

## **CHAPTER 8**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **8.1 INTRODUCTION**

In chapters 2 and 6 of this thesis, fundamental issues underlying the process of collection development and management for an academic library were examined with particular reference to acceptable practices, guidelines and standards for a university of technology. Issues to be taken into account when developing collections were discussed and trends and collection development issues associated with the various formats in which information is presented were investigated.

Chapters 3, 4 and 5 dealt with academics and researchers as information users. Firstly these scholars were described in their various roles at an academic institution to give a sound frame of reference for the object of this study. Then their various information needs and the ways in which they seek, create and use information were examined. This was done to provide a background against which to evaluate the efficacy of collection development and management practices at two universities of technology.

Case studies were carried out relating to the collection development and management policies, standards and practices at two universities of technology, namely Auckland University of Technology in New Zealand and X University of Technology in South Africa. In chapter 7 the ways in which these two institutions develop and manage collections were compared and measured against acceptable trends and practices as revealed in chapters 4, 5 and 6 of this thesis.

This study centres on certain problems. The key research problem is:

To what extent do the collection development and management policies, guidelines and standards adhered to by universities of technology satisfy the information needs and behaviour of lecturers and researchers in these institutions?

In addition, certain sub-problems were addressed:

1. Which factors must be considered when formulating policies, standards and guidelines for developing and managing collections for researchers and academics in academic libraries?
2. What are the typical characteristics of academics and researchers in universities and universities of technology with regard to their interaction with information as scholars, as lecturers and as researchers?
3. What are the information needs of academics and researchers at an institution classified as a type of university?
4. What is the information behaviour of academics and researchers in academic libraries, with special reference to the developments in scholarly communication?
5. What are the collection development issues in an academic library relating to the various types of information media?
6. How do the collection development policies, standards and guidelines used in universities of technology in South Africa and New Zealand compare?

In chapter 1, the problem of expecting libraries at institutions such as technikons and polytechnics to cater for the research and scholarly needs of academics at the level of a university of technology was put forward as an important consideration. It was propounded that South African technikon library collections would possibly have to be extended significantly and managed differently if they were to meet the information needs of academics and researchers at a university of technology, as per the Australasian model. The information needs and behaviour of academics and researchers at an institution which has to support postgraduate degrees and basic and

applied research have to be more in line with those of researchers at a university, than with those of academics and researchers at a technikon. Increasingly government funding of academic institutions is dependent on research output in terms of publishing as well as the number of research master's and doctorate degrees conferred.

In this chapter, the research questions are answered. Recommendations arising from the findings are indicated after each section of findings. These are differentiated from the findings by being typed in a different font. The successes and shortcomings of the collection development practices at the two universities of technology examined in the case studies are highlighted and recommendations arising from the case studies are given. The findings and recommendations arising from this study then form the basis for answering the key research problem. Ultimately the findings and recommendations are used to create a model collection development policy for a South African university of technology.

## **8.2 FACTORS TO CONSIDER WHEN FORMULATING POLICIES, STANDARDS AND GUIDELINES FOR DEVELOPING AND MANAGING COLLECTIONS FOR RESEARCHERS AND ACADEMICS IN ACADEMIC LIBRARIES**

Several factors have to be taken into account when formulating collection development policies, guidelines and standards in academic libraries.

Firstly, the goals and objectives that form the basis for collection development are very important and must give clear direction for the growth of the collection. The vision, goals and objectives of the parent institution are also important factors and must be taken into account.

In addition, an understanding of user needs is very important when formulating collection development policies, guidelines and standards. Unless collection developers understand the real, current needs of the academics and researchers they serve, their decisions would probably fail to serve their clientele. Collection

development policies (CDPs) are also very important, especially in the newly established universities of technology.

Other important factors to consider are the national and international standards and guidelines regarding the funding that should be given to libraries to enable them to supply information resources to meet the needs of their clientele. The amount of funding given to the library for collection development has a direct bearing on the size of the library's collection, which is, in turn, measured against national and international standards for collection size. The collection size of an academic library must meet a certain minimum standard to be able to meet user needs.

Resource sharing has become increasingly important as publishing output and the price of scholarly publications increases. Ways in which resources can be shared are: participating in collaborative collection development projects (which means that each library agrees to concentrate their collection development activities to specified subject fields), joining consortia, and using interlibrary loans and document delivery services.

It is also essential to evaluate the library's collection regularly. Information gathered from collection evaluation is an important factor that must be taken into account for formulating collection development policies, standards and guidelines.

Collection developers have to make certain important decisions in order to ensure that collection development is effective and efficient. It must be decided who is responsible for selecting library material. Increasingly faculty and researchers are becoming involved in the selection of resources, as they know what is important in their fields. They are also experts in developments in their disciplines. Attention should also be given as to whether the library will adopt a just-in-case or a just-in-time model of collection development. The former model permits serendipitous and broad-based discoveries on the part of researchers because it allows researchers and scholars to browse through a wide range of material. However, much of the required information can now be accessed quickly from remote databases. This means that much of the material bought according to the just-in-case model is never circulated.

