials, monitoring security issues, and responding to emergencies. A security audit

and risk assessment will detect problem areas where the library and its collections are vulnerable. The library should have a clear reporting procedure and designated leader for each situation.

## **5.2 Objectives**

After reading this unit you will be able to:

- Explain collection management methods and procedures in libraries
- Understand the weeding policy and its importance in the growing space and monetary issues
- Know and explain the procedures of preservation and conservation of library materials.

## **5.3 Self-assessment Questions**

1. Define collection management. Discuss at least three essential decisions in this regard
2. How to avoid the library materials from theft, mutilation, and natural disasters? Discuss
3. Fumigation is a process of preserving library reading materials. Explain this procedure with examples from Pakistani university libraries.
4. Define weeding. Explain the various reasons involve behind the weeding in libraries.

## **5.4 Activities**

- Visit websites of five university libraries and compare the adopted procedures of collection development
- Meet with few university head librarians and discuss with them their weeding policy.
- Visit a big university library and inquire about the chemical/procedures use for preservation in that particular library.



## UNIT NO. 6

### MARKETING, LIAISON, AND OUTREACH ACTIVITIES

#### 6.1 Introduction

Every library that serves a constituency seeks to build collections and develop services to match its service or user community. The challenge facing collection development librarians is learning about and keeping current with users' changing needs, wants, and demands in order to develop collections and services in response. To be truly effective, collection development must consider future needs, not simply those of today's most frequent or vocal users. Regular communication with clientele is essential for gathering the information needed both to perform routine collection development and management activities and to plan for the future. Regular communication, formal and informal, is equally fundamental for sharing information about the library-new acquisitions, new programs and services, successes, problems, and constraints. Regardless of library type, understanding the library's users, governing and funding bodies, community leaders, and administrators and consulting with these groups are fundamental responsibilities of librarians.

*Liaison and outreach* are terms that describe aspects of the same activity- communication with the library's community to share and gain information. Communication is a two-way enterprise. Librarians need to learn about and listen to their constituents' concerns and ideas as well as share information. Academic libraries tend to use *liaison* to refer to communication with their constituents. Liaison is communication for establishing and maintaining mutual understanding and cooperation. Public and school librarians more commonly use the term *outreach* to describe the act of reaching out or extending services beyond current or usual limits. Part of outreach is informing constituents about the library's collections and services, especially those for special groups. Such targeted groups may be people who are homebound or visually impaired, preschool children, small business owners, and so forth. As librarians come in contact with users through the promotion and delivery of collections and services, they gain information that can translate user needs and suggestions into responsive collections. Much of this outreach and liaison work includes the very tasks associated with marketing, and all librarians can benefit from knowing the basic marketing concepts.

#### 6.1.1 Marketing

The concept of marketing, more often used in the for profit sector, can be applied to libraries' liaison and outreach activities. In a library context, the aim of marketing is to satisfy the library user and achieve a set of articulated goals, which may be increased use, community support, more patrons, a larger budget, or increased donations. For the collection development librarian, marketing means understanding the library's public (users, potential users, supporters, funding and administrative bodies) in order to develop a product (the collection). The success of that product is then measured or evaluated to ensure performance is responsive to the public and gains support. Library marketing always occurs within the context of the library's mission, goals, and objectives. Successful marketing helps position the library to plan for that future.

Marketing as part of collection development in libraries is not a new idea. Marketing is one of the important responsibilities comprising collection development. Marketing, as promotion, in libraries has an even longer history. An author reported 114 publications,

published between 1981 and 1989 alone, on marketing in libraries. A common misconception is that marketing is the same as advertising or hard-sell promotion, which has had a negative connotation in the nonprofit sector. Although, marketing does include promotion but this is only one aspect. The aim of marketing in collection development is to understand the library's present and future users in order to develop a collection that satisfies their needs, wants, and demands. Once the library understands its potential market, it formulates marketing strategies. These include developing overall plans to maximize impact on the market in both the short and long-term, deciding which information resources and services to offer, and establishing standards and measures for performance. In other words, marketing is market analysis, planning, implementation, and control. These activities are increasingly important in the nonprofit sector such as libraries. A library's marketing activities begin with knowing its public-its community.

### **6.1.2 Marketing Concepts in a Library Context**

Marketing begins with an understanding of the market's needs, wants, and demands. A *need* is a state of felt deprivation of some basic satisfaction. Need requires solution. *Wants* are desires for specific satisfiers of these deeper needs. *Demands* are wants for specific products or services. Marketers can influence wants. For example, I need information. I want the library to help me find this information, by either giving it to me or directing me to a resource that will provide it. I demand, in the marketing sense of this word, to use an online resource. I have been influenced by marketing, either by the library or the commercial sector, to prefer electronic information resources instead of traditional printed information tools. Products and services are anything that can be offered to satisfy a need or want. Libraries provide products in the form of information, books, journals, multimedia, online resources, customized bibliographies, handouts, library web pages, and so on. Library services are reference service, interlibrary loan, reader counseling, training, story hours, class visits, and anytime a staff person comes in contact with a patron. Collection development librarians can see the collections they build and manage as the product.

The librarian gains information that will help develop outreach activities that more clearly and completely convey to users what the library has and does. When a user's dissatisfaction is based on real problems, not misunderstanding, the selector takes on the role of advocate in trying to solve these problems within the context of available library and institutional resources. In marketing, value and satisfaction define how consumers choose between the products and services that might satisfy a given need. The market consists of all the potential customers sharing a particular need or want and who might be willing and able to engage in exchange, which may be money, time, effort, or all three, to satisfy that need or want. A marketer is one who engages in marketing, who analyzes the market, develops a product or service for that market, and monitors satisfaction. Marketing can be understood in relation to four *Ps*: product, price, place, and promotion. Two additional factors can be added to four *Ps* list to make it more applicable to libraries that are performance measurement and the library's public. A collection development librarian can develop a marketing plan that organizes activities around each of these mutually dependent factors.

#### **6.1.2.1 Product, Price, Place, and Promotion**

*Product* refers to both library collections (on-site and remote) and services. The library examines the needs, demands, and wants of all segments of its public and the long-term requirements of the communities it serves and designs a product: services and resources. Does

the public library's community want more electronic resources, more copies of popular novels, more large-print materials, or fewer books and more journals? What services and types of contact do faculty members want from selectors? Can the library or the librarian modify current practices to satisfy the public better? Libraries face challenges building collections that balance formats, monographs and serials, and immediate needs and long-term mission. Developing and modifying the collections and services the librarian provides are what librarians do constantly, though they seldom think of this as marketing activities. The contact between librarian and community is an important product. The librarian should develop, monitor, and modify these liaison or outreach activities so that they become a valued service, for which the user community members willing to exchange time, effort, and support.

*Price* and *place* are aspects of the product. Librarians should understand these components and can adjust them, when appropriate, to increase the likelihood a patron will use and be satisfied with the library's collections and services. Price is what it costs the public (i.e. user community) to acquire and access the library's products and services. Price can be measured in financial cost or the time or effort needed to obtain the product. The librarian's goal is to set the price of using the collection and services as low as is feasible, given the constraints placed on the library by its budget and staffing. Generally, traditional or routine services have nonfinancial cost for primary constituents. Fees are seldom charged to borrow books and audio recordings, read journals, consult reference materials and staff members, and use the library's electronic resources. Some libraries charge fee from users for receiving interlibrary loans, borrowing videos and best-sellers, requesting recalls, being placed on a waiting list, and using reference services extending beyond a certain length of time. Most libraries charge for photocopy services, printing, and retrieval and delivery to a home or office, though special libraries may be budgeted to absorb these costs. *Place* is the point at which the exchange of value for product and service occurs. It can be in the library, media center, or a bookmobile; via a web site; or closer to the user's office, home, or classroom. The librarian's goal is to design a place, point of contact, or distribution system that allows patrons to get what they want, which may be information, an item, the collection development librarian's attention. Some users may find it extremely convenient to access electronic resources from home or office instead at library.

*Promotion* is another important marketing tool. In libraries, all liaison and outreach activities are promotional in nature. Many users have very little idea of what librarians do or what they and the libraries in which they work offer. Liaison and outreach are the librarian's chance to inform and educate. The librarian should take every opportunity to promote the library's collections and services along with his or her availability. Information about the library should not focus only on collections and information resources. The selector keeps constituents aware of all relevant library services, programs, and policies. Some services may be offered by selectors. Others may be the responsibility of various library units. These might include current awareness services, routing of journals, document delivery services, preparation of library handouts tailored to specific class needs, workshops offered by the library, guest lectures by librarians, and library tours and demonstrations. Relevant policies may address collection development and management, gifts, Internet use, user privacy, course reserves, copyright, authorized access to electronic information resources, and borrowing privileges.

Promotional activities are both formal and informal. Formal activities are structured and planned interactions, such as scheduled presentations and meetings and the preparation of print and digital informational materials. Informal promotion can occur every time a librarian comes in contact with a member of the library's community. Advances in telecommunication options

are expanding opportunities for library outreach and liaison activities. These include sending e-mail messages to individuals and groups and creating library web pages, with online opportunities for comments and questions and forms for suggesting materials for purchase. Academic librarians can try some of the following activities:

- Attend academic departmental meetings and special events and let people know they are representing the library.
- Seek opportunities for collaborative teaching projects, research, and grants.
- Participate in university orientation programs for new students, teaching assistants, research assistants, and international and graduate students.
- Send notes of recognition when faculty members get grants and awards.
- Meet with new faculty members within their first academic term and tell them about the library collections and services.
- Meet regularly with department chairs and library-faculty liaison groups. Develop a mailing list and send regular announcements of library activities, acquisitions, and events of interest.

Librarians in public libraries, special libraries, and school libraries can apply similar approaches to promoting their collections and services.