Collection developers must decide which formats to include in the collection, and how best to combine these into a hybrid collection that will meet the information needs of their academics, researchers and other clients. Currently traditional, mainly print collections are growing less quickly than are digital collections. In spite of this, print monographs and journals continue to be important sources of information in academic libraries.

Bearing all these factors in mind, a number of recommendations can be made.

1. The goals and mission of the library as a whole and of the parent institution must be part of planning for collection development.
2. Because of the changes recently undergone at universities of technology, it is crucial that every effort be made to monitor the needs of researchers and academics regularly to ensure that collections meet these changing needs.
3. It is recommended that CDPs should contain clear guidelines for collection development and management and provide direction for selectors of information resources, library management and the managers of the institutions.
4. In order to fill gaps in the library's stock, it is recommended that university of technology libraries participate in Collaborative Collection Development (CCD) projects. In addition, they should join academic library consortia. Within consortia, there could be agreements whereby at least one library subscribes to each important journal. There should also be agreements whereby information is disseminated and distributed quickly and easily amongst member libraries. In addition, interlibrary loans and commercial document delivery services can be used to fill gaps in collections.
5. In order to evaluate the library's collection, academic libraries should compare their collections against accredited bibliographies or they should conduct more formal evaluations using conspectus methods.
6. It is recommended that library bibliographers in consultation and collaboration with faculty members should take responsibility for selection of library resources.
7. Academic libraries should gradually move towards the just-in-time model. In addition, a basic research collection of important resources must be collected according to the just-in-case model.

### **8.3 HOW ACADEMICS AND RESEARCHERS IN UNIVERSITIES AND UNIVERSITIES OF TECHNOLOGY INTERACT WITH INFORMATION**

Academics fill several roles in an academic institution. Firstly they are teachers and need information for curriculum development. Not only do they teach, but they also supervise students for postgraduate research.

Academics are also scholars, and some are even students studying towards higher qualifications. To do these things, they need to read extensively in order to remain up to date with developments in their field of study. As scholars and as researchers they need to write and publish extensively in order to gain the prestige of becoming a known researcher and writer in their field. In addition, publication is important for acquiring funding. Research output is usually an important measure when promotions and tenure are being considered.

Another characteristic of academics is that they are expected to be actively involved in research. In this capacity, they have to create, manipulate and use information. They use not only written information that makes them aware of current research being carried out, but also primary data that can be gained through observation or by attending conferences, seminars and workshops. Overall, academics are expected to be committed to lifelong learning. They are also expected to be good communicators both orally and in writing.

It was found that academics at technikons and subsequently at the new universities of technology are less involved with scholarly communication and research than those at established universities in South Africa.

### **8.4 INFORMATION NEEDS OF ACADEMICS AND RESEARCHERS**

Academics require information for all the roles they fulfil in their institutions, that is for teaching, for research and for writing and publishing. In technikons, the need of information for improving qualifications was found to be particularly important.

An important need is for quick and easy access to information, either by way of accessing electronic resources from their desktops or by improved access to traditional media. Although the Internet provides swift and up-to-date information, there is so much information available through this channel that academics do not have the time to go through all the information found. This detracts from the value of the Internet for academics and researchers. This problem is closely linked with that of information overload, which leads academics and researchers to use the most easily available information, instead of probing their topics more deeply. Whilst the excess of information available to scholars today means that there is ready access to vast amounts of relevant information, it also quashes the initiative of researchers somewhat. As they lack time, the temptation to use only the most readily available information is great. There is an increasing call for seamless desktop access to information, especially digital full-text journal articles from accredited journals. Academics also like to be able to search the catalogues of other libraries via the Internet. Another facility scholars find valuable is to have gatekeepers to direct them to relevant and valuable new information. They also need portals on the Internet to direct them to useful information there and save them the time of sifting through the plethora of information available through this channel.

Another need of academics and researchers is to be directed to relevant electronic material and taught how to use it. They are often not aware of valuable electronic resources available to them.

When it comes to the dependence of scholars on various information media, the focus is now more on content than on format. Print media are still preferred by many academics. Journals are still the single most popular format used by academics and researchers, however one of the major problems associated with this medium is that their prices have soared. Books are still very important to scholars, especially for teaching purposes. This need is especially great in the human and social sciences.

Electronic media are gaining in popularity, mainly because of ease of access to such media. The dependence on e-journals and acceptance of these as vehicles for scholarly communication is increasing. Aggregated journal databases or datasets in

particular are increasing in popularity and are used extensively in the SMT and business sciences. Dependence on e-books is still limited, but those who have come to rely on them are enthusiastic users. CD-ROM is losing popularity in favour of online e-resources. The Internet is held in higher esteem in smaller college and polytechnic libraries that do not have a large stock of accredited print and electronic resources. Scholars are wary of this channel however, because of its many shortcomings as a source of accredited information.

Academics and researchers need their information collection to be comprehensive (especially in the sciences). Although absolute comprehensiveness is not possible, scholars require access to all the seminal works in their field of study at their institutions.