**Performance measurement** is the final *P* in marketing. This is monitoring and analyzing ongoing results and taking corrective actions where necessary. Developing a marketing program for the library or for an individual selector's services is pointless without a performance measurement component. Collections are evaluated to determine how well they support the needs of users and the goals of the parent organization. Collection assessment seeks to examine or describe collections in their own terms or relative to other collections and checklists. Measuring the community's response to collections is essential. Feedback should inform change. Performance measurement should occur as an integral part of working with the library's public. The selector seeks not only to learn the users' needs, wants, demands, and interests, but also the extent to which collection resources are meeting these preferences. Performance measurement seeks to answer many questions. Are library users satisfied with the collection and information resources? Are faculty members happy with how they interact with selectors? Do users feel the library is responsive? Do they know what the library offers?

## 6.2 Objectives

After studying this through you will be able to:

- Explain the marketing concept
- Discuss various marketing tools
- Identify marketing products in libraries

## 6.3 Self-assessment Questions

1. Define marketing. What library products and services can be marketed?
2. Describe liaison and outreach activities? Discuss these terms in relation to libraries.
3. What is meant by *4Ps* in marketing? Discuss its use in libraries.

## 6.4 Activities

- Prepare a marketing plan for public library
- Identify and prepare a list of *outreach* activities of university libraries of Pakistan

## UNIT NO. 7 ELECTRONIC RESOURCES

### 7.1 Introduction

The *Electronic resource (e-resources)* is an umbrella term which encompasses all digital resources. Digital information exists in a format (numeric digits) that a computer can store, organize, transmit, and display without any intervening conversion process. Some digital information is created in that format, often described as “born digital.” Digitized information has been transformed from an analog source. The printed page is analog. Digitization projects can make print materials more easily accessible to users, create surrogates that are less vulnerable to theft and wear, and serve as a preservation medium. Electronic resources include many genre, format, and storage and delivery mediums. Genre includes newspapers, reference books, journals, nonfiction books, novels, indexes, and abstracts. Tools such as applications software, educational software, and systems for electronic document delivery can be considered part of the digital library. Formats, in the broad sense, include numeric and geospatial data, images, text, video, and audio. More narrowly, file formats are used to encode information in a file. The medium that is used to store and deliver content sometimes is called the container. This may be a CD-ROM, magnetic tape, or a server accessed through a network. Electronic resources offer libraries and their users many advantages. Potential benefits include the following:

- Ease of searching and powerful search and retrieval capabilities
- Remote access to resources from outside a single physical library
- Consolidation of many volumes and years into one searchable file
- Inclusion of video and sound
- Reduction in theft and mutilation
- Content, including formulae and graphics, that can be extracted and manipulated
- Use by several people simultaneously
- Easy export of information to a personal database
- Reduced costs for binding, storage, and stack maintenance
- Hyperlinks, which move beyond the linearity of print within documents and link citations with full-text documents
- Access outside the library’s normal hours of service

#### 7.1.1 Challenges of Using Electronic Resources

The challenges associated with e-resources include technical issues, costs for equipment and connectivity, equity of access, copyright, security, bibliographic control, indexing, archiving, licensing, user instruction, and (in the case of the Internet) questions of authority, quality, accuracy, instability and mutability, and mobility of information. Slow response time can be much more frustrating for users than waiting for another patron to return a print index to the shelf. Remote users trying to connect from outside the library may experience technical problems with no assistance available. Searching success depends on the quality of indexing, keywords, and text markup and the effectiveness of the search engine. The duration and amount of work required in negotiating license agreements can be significant. Authorization and authentication issues may be complex. Libraries typically lose access to back files at the termination of a contract for an e-resource. E-resources can be extremely expensive. Librarians who seek to identify, monitor, and direct users to free web-based resources face particular challenges like; tracking, organizing, and maintaining access to such online materials.

Standards and best practices for e-resources are still in the developmental stage in many areas. This includes the ability to handle exchange of materials between systems, that is, the compatibility of systems and datatypes used for transfer of information. Work continues on such areas as model license agreements for electronic resources, standard format and content for vendor-supplied use statistics for e-resources, requirements for digitally reformatted books and serials, standards to support interoperability, and a data-encoding and transmission scheme to convey information about structural, administrative, and technical characteristics of digital objects (e.g., metadata).

### **7.1.3 Historical Development of E-Resources**

An initial distinction is made between resources accessible through a stand-alone or non-networked computer (e.g. one that is not connected to a network) and computers that are networked. A stand-alone computer may have the electronic resource stored on the hard drive or use CD-ROMs. Only one person can use the e-resource via a stand-alone computer at a time. A local area network(LAN) includes a local server and two or more computers that can handle many users using (potentially) several e-resources simultaneously. The resource is loaded on the local server, and the library is responsible for maintenance and network connectivity. Remotely accessed resources are accessed via wide area networks (WANs), which span large geographic distances. The Internet is the largest WAN. The Advanced Research Projects Agency Network (ARPANet) was an initial step towards the Internet. ARPANet was created in the 1960s and 1970s by the U.S. Department of Defense to link military, research, and academic computer centers. As other networks connected internationally, the Internet, a worldwide network, evolved. Use of the Internet for electronic mail became more common in the early 1990s. With the development of the World Wide Web (WWW or, simply, the Web) in the mid-1990s and easy access to large remote files through graphical user interfaces such as Netscape, access to and, therefore, selection of electronic resources changed dramatically in libraries.

#### **7.1.3.1 Electronic Journals**

Electronic journals (e-journals) are serial publications available in digital format. Serials include magazines, newsletters, newspapers, annual publications, journals, memoirs, proceedings, transactions of societies. Some e-journals are distributed via e-mail or on CD-ROMs; most now are available through the Internet. Some are free, and some are available only by subscription. Increasingly, publishers are using standards-based native formats, such as XML, in the creating of products but rendering the content in multiple formats (e.g., HTML and PDF) for delivery. This ensures easy delivery of content and increases options for consumers. The growth of electronic journals parallels the growth of the Web. E-journals can be an electronic version of an established journal, an “electronic only” journal, or a journal that is issued in both electronic and print format. Some e-journals are digitally reformatted versions of print journals and may contain all or only portions of the print version.

#### **7.1.3.2 E-Books**

An e-book is a literary work in the form of a *Digital Object* consisting of one or more unique identifiers, metadata, and a monographic body of content, intended to be published and accessed electronically. This type of e-book has been delivered electronically on CD-ROMs, USB or via networks to terminals and workstations since the early 1980s. An early noncommercial initiative is Project Gutenberg, which began in 1971 when Michael Hart and a

group of volunteers began to convert what Hart called “the world’s great literature” to electronic versions and make them widely and freely available.

The term *e-book* now most often is used to refer to digital objects specifically made to be read with reading applications operating on either a handheld device or a personal computer. An e-book is usually a collection of several digital objects or documents, consisting of content files, stylesheets, metadata, digital rights, navigation, and other components. The content consists of text documents and image documents. Style sheets give typographic and layout directives on how to display the content of the book while other files organize the order of the book’s content. Metadata provides a summary about the book (e.g. authors, publisher, ISBN, and price), while digital rights management (DRM) files specify the rights of the owner of the book. All of these different documents are collected in one publication in a proprietary format.

#### **7.1.4 Selection of E-Resources**

The most important criteria when considering an e-resource is whether it serves the mission, goals, and objectives of the library for which it is being contemplated. However, the complicated nature of e-resources can mitigate this first rule of good selection. Some points should be kept in mind while selecting e-resources. For example, a selector evaluating the currency of an e-journal will ask whether issues are available as quickly as the paper version. Questions about authority and credibility will look at the organization or entity mounting a web site as well as the credentials of the author. Selecting and pointing to free third-party Internet resources should call forth the same rigor with which purchased content is reviewed and evaluated. Some aspects of e-resources suggest additional criteria. A selector may consider:

- Response time
- Local service implications
- Support for information transfer (output options)
- Physical and logistical requirements within the library, including space, furniture, hardware, wiring, and telecommunication and data ports
- Effective use of technology
- Licensing and contractual terms, limitations, and obligations
- Pricing considerations, including discounts for retaining paper subscriptions and discounts for consortial purchase.
- Availability of data to measure use and effectiveness.

#### **7.1.5 E-Resources and the Role of Collection Librarians**

Documents selectors need to understand the universe with which they are dealing that are file formats, methods of access and delivery, hardware, software, pricing options, licensing and contracts so they can test, explore, and evaluate options and involve the right people in their library and parent institution in making choices. Many libraries have separate policies or specific sections within their general collection development policy dealing with e-resources. Selection decisions are never made in isolation. More than any other format, electronic information requires broad communication and cooperation of staff across various units working toward common goals and applying common values. Typical consultations involve automation or systems staff, legal counsel, reference and cataloging staff, and, perhaps, senior library administrators. The final responsibility for evaluating the intellectual content and potential use of electronic products and services normally remains with collections librarians. However, a committee should be constituted with the following responsibilities:

- Developing and maintaining policies and procedures for ordering, implementing, and evaluating electronic resources
- Setting up and overseeing trials of electronic resources
- Identifying and deliberating critical licensing issues
- Making recommendations regarding purchase and renewal of multidisciplinary resources
- Working with the technical service unit to assure effective acquisition of and intellectual access to electronic resources
- Ensuring adequate technology infrastructure to support resource(s) under consideration
- Organizing staff and user training and user promotion Seeking out and pursuing opportunities for institutional collaboration and potential funding opportunities related to electronic resources

### **7.1.6 Issues in Developing E-Resources Collection**

There are some issues involve in bringing e-resources in libraries such as;

#### **7.1.6.1 Budgeted**

Budgeting for e-resources presents several challenges. These include:

- the high cost of some access agreements and increases in percentage of budget spent on e-resources
- A variety of payment options that make comparisons difficult
- Supplemental costs not associated with print and other traditional formats
- Difficulty in determining cost-benefit comparisons between options
- Shifting expenditures from acquiring capital assets to leasing access rights
- Accountability and being able to report to library boards, funding agencies, institutional administrators, and constituents that how money is being spent on e-resources is an important responsibility.