Scholars in the different disciplines do not have identical information needs. It is possible to make some generalisations about the information needs of scholars in the different fields of study. Some academics and researchers need access to back files (retrospective volumes) of journals and to older information. This is especially important to humanists and to a lesser extent to social scientists. SMT scholars need predominantly up to date information. They rely more heavily on e-resources than do other scholars. Print media and primary sources are important sources of information for humanists. In addition, these scholars express a need for print journals. They are less interested in e-resources than are scholars in the other disciplines. Social and business scientists make extensive use of e-journals and aggregated journal databases, as well as print journals and books. Their needs embrace the information needs of both humanists and SMT scholars.

In order to meet these information needs of researchers and academics, several things can be done.

1. It is recommended that academic libraries provide easy access to digital information, especially in the form of e-journals and datasets. They should also provide links to catalogues of other libraries and have portals on their websites directing academics and researchers to links they might find useful.



2. Due to the value scholars place on journals, it is essential to subscribe to at least the core collection of prestigious journals in each subject field of study at each institution. This stock of journals should be supplemented by providing access to an efficient document delivery or interlending service.
3. In addition, books must be provided to meet the information needs of scholars, especially those in the humanities.
4. Collection developers must track down all the important works available in each subject field and include these in the library's collection so that academics can have some measure of assurance that their literature searches will retrieve critical works in their discipline.

## **8.5 INFORMATION BEHAVIOUR OF ACADEMICS AND RESEARCHERS**

It was found that scholarly communication is closely linked to the information behaviour of academics and researchers in academic institutions.

### **8.5.1 Scholarly communication**

Scholars at universities and colleges are under pressure to publish in accredited refereed journals. This is one of the reasons for the overload of information currently experienced in scholarly communication.

The scholarly article remains the most important vehicle used to disseminate research findings and scholarly writing. Due to the serials crisis, libraries are forced to look at alternative means of accessing scholarly articles, such as participation in SPARC and the Roquade Project, as more affordable means of publishing and of accessing scholarly information.

Advances in the area of ICT have had a large impact on the way in which scholarly information is disseminated. The Internet and electronic mail has caused an acceleration in the scholarly communication processes. Preprint servers are used increasingly by scholars in the SMT fields of study to disseminate their findings quickly.

The participants in scholarly communication are scholars as readers and authors, publishers and libraries or other information-providing agencies.

Print books and journals are still important sources of scholarly communication. Due to financial constraints, it is becoming increasingly difficult for academic libraries to build up large collections of books and to provide access to back files to a wide array of scholarly journals. There are some journals that have gained prestige due to successful branding and prestigious boards of reviewers and editors.

The peer review process is likely to remain in place, but much of this process now involves telecommunications. Even when papers are submitted to publishers of print resources, these are often sent electronically and are disseminated to reviewers in this format.

### **8.5.2 Ways in which academics and researchers seek and use information**

Although not all scholars follow the same patterns of information use and behaviour, it is possible to make some generalisations about the information behaviour of academics and researchers.

Browsing through books and especially journals is still the preferred method of information-seeking amongst researchers. Browsing online through e-journals and aggregated journal databases is also an important method of seeking information amongst scholars today. The practice of chain searching, or following up citations found in bibliographies of articles or books, is another popular way of finding relevant information.

There is now an increase in the information expectations of scholars. As they are exposed increasingly to electronic media and to the current awareness or “push” services they offer, scholars are making greater use of alerting services such as table-of-contents alerts. Using these alerting services, scholars can then access either the full-text electronic version of the article or the print version. If the articles are not

available immediately, scholars resent having to wait for the item through document delivery or interlending services.

As scholars use the online catalogues of other institutions as ways to find relevant information and information resources, it follows that the quality and breadth of the library's collection is important to them. Neglecting the development of local collections in favour of providing access to electronic resources is frustrating and time-consuming to many academics and researchers at a university of technology.

Scientists and scholars in the medical and technical disciplines have specific ways of seeking information. They make extensive use of electronic media and especially of networked online resources.

Document delivery services and interlending facilities are invaluable means of supplying information resources not held in the library and these are used and valued by scholars.

Scholars rely primarily on their academic and research libraries for information. Other valuable channels of information are their own private collections, friends and colleagues in their field of interest or study and the Internet.

These findings lead to a number of recommendations.

1. The library should market initiatives such as SPARC and Roquade to their academics and senior management.
2. In order to assist scholars in the SMT fields to acquire information, a university of technology library should provide access to online resources in these fields in particular. There must be sufficient networked workstations in the library to allow these scholars to search online for their information.
3. It is essential that the library's collections are easily accessible and well organised in order to be of value to academics and researchers. The environment must also be conducive to scholarly activities. Much of the collection should be available in digital format so that scholars can access them from remote locations.

## **8.6 COLLECTION DEVELOPMENT ISSUES RELATING TO VARIOUS TYPES OF INFORMATION MEDIA**

It has been proven that the size of the library's collection of traditional media is important to the academic prestige of an institution of higher learning. Another reason why traditional, physical media are important is that they allow scholars the opportunity to browse.

### **8.6.1 Collection of traditional media**

In the rapidly evolving digital environment, book sales are declining every year, although there has been a gradual increase in production to about 50,000 new titles per annum. Print-on-Demand books are gaining in popularity, as are e-books. Reference books and textbooks require special attention when developing collections because of their unique roles in academic libraries.