The extremely high cost of some bundled e-resources and some individual products increases the impact of choosing the wrong product. The potential financial loss resulting from a poor choice is often significantly higher for e-resources. Similarly, a variety of payment options for the same product makes comparisons difficult and complicates the negotiation process. Price based on number of physical sites or Internet Protocol (IP)addresses to which access is granted, passwords issued, size of acquisitions budget spent with publisher. Libraries typically have a salaries budget, an operating budget, and a materials budget. Each library faces decisions about the sources of funding to cover costs associated with acquiring, servicing, managing, and accessing electronic information. Possible costs include initial purchase for separate items and back files; continuing annual lease or subscription costs; hardware, furniture, software, and search engines and their upgrades; loaders (if files are loaded locally); connect time to remote files; storage and file refreshing; initial wiring and telecommunication installation; continuing technical support; staff and user training; and documentation.

#### **7.1.6.2 Legal Issues**

The contracts for e-resources presented to librarians have no standard format, order of content, or labeling of contract elements and clauses. A discussion of legal issues begins with an understanding of terms. Many familiar words have different and distinct meanings when they become part of a legal agreement. Such as; *contract*, *authorized user* and *authorized site*, *authentication*, *grant of rights and restrictions*, *penalties*, and *warranties* etc. A contract is a



formal, legally binding written agreement between two or more parties. At its most basic, a contract consists of an offer, acceptance of the offer, and consideration, which is the exchange of something of value in the eyes of the law (e.g., a good, service, or money). The publisher or vendor (e.g., licensor) offers a product with terms and conditions set forth in the contract, the library accepts the offer, and the vendor provides access to the product for which the library pays a fee. The licensor is free to ask whatever price and set whatever conditions on use the market will bear. A license or license agreement is a legally binding form of a contract through which a library (the licensee) pays for the right to use or access a resource, usually for a fixed period of time in exchange. A lease is a contract by which one party grants access to another party to use a resource for a specified term and for a specified amount. Once a contract is signed, fair use and other rights granted under copyright law are superseded by the terms of the contract which, mostly, bearing many legal issues regarding the access and reproduction etc. of electronic resources.

### **7.1.6.3 Collection Management Issues**

Collection management covers what one does with collections after they are acquired that is decision about retention, cancellation, withdrawals, preservation, storage, and protection. Decisions about e-resources, after they have been selected and are in use, involve assessment of the e-resource's ability to meet user needs and evaluation of the product. Locally digitized documents require an infrastructure that guarantees data Permanence and data access when hardware and software are constantly changing. Similarly, decision about the retention of paper versions of materials now available electronically may require consideration. There may be so many other issues in handling of e-resources in libraries.

## **7.2 Objectives**

The purpose of this unit is to help you/student understand:

- E-resources and its nature
- Problems in handling e-resources
- Usefulness of using e-resources in libraries

## **7.3 Self-assessment Questions**

1. Define e-resources and discuss the potential benefits of its uses.
2. Write a detail note on the selection of e-resources in libraries.
3. Explain the issues a collection developing librarians face in the acquisition of e-resources.

## **7.4 Activities**

- Visit a university library and use different types of e-resources
- While using e-resources identify issues in its use.

## UNIT NO. 8 COOPERATIVE COLLECTION DEVELOPMENT AND MANAGEMENT

### 8.1 Introduction

A working definition of *cooperative collection development* is “the sharing of responsibilities among two or more libraries for the process of acquiring materials, developing collections, and managing the growth and maintenance of collections in a user-beneficial and cost-beneficial way. “The umbrella term used into the mid-1980s was *resource sharing* and applied to cooperative cataloging, shared storage facilities, shared preservation activities, interlibrary loan (ILL), and coordinated or cooperative collection development. Today, *resource sharing* usually means the sharing of resources or materials through ILL. ILL, the reciprocal lending and borrowing of materials between libraries, has a long history. One of the earliest references dates from 200 B.C., when the library in Alexandria is known to have lent materials to Pergamum. The Library of Congress issued its first policy governing ILL in 1907, and the American Library Association published its first ILL code in 1916. ILL is the most pervasive form of library cooperation and links most libraries across the United States, Canada and many other countries.

Cooperative collection development is now understood to mean much more than resource sharing. Some authors have sought to distinguish between cooperative, collaborative, and coordinated collection development. However, some have used these terms interchangeably. Cooperative collection development and management is an overarching planning strategy that libraries employ to provide materials and information for their users that a single library cannot afford to have on its own. The goal of cooperative collection development and management is improving access to information and resources through maximizing the use of those resources and leveraging available funding. Cooperative collection development and management have three interdependent components: resource sharing, bibliographic access, and coordinated collection development and management. First component that is resource sharing is a system for making requests and providing delivery of information, chiefly through the ILL process. ILL handles both returnable (items that must be returned to the lender) and non-returnable (photocopies or digital transmissions). ILL may be strengthened by agreements among members of a consortium to expedite service to members and permit on-site use of collections by clientele of member libraries. The second component in cooperative collection development is bibliographic access or knowing what is available from other sites through printed or microform catalogs, a shared or union catalog, or a regional, national, or international bibliographic utility. The third component, coordinated collection development and management, is, in its ideal manifestation, a coordinated scheme of purchasing and maintaining collections. Cooperative collection development’s aim is the building of complementary collections on which the cooperating libraries can draw. Cooperative collection development seldom saves money. Cooperative collection development leverages available funds by increasing access to a wider collection of information resources. It enlarges the universe of titles available to library users and, when properly supported, speeds the delivery of materials through interlibrary lending and borrowing systems.

#### 8.1.1 Types of Cooperative Collection Development

Several varieties of cooperative collection development have evolved. For many years, libraries have practiced the “status quo approach” to cooperative collection development. This

approach presumes that libraries' total collecting activities will build, on a national scale, reasonable depth in every area of interest. The second approach is *synergistic cooperation*, in which different libraries take responsibilities for collecting different publications, according to some coordinated and collaborative plan. This also could be called distributed responsibility for collection development. Underlying all efforts at cooperation is a widespread belief that cooperation in building collections can improve significantly the quality of library service by broadening and deepening the range of materials collectively available. Formal coordinated and collaborative collection development and management programs are normally guided by written agreements, contracts, or other documents outlining the commitments and responsibilities of the participants. The synergistic approach calls for dividing the information universe into core and peripheral materials and then dividing the periphery between the consortium members. An academic library has a responsibility to maintain a core collection on-site that serves immediate needs, especially those of its undergraduates.

Simultaneously, the library will develop collections of peripheral materials that respond to local priorities but also serve consortia needs. This local collection, in turn, is backed up by the collections of consortia partners built through distributed responsibility for peripheral materials in complementary fields. Generally, materials in the periphery are considered to be research materials that will not be in heavy demand. One problem is that any library's understanding of the core tends to shrink and expand in response to the funds available to that library during each budget cycle. Predicting what will constitute core materials is also a challenge. Thus, the only application of synergistic cooperation that is both logical and practical is one in which a library accepts responsibility for collecting in areas that also meet local needs and reflect local strengths. A third approach to cooperative collection development relies on cooperative funding for shared purchases with agreed locations. This approach, sometimes called cooperative acquisition, depends on a pool of shared monies used to acquire less used expensive items. The items purchased are placed either in a central site or in the library with the highest anticipated local use. A fourth approach to cooperation is coordinated weeding and retention. These agreements seek to reduce the costs of maintaining collections by distributing responsibilities and sharing costs. Other cooperative initiatives directly related to cooperative collection development and management are: library automation, cataloging, and preservation. Many libraries, particularly smaller libraries, have joined together in shared library automation projects to save money through the implementation of a single system and to provide easy bibliographic access to holdings in all participating libraries. Some cooperative initiatives distribute responsibility for cataloging materials according to language or subject.

### **8.1.2 Barriers to Cooperative Collection Development**

The persistent problem thwarting formal cooperative collection development is a continuing tension between local priorities and the priorities of the larger group seeking to cooperate. This tension, which has defined the history of library cooperation, has several components. At its simplest, the library's obligation to provide materials to meet present and local needs is a more powerful force than any external agreement to acquire materials to meet the needs of unknown, remote users. One source of this tension is the reality that every library serves a local community, which may be a higher education institution, local citizens and governing body, school students, partners in a legal firm, hospital staff members, and so forth. Any cooperative program that requires a library to buy materials needed at another library at the expense of materials needed locally will fail. The challenge of balancing local priorities and

group commitments plagues every cooperative development initiative, but it must be managed if the initiative is to succeed. Librarians, since the beginning of collection building, have seen meeting current and future community needs rapidly and effectively as their goal. This has resulted in tremendous pride in being able to do so in a self-sufficient. This desire for self-sufficiency in collection is also a problem.

The culture of collection development and the feeling that the role of every selector is to build the most complete collection possible also pulls against cooperation. This form of turf professionalism leads subject specialists in research libraries to see themselves as developing competing collections rather than cooperating to build a shared resource. A major challenge facing cooperative collection development is to change these selection virtues of the past. Pride among all types of librarians continues to focus on the quality of the local collection. Attitudes of faculty members at academic institutions are equally constrained by the belief that large local collections equal academic status and prestige. Faculty fear that reductions in local collection growth, regardless of the wealth of resources readily available, will reduce their own program's reputation and negatively affect decisions about accreditation, joining the department, and faculty retention, promotion, and tenure. Apart from these, money remains a major barrier to successful cooperation. When funds are limited, priorities tend to be internal. However, the serials crisis, resulting cancellations, and the inevitability of depending on others have increased interest in formal cooperation even while making it difficult.

To summarize, cooperative collection development needs three components to succeed. These are efficient resource sharing, easy bibliographic access to collections elsewhere, and coordinated collection development and management. Resource sharing was the first form of library cooperation. Escalating materials costs combined with budget constraints and increasing volume in publication are leading libraries to depend more on others to meet user needs and expectations. Library automation and the resulting ease of searching other catalogs have facilitated awareness of holdings elsewhere. Cooperative, coordinated collection development and management remains the greatest stumbling block because of the tension between local priorities and those of the larger group with whom cooperation is sought. Cooperative collection building and maintenance can take several forms. The status quo approach assumes coordination and comprehensive coverage will just happen. In the synergistic approach, different libraries take responsibility for collecting in different areas according to a coordinated and collaborative plan. Cooperative funding is used for shared purchases in agreed-upon locations. Coordinated weeding and retention mean that different libraries take responsibility for continuing to hold materials in different subjects or indifferent formats. Many libraries are participating in cooperative ventures to secure acquisition of and access to electronic resources at group discounted prices. Library cooperation also can apply to shared automation, cataloging, and preservation activities.