Research collections are expected to have an extensive collection of journals. In 2004, there were about 21,000 active refereed scholarly journals in publication. In academic libraries that have documented the size of their serial holdings, none reported subscribing to fewer than 1000 titles. The use of e-journals and datasets have brought about some changes in the development of journal collections. If easy access to these databases can be provided for library users, subscriptions to print copies of journals available electronically via the datasets would be duplication and wasteful of precious resources.

### **8.6.2 Collection of digital media**

Academic libraries have had to incorporate new electronic formats into their traditional collections in order to meet more sophisticated needs of academics and researchers. There are some important concerns surrounding digital media. The most pressing of these are the collection and archiving of e-journals, the relationship of the Internet to collection development, cooperative efforts in collection development and the preservation of digital materials. In addition, technology is changing constantly,

there is often a lack of access to good equipment and permanent ownership of electronic media is not guaranteed, as is the case with physical, traditional resources. Many academic libraries plan to “aggressively” reduce spending on print resources and increase that for electronic resources. This shows a desire to move from the ownership model to that of providing access to information. It is, however, feared that redistribution of funds from collections into e-media and equipment carries the risk of impoverishing local print collections. It has been estimated that by 2010, 50% of the information provided and used in academic libraries will be in electronic format.

When it comes to the acquisition of e-media, selectors have to look at the actual costs, as well as continuing and hidden costs of gaining access to the digital media. Selectors will have to decide which options provide the best access at an affordable price to meet local user needs. They must weigh the relative merits of the content, presentation and cost of the information under consideration. The information must be made available to as many users as possible in order to justify the high costs of such information.

It is predicted that while the production of print journals will remain unchanged, that of e-journals will grow. There are different access models for these publications. Some publishers provide free online access to e-journals to accompany subscriptions to print journals. Some journals are published in electronic format only and subscriptions thus cover the digital version only. Various learned groups and societies have started online, peer-reviewed journals to which individuals or institutions may subscribe at no charge. It is possible to get free trials for many e-journals or aggregating services and researchers can then review these before actually subscribing.

Collection developers should be aware that datasets are not substitutes for print journals. There is no guarantee that journals will continue to be included in these datasets. It is essential to check on the stability of the datasets. Through subscriptions to journal aggregation services libraries gain access to a vast number of journals to which they could not subscribe individually. This is an obvious advantage for a small library.

The e-books industry is growing rapidly. This electronic medium allows an institution to reshape collection development to a certain extent from the just-in-case to the just-in-time model as books can easily be added and weeded from the collection. Libraries are committed to annual access fees, as they do not own the books.

Traditional collection building practices regarding the Internet translate into discovering, listing and facilitating access to Internet resources. It is a challenge for academic libraries to add value to Internet resources by making them more easily accessible. Portals, selected Internet websites and other electronic information resources are brought to the attention of interested users by providing links. Internet links are unstable and are often changed with no warning.

An academic library's core collection consists of the most basic, fundamental and important materials forming the heart of a collection. The core collection essentially adheres to the just-in-case model. The need for each library to develop core collections to meet local needs and support its mission is seen as the top priority in collection development. Each library must be self-sufficient for the research needs of academics, postgraduate and undergraduate students. The core collection of academic libraries is usually available in print form.

The cost of subscribing to both print and electronic versions of titles is becoming very expensive. One now has to gauge whether patrons would be better served with electronic media. The library must balance its acquisitions of print materials with that of electronic media in order to provide maximum utility to its patrons. It is probable that there will be a continuing evolution of a hybrid system consisting of part print but increasingly electronic media in the first decades of the 21<sup>st</sup> century. It will become a challenge in this time to continue to manage traditional media in an environment in which information is being increasingly conveyed in digital form. The challenge of this generation of librarians is seamlessly to knit together a multiplicity of formats and access mechanisms into one intellectually cohesive, user-friendly set of information resources and services.

1. The CDP should provide guidelines regarding the acquisition and management of reference works and of textbooks in a collection.
2. The library of a university of technology needs a core collection of books for teaching and undergraduate needs.
3. University of technology libraries should adhere to the ACRL standards that recommends that it is good practice to own any periodical title that is needed more than 6 times per year. Another recommendation is that a library should subscribe to as many titles as are deemed necessary by academics and librarians to provide adequate depth and diversity of holdings. The cost of the journal should be weighed up against the amount of use that will be made of the journal. If a title is of interest to only a few users, it would be better to provide access to the journal through interlibrary loan or document delivery services. The evaluation of core journals must take into account both local needs and lists of core journals.
4. Each academic library should set objectives stipulating the percentage of journals included in standard lists that should be included in its collection.

## **8.7 COMPARISON BETWEEN THE COLLECTION DEVELOPMENT POLICIES, STANDARDS AND GUIDELINES OF TWO UNIVERSITIES OF TECHNOLOGY**

In the case studies of AUT (a university of technology in New Zealand) and XUT (a South African university of technology), considerable differences were found in the collection development policies, standards and guidelines.

### **8.7.1 Goals and objectives relating to collection development**

When AIT began conferring degrees, the library stated that their goal was to reach the standard of an internationally recognised university. They decided to build up a core collection of library resources to support the teaching function at AIT at an undergraduate level as well as to build up a collection that will meet the information needs of researchers and postgraduate students. This goal required the financial backing of the institution. A stated objective was to have a book stock of 200,000 volumes and 65,000 volumes of serials by 2008. This objective was decided upon

with due consideration for the financial position of the parent institution as well as international and national standards for print collections in medium-sized university libraries. Considerable strides have been made in the realisation of this objective but it has not yet been fully reached. The concerted effort made by AUT to meet their objective of a certain collection size has borne considerable fruit and underlines the need for a quantifiable objective regarding collections.

A similar resolve is lacking in the goals expressed by X Technikon and XUT. The parent institution does not appear to accept responsibility for the development of a research collection of information resources, as this was not included in the institutional strategic planning report covering this transitional stage at the institution.

1. It is recommended that new university of technology libraries should have a clearly-stated, ongoing objective regarding the need to extend the library's collection to a certain level and size.
2. In particular, the goals formulated by XUT's library should reflect clear strategies to upgrade the collection to be more in line with accepted norms for university libraries. This is both in terms of the print collection and the digital information and bibliographic resources.
3. A CDP for a newly established university of technology should include a plan to upgrade the library's collection in line with acceptable national and international standards.

### **8.7.2 Ascertaining user needs**

When it comes to ascertaining user needs, both institutions fall short. During the years covering the ability of the institutions to start conferring degrees and then to their being upgraded to universities of technology, user needs have changed radically. It is thus essential to bring the collection in line with changed needs. However, it is first necessary to ascertain what these needs are. At AUT, there is an agreement that the University Librarian will always be kept informed of potential developments that will affect the library. Although user needs have been surveyed irregularly in the past, AUT Library will shortly be using LibQUAL™ as a survey instrument to evaluate user needs.



XUT has also conducted irregular surveys to gauge user needs, but no such study has been carried out since they became a university of technology – neither is there any plan in place to do so in the near future.

1. Both institutions should regularly carry out surveys using an instrument such as LibQUAL™. This instrument includes the practice of benchmarking the library against those of peer institutions, which is valuable for evaluating local library services and collections.
2. The libraries' participation in institutional boards is also essential to find out about new developments at the institutions that will require some attention from the library as far as collection development is concerned.

### **8.7.3 Collection development policies**

Both institutional libraries have Collection Development Policies. AUT includes a background to the collection. The transition to a university of technology is discussed in this section. Since they achieved university status in 2000, the Library has striven to broaden the subject areas collected and has increased access to electronic resources dramatically. The increase in students studying at Masters and Doctorate levels has forced the Library to start purchasing resources at a research level. There is also a section on how funds are allocated to the departments. The selection procedures and the criteria that are used for selection of individual items are explained in the policy. The ways in which resources can be accessed are discussed and the collaborative partnerships with other libraries are spelt out. Different formats and different sections of the collection are discussed. The CDP ends with a section giving the current and desired levels of collection in the various subject areas as per a conspectus methodology.

XUT has a CDP stating that a conspectus method is used and the material will be collected at research level for courses taught at that institution. As the collection has not yet been evaluated using this method, it is impossible to know what needs to be done to achieve this goal. The policy gives guidelines according to which funds from the total materials budget is to be allocated to the various faculties at the institution.

There is no indication as to how the collection is to be extended to meet the new needs of researchers and academics.

1. At both institutions the CDPs are not reviewed regularly and without such revisions, the policies lose their value as a selection tool and policy. It is recommended that revisions be carried out annually in order to keep the policies up to date.
2. At XUT, the lack of direction regarding collection development could account for the lack of attention given to bringing the collection in line with that of peer institutions and with international and national standards. Collection goals should be spelt out in the CDP.
3. The CDP of a university of technology should state clearly which conspectus will be used, and then this methodology should be implemented and the results documented.
4. Both universities of technology should make it clear how decisions relating to the various formats are made and should stipulate the criteria used for selection.
5. Another recommendation is that they should be precise about projects undertaken regarding collection development. They must give clear, quantifiable instructions as to how the collection is to be expanded to meet new needs. This should serve as a guideline for materials allocations.
6. The provision of equipment to access information should also be included in the CDP.
7. The libraries must decide what future plans are regarding the collection of monographs, print serials, audiovisual and other non-book material, e-journals and datasets and e-books and then indicate how they aim to reach the proposed goals.

#### **8.7.4 Budgetary allocations for collection development**

There is a large discrepancy in the materials budgets given to the AUT and XUT libraries to develop their collections. Since 1996, when AIT received permission to offer degree and postgraduate courses, there has been an undertaking by the institution to allocate a minimum of NZ\$340 per FTE student, and this policy has

been followed and even exceeded. In spite of this, it is stated repeatedly in annual reports that the collection does not meet international and national standards for a university. However, the institution granted large increases in materials budgets to build up the collection to more acceptable levels and show a clear resolve to do everything possible to improve the collection within the bounds of fiscal constraints.