## **8.2 Objectives**

Objectives of this unit are to enable you to:

- Understand the library cooperation in respect of collection development
- Know the forces that compel libraries towards cooperative collection development
- Learn about the obstacles in the way of cooperative collection development
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### **8.3 Self-assessment Questions**

1. Define cooperative collection development. What are the three components for successful cooperative collection development? Discuss
2. Explain with examples the different types of cooperative collection development.
3. How we can overcome the barriers to cooperative collection development? Discuss in detail.

### **8.4 Activities**

- Search world wide web and identify the consortia for cooperative collection development
- Meet with senior librarians and discuss with them the priorities for cooperative initiatives among Pakistani libraries.

## UNIT NO. 9

### COLLECTION ANALYSIS: EVALUATION AND ASSESSMENT

#### 9.1 Introduction

The term *collection analysis* encompasses analysis of both the library's collection and its use. Analysis provides information on various aspects of the collection for example; the number of pieces and titles in a particular subject, formats represented, age and condition of materials, breadth and depth of coverage, language in which the resources are available, and patron use and non-use of the collection. Although librarians tend to think of collection analysis as measuring the collection's quality, the real intent is to measure the collection's utility or how well it is satisfying its purpose and users' needs. The library's goals and purpose, therefore, must be clearly stated before any meaningful evaluation of a library's collection take place. Collection analysis is part of the effective and efficient management of resources. It can provide information that documents how fiscal resources are being used and investments are being maintained. Increasing calls for accountability require evidence that libraries are delivering the collections and services expected on investments. In addition, collection analysis can serve as an internal control mechanism to measure individual performance. Decisions about other areas such as cooperative agreements, space limitations and needs, and ownership and access are informed through collection analysis.

Librarians often use the terms *evaluation* and *assessment* interchangeably. They can, however, be distinguished from each other according to the intent of the analysis. The aim of assessment is to determine how well the collection supports the goals, needs, and mission of the library or parent organization. The collection (both locally held and remotely accessed materials) is assessed in the local context. Evaluation seeks to examine or describe collections either in their own terms or in relation to other collections and checking mechanisms, such as lists. Both evaluation and assessment provide a better understanding of the collection and the user community. Librarians gain information that helps him or her decide if collection is meeting its objectives, how well it is serving its users, in which ways or areas it is deficient, and what remains to be done to develop the collection. As librarians learn more about the collection and its utility, they are able to manage the collection that is; its growth, preservation and conservation, storage, withdrawal, and cancellation of serials etc. in relation to users' needs and the library's and parent institution's mission.

#### 9.1.1 Collection Analysis Techniques

Two typologies are used in discussing the various approaches to analysis. Techniques are either collection-based or use- and user-based and either quantitative or qualitative. Collection-based techniques examine the size, growth, depth, breadth, variety, balance, and coverage of library materials, often in comparison with an external standard or the holdings of one or more libraries known to be comprehensive in the relevant subject area. Techniques include: checking lists, catalogs, and bibliographies; looking at materials on the shelf; and compiling statistics. Collection-based techniques provide information that can guide selector decisions about preservation and conservation treatments, withdrawals, serials cancellations, duplication, and storage. Use- and user-based approaches look at who is using the materials, how often, and what their expectations are. Emphasis may be on the use or on the user. Quantitative analysis counts

things. It measures titles, circulation, interlibrary loan (ILL) requests, transactions with electronic resources, and money spent. Quantitative analysis compares and contrasts measurements over time within a library and with other libraries.

An academic library may analyze total collection expenditures in relation to number of students, faculty members, and degree programs. A public library may consider annual expenditures or circulation transactions per user group or branch library. Quantitative methods demonstrate growth and use of collections by looking at collection and circulation statistics, ILL requests, and budget information. Once a baseline is established, the size, growth, and use of a collection can be measured. Automated systems have made the collection of use data much easier. Qualitative analysis is more subjective than quantitative analysis because it depends on perception and opinion. The goal of qualitative analysis is to determine collection strengths, weaknesses, and non-strengths, which reflect conscious decisions not to collect. It depends on the opinion of selectors and external experts and the perceptions of users.

#### **9.1.1.1 Collection-Based Analysis Methods**

The following methods are collection-based. Some are quantitative, some are qualitative, and some have aspects of both approaches.