AUT Library's budgets demonstrate a commitment to the ACRL recommendation that a library's budget should meet the reasonable expectations of users when balanced against other institutional needs. XUT's budget increases have been inadequate to allow any real growth in the library's collection of either traditional or electronic media. There is no indication that a guideline was set regarding the amount of the total institutional budget allocated to the library and XUT would not divulge what percentage of the total institutional budget has been allocated to the library. After becoming an institution that could offer graduate and postgraduate courses, budgetary increases for the library have shown only minimal growth. Even when the institution became a university of technology, the budgets show inadequate increases. This means that little effort has been made to bring the collection in line with that of peer institutions or to meet national and international collection standards.

1. In order to attain the collection levels recommended in the various ACRL standards, it is recommended that South African universities of technology commit a certain percentage of the total institutional budget to the library every year for collection development and the purchase of equipment with which to access the resources. The recommended six percent might be a viable percentage. Furthermore, the institution should be encouraged to allocate a certain amount to the library for each FTE student at the institution.
2. Without a radical improvement in the funding given to XUT's library to bring its collection in line with user needs in a university of technology whose degrees are recognized nationally and internationally, the library will not be able to upgrade its collection in any appreciable way. It is recommended that the government accept its responsibility to assist in this regard and undertake to provide the additional funding required by XUT to enable it to provide the required support to the library. In its turn, XUT must undertake to provide

adequate funding to empower the library to extend its collection according to a reasonable plan. As this is a pressing issue, it is recommended that the library strive to meet the chosen collection depth and breadth within five years. Proposals in this regard should be sent to the Department of Education as well as to the Vice-Chancellor of the institution as a matter of urgency. It is surmised that other new universities of technology in South Africa are in the same position with regard to collection development. It would be of value for all these institutions to stand together on this issue and so present a stronger front to plead their cause.

3. The University Librarian at XUT should acknowledge the deficiencies in the collection and put forward a plea to higher authorities for support to build the library's collection from that of a technikon to that of a university of technology. XUT should use other newly-established universities of technology in Australasia (particularly the Auckland University of Technology) as a benchmark against which South African universities of technology can measure themselves. The failure of local institutions to rise to the new elevated status in anything but name as far as library collections are concerned, needs to be corrected.
4. Due to the shortfalls in budgets in the past, it is possible that university of technology libraries should follow Hirshon's (1998:78) recommendation:

A much better budget model would be for the library to assume that it is starting from scratch and to base both the general budget and the title-specific selections upon an articulated set of assumptions about the expected changes in campus programs and in scholarly publishing. Faculty and librarians could then work together to allocate the budget to provide the necessary resources expected to be needed five or ten years hence.

### **8.7.5 Collection evaluation**

Neither of the institutions has taken adequate measures to evaluate their collections.

1. It would be valuable to enlist the services of an outside expert to evaluate the collection and help formulate goals that can be reached over a certain number of years.
2. The libraries should also take an objective look at the reports of bodies like the HEQC to gauge the effectiveness of the collection to meet user needs.
3. Furthermore, they should look at new programmes offered at the institutions and make provision for building up collections in these new fields, if necessary.
4. Another measure should be to investigate national and international standards and to evaluate the library's collection against that of peer institutions. The researcher recommends that collections of information resources at South African universities of technology should not be compared to one another to gauge their relative strengths and weaknesses. The reason for this is that these institutions are too young in South Africa and have not had the time to develop collections that will meet research and scholarly needs at a university of technology. The only way in which the standard and strength of such collections can be ameliorated is by comparing them with those of institutions that are already acknowledged as universities, such as AUT.

#### **8.7.6 Collection size**

AUT has worked diligently and continuously to develop a library collection befitting a university of technology that strives to meet the information needs of researchers and academics at such an institution. There has been a large and steady growth in the number of books, journals, audiovisual material, e-journals and e-books added to that library's stock. The library decided to concentrate mainly on the development of their electronic resources but have also shown a dedication to improving their collection of traditional library materials, which they found to be substandard. In order to overcome gaps that have occurred in the collection over time, AUT has made a decision to acquire older, important monographs that were lacking in their stock as well as back files of journals where the library holds only recent volumes of certain titles. No effort has been made as yet to add value to the Internet by creating portals.

Collection growth at XUT has been slower. Since they were allowed to offer graduate and postgraduate courses, there has been only limited growth in the library's collection of both traditional and digital media. Latterly there has been an increase in the number of e-journals made available through datasets, but the increase in the book, serial and audiovisual collections have slowed down. As yet, no e-books have been added to the collection. Audiovisual material is still required for teaching purposes, and as such remains important to academics, however XUT is giving very little attention to the collection of this medium.

1. In addition to normal serial budgets, they should also budget to acquire backfiles of important journals.
2. Because e-journals are increasing in popularity, it is essential to subscribe to a broad spectrum of these, especially through aggregated journal databases. These must cover all subject fields at the institution. Care must be taken to provide networked access as well as sufficient workstations in the library itself for remote or on-site access to the e-journals.
3. E-books must be added to the collection and these must be properly marketed to users.
4. As far as the Internet is concerned, researchers require portals via which they can link to valuable websites identified by gatekeepers and librarians in their disciplines.
5. Audiovisual collections must be developed in line with the needs of academics and researchers.
6. Not only is it essential to build up a research collection of current monographs, but it is also important to make an effort to acquire older important monographs in every field. Additional funds will be required for retrospective collection development. University of technology librarians should check their collection against subject bibliographies, selection journals such as *Choice* or the catalogues of peer institutions and then acquire the important monographs that they lack.
7. Once the library has a research collection of books, staff and academics should draw up profiles with vendors to ensure that all new relevant publications in important fields of study and research be sent to the library as this would prevent the collection from becoming dated.

8. In the evolving digital environment, it would be wise for local universities of technology to prioritise the collection of digital information media, as they are not bound by having to incorporate a new collection of e-media into an existing vast collection of traditional media. It would be wise to set goals regarding the acquisition of e-journals, e-books, digital indexes and abstracting services and CD-ROM databases and ensure that these subscriptions receive the necessary funding. In addition, the collection of traditional media must be built up to acceptable levels for a university of technology.

### **8.7.7 Resource sharing**

Both AUT and XUT belong to national and regional consortia. AUT is involved in some CCD projects and both institutions use interlibrary lending to fill gaps in their collections.

1. As a member of a consortium, it would benefit a university of technology to participate in CCD projects, something in which XUT is not currently involved. CCD should be dealt with at a consortial level. Collaboration regarding journal subscriptions could save a great deal of money, and this would increase the base of journals available consortium-wide. Each library should still subscribe to all the important journals in each field, but could share access to other costly but low-use journals.
2. Another important measure is to include provision for interlibrary loans in the CDP. The policy should stipulate who pays and who qualifies. Guidelines should also be given as to what extent ILL will be used to fill gaps in the collection.

### **8.7.8 Responsibility for selection**

At both XUT and AUT academics are involved in the selection of library material in conjunction with reference or subject librarians.

In the CDP, guidelines should be given as to who is responsible for selection and how the selection process works. It is generally believed that this should be the

responsibility of qualified librarians in close cooperation and consultation with academics. The final say regarding the acquisition of especially expensive resources must rest with senior library professionals.

### **8.7.9 Just-in-case or just-in-time model of collection development**

Both libraries are hybrid collections in which collection development practices follow mostly the just-in-case model with the flexibility to buy items just-in-time when necessary.

## **8.8 ADEQUACY OF COLLECTION DEVELOPMENT POLICIES, GUIDELINES AND STANDARDS AT UNIVERSITIES OF TECHNOLOGY TO SATISFY THE INFORMATION NEEDS AND BEHAVIOUR OF LECTURERS AND RESEARCHERS**

Against this background, it is possible to address the key research problem of this study. It has been revealed that there is a considerable difference in the collection development and management policies, guidelines and standards adhered to in New Zealand and in South Africa, thus the institutions have divergent degrees of success in satisfying the information needs and behaviour of academics and researchers through their policies and standards.

In New Zealand at AUT, library managers have tried to build up their collections in line with standards that could be expected at a university that provides postgraduate courses and has a research orientation. Policies and guidelines have been formulated with this objective in mind and the information needs and behaviour of academics and researchers at this institution have been considered in collection development projects. They have been remarkably successful in developing a collection more suitable for their new status as a university of technology. Even so, it is clear from comments made by academics and administrators at that institution that the library's collection needs further development. When compared with similar universities in New Zealand, more attention needs to be given to the library's collection. However, AUT's decision to concentrate mainly on e-resources is prudent as their change from polytechnic to university coincided with the revolutionary developments in the field



of digital media. Concentrating their resources and efforts on developing e-resources means that there is no need to build up the large collection of traditional media typical of older established universities. The latter did not have digital information resources to supplement their traditional collections. In this light, this researcher finds that to a large extent, AUT's collection development policies, guidelines and standards have been successful in meeting the information needs and behaviour of academics and researchers. They are aware that their collection requires more attention and funding and appear to be approaching the development of their library's collection in a sensible, informed manner.

The progress made by a South African university of technology is less positive. Very little attention has been given to the development of traditional media collections and even the development of electronic collections is not such that it could meet the information needs and behaviour of academics and researchers at a university or at a university of technology. South African universities of technology have also been transformed from polytechnic or technikon to university of technology at the same time as the developments in the e-resources industry. Thus it is right that they should concentrate their collection development efforts and resources on acquiring electronic resources to meet the information needs and behaviour of their academics and researchers. Humanists and social scientists still prefer traditional media, however. A failure to develop such collections thus means that the institution is failing to meet the information needs of these academics and researchers. Even many of the SMT researchers show a preference for print journals and still require monographs in their fields of study. Without these, the research output of these scholars is limited. The acquisition of e-books would meet this need to some extent, but older seminal books are not available in this format and this would still mean that the information needs of scholars are not met. Although XUT has increased the number of e-journals dramatically in recent years, even this collection still falls below that of similar universities. It is essentially still substandard and cannot support the research and scholarly needs of researchers and academics.