- **List Checking:** The selector compares lists of titles against the library's holdings. The list may be another library's catalog, general list, specialized list or bibliography, publisher's or dealer's catalog, annual subject compilation, list prepared by a professional association or government authority, course syllabi or required or recommended reading list, list of frequently cited journals, list of journals covered by an abstracting and indexing service, recent acquisitions list from a specialized library.
- **Direct Collection Analysis:** Direct collection analysis means that a person with extensive knowledge of the literature physically examines the collection. The person then draws conclusions about the size, scope, depth or type of materials (textbooks, documents, paperbacks, beginning level, advanced level, professional level), and significance of the collection; the range and distribution of publishing dates; and the physical condition of the materials. Preservation, conservation, restoration, or replacement of materials may be taken into consideration in this process.
- **Comparative Statistics Compilation:** Libraries have used comparative figures on collection size and material expenditures to determine relative strengths for many years. Comparisons are meaningless without consistency. Libraries typically measure size of collections in volumes and titles and by format, rate of net growth, and expenditures for library materials by format and by total budget. Additional collection comparisons may include volumes bound and expenditures on preservation and conservation treatments.
- **Application of Collection Standards:** Collection and resources standards, which have been developed by professional associations, accrediting agencies, funding agencies, and library boards, may be used by those types of libraries for which standards have been developed. These standards have moved away from prescriptive volume counts, budget sizes, and the application of formulas to addressing adequacy, access, and availability.

### 9.1.1.2 Use- and User-Centered Analysis Methods

The analysis methods described in the following lines focuses on studying collection use and users. They may be quantitative, qualitative, or a combination of the two. Collecting and analyzing use and user data must be handled in a manner that protects and respects users' privacy.

- **Citation Studies:** Citation studies are a type of bibliometric, which is the quantitative treatment of the properties that describe and predict the nature of scholarly literature use. Source publications are searched for bibliographic references, and these citations are used to analyze the collection. Citation studies assume that the more frequently cited publications are the more valuable and will continue to be heavily used, and, consequently, are more important to have in the library collections.
- **Circulation Studies:** Circulation studies analyze local circulation transactions. Information can be collected for all or part of the circulating collection by user group, location, date of publication, subject classification, and type of transaction, such as loans, recalls, reserves, renewals. Circulation studies can identify those portions of the collections that are little used. These materials can be weeded, transferred, or placed in storage.
- **In-House Use Studies:** Several techniques are available for recording the use of materials consulted by users in the library and re-shelved by library staff. This type of study can focus on either materials used or the users of materials. It can focus on the entire collection or a part of the collection or on all users or a sample of users. In-house use studies are most often used for non-circulating periodical collections or to measure book usage in non-circulating collections.
- **User Surveys:** User surveys seek to determine how well the library's collections meet users' needs and expectations and to identify those that are unmet. Surveys may be administered in various ways: verbally in person or on the phone, electronically by e-mail or pop-up screens on the library's catalog or webpage, or as written questionnaires, which are handed to users in the library either as they enter or exit or mailed to them at offices and homes. Information from user surveys can be used to assess quantitatively and qualitatively the effectiveness of the collections in meeting users' needs.
- **Shelf Availability Studies:** Shelf availability studies, also called retrieval studies, are intended to find out if an item that the library is supposed to own can be located and retrieved by the user. This approach has the advantage of studying users as they seek materials in the collection. By monitoring user inquiries directly, availability studies measure how often the collection is deficient when a user cannot find an item and how often the user's error causes an item to be inaccessible.
- **Interlibrary Loan Analysis:** Items requested through ILL represent a use of the collection because the requester has checked the collection, found the item lacking (either not owned or missing), and decide that he or she still needs it. ILL analysis can identify areas in which the collection is not satisfying patron needs and specific current or retrospective journal titles to be purchased and can monitor resource-sharing agreements.
- **Document Delivery Test:** This technique is used to check the library's ability to provide users with items at the time they are needed. It is similar to the shelf availability study, but searching is done by library staff, who simulate users. Document delivery tests build on citation studies by determining first if the library owns a certain item and then if the item can be located and how long it takes to do so. The most frequent approach is to compile a list of citations that reflect the library users' information needs.



### **9.1.2 Functions of Collection Analysis**

A primary goal of collection analysis is increasing selector knowledge about the collection and its use so he or she can measure its success and manage it effectively. Collection analysis also provides information that may be used for many purposes. Analysis can be used to demonstrate accountability by marking progress toward performance goals and showing how investments are being used effectively. A collection analysis provides a detailed subject profile that can inform new library staff members and users about the nature of the collection. It can assist in the writing or revision of a collection development policy and provide a measure of an existing policy's effectiveness. Collection analysis can help explain decisions and expenditures. Information collected through collection analysis can be used in the planning process, including justifications for budget requests and funding referendums. It can guide and inform decisions and policymaking throughout the library, including budget and staffing allocations. Similarly, reports from collection analysis projects can be used in accreditation reports and other external purposes. Information about collection strengths can be used to recruit new faculty members and students. Collection analysis positions a library to share information with other libraries with which it is involved through existing or proposed partnerships.

### **9.2 Objectives**

After studying this unit, you will be able to:

- Explain the concept of collection analysis in libraries
- Discuss the various methods of collection analysis in libraries
- Discuss the importance of research studies in collection analysis process of libraries

### **9.3 Self-assessment Questions**

1. Write a note on the collection analysis techniques use in libraries
2. Discuss the purposes of collection analysis in libraries
3. What is meant by citation analysis studies? how these studies are helpful in collection analysis? Discuss

### **9.4 Activities**

- Identify two collection-based and two use- or user-based analysis methods that a university library in Pakistan can employ to know her collection and its users.
- Prepare a plan for collection analysis of a public library