This researcher concludes that the policies, guidelines and standards adhered to at this South African university of technology fall short of satisfying the information needs and behaviour of academics and researchers. The South African government and the

institution itself will have to change its approach to the funding of the library radically if it expects XUT Library to adhere to national and international standards for a university of technology of this size. Unless this occurs, the institution cannot be expected to produce the quality of research and scholarship expected of such an institution. Should this fail to occur, the institution will not be able to attract the research funding it requires or the calibre of researcher and academic that will attract quality students and scholars to the institution. This would then mean that the progression from technikon to university of technology would be little more than a change of name.

### **8.9 MODEL CDP FOR A UNIVERSITY OF TECHNOLOGY**

Using findings from this study, it is possible to formulate a Collection Development Policy that will meet the information needs and behaviour of all users of a university of technology library. This could then be adapted by individual institutions to meet local practices and requirements. Sections that require local input are in a **bold** font.

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**Z University of Technology**  
**Collection Development Policy**

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## **1 INTRODUCTION**

### **1.1 Mission, vision and objectives of the library and of the University of Technology**

**(Enter here the mission, vision and objectives of the library and the parent institution.)**

### **1.2 Analysis of user population**

The users of the library can be classified as follows:

- Undergraduate students
- Postgraduate students
- Researchers
- Academics
- Administrative staff
- Management of the University of Technology
- **Others (Specify)**

## **2 DESCRIPTION OF COLLECTION**

### **2.1 Conspectus**

In order to describe the present and desired collection at the **Z** University of Technology Library, the (**state chosen Conspectus method**) Conspectus method is used. In terms of this approach, the stock is divided up according to classification numbers, and then collection strengths are assessed according to the depth of coverage in that area. (**The following section can be changed according to the conspectus method used. The description below refers to the ALA Conspectus method.**) Once the actual level of collection development has been ascertained, the level at which the library aims to collect items is stipulated. Any idiosyncratic characteristics of the collection in each subject field are also given. The evaluation of the library's collection will be carried out annually, and the current state of the collection will be included as an appendix to this Collection Development Policy.

Five (5) levels are identified in the Conspectus, namely:

#### **Level 1 - Minimal level**

A subject area in which few selections are made beyond very basic works.

#### **Level 2 - Basic level**

A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopaedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

### **Level 3 - Study / Undergraduate level**

A collection which supports undergraduate or graduate course work, or sustained independent study: that is, which is adequate to maintain knowledge of a subject required for limited or generalised purposes, of less than research intensity. It includes a wide range of basic monographs, complete collections of the works of important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

### **Level 4 - Research level**

A collection which includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results and other information useful to researchers. It also includes all important reference works and a wide selection of specialised monographs, as well as an extensive collection of journals and major indexing and abstracting services in the field.

### **Level 5 - Comprehensive level**

A collection in which a library endeavours, as far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms) for a necessarily defined field. This level of collection intensity is that which maintains a “special collection”; the aim, if not the achievement, is exhaustiveness.

#### ***2.1.1 Aim in collection development levels***

To collect material at **level 3 (study/undergraduate level)** in all subject areas included in the teaching programme of the **Z** University of Technology up to a graduate level. In departments where there are postgraduate students and researchers, **level 4 (research level)** is the desired collection level.

#### ***2.1.2 Subject areas not included in the curriculum of the institution***

For subject areas which are not included in the curriculum of the institution but which are considered useful for economic, political, religious and social reasons, **level 2 (basic level)** is the norm for collection depth.

#### ***2.1.3 Interdisciplinary areas required for background knowledge***

There are several interdisciplinary areas for which users require material for background knowledge. For these areas, **level 3 (study/undergraduate level)** will be applied. In subject areas related to the discipline of education, **level 4 (research level)** is the desired level of collection.

### **2.2 Other features of the collection**

English is the preferred medium for collection development. (**Add other language specifications here.**)

The library strives to maintain a balance between monographic literature (e.g. books), serial material (e.g. journals), audiovisual material (e.g. video recordings and DVDs) and electronic media (online databases, electronic journals, e-books, CD-ROM

databases, Internet resources). The guiding principles for allocating funds for the various formats of information media will be:

- User needs.
- Equipment available to provide access to electronic information.
- Availability of funds.
- Specific preferences in each subject area.
- Developments in the field of information resources.

It will be borne in mind that different fields of study have different priorities in this respect. By completing Appendix A (*Template for the specifications for collection development in broad subject areas*) the reference librarians, in collaboration with faculty members, set the parameters for collection development for each subject area. As circumstances change, new templates must be completed.

### 3 ACCESS TO THE COLLECTION

Access to the library's collection, either on site, via the Internet or on loan is granted to all registered library members of the Library subject to loan restrictions for the various categories of users and material.

**(Give details of the infrastructure in place to provide access to the collection.)**

Gaps in the stock can be filled with interlibrary loans and document delivery services.

**(Give details of regulations relating to ILL and document delivery facilities.)**

### 4 BUDGETARY REQUIREMENTS

Due to historical restrictions in the past, the library stock lags behind that of similar institutions and does not meet national and international standards for a university of technology. In order to remedy this shortfall, additional funding will be sought, until the target has been reached. Until such time, the following collection targets hold:

Monographs	Serials	AV material	E-Journals (including those in Datasets)	E-books	Other (Specify)
<b>Enter library's target. Not less than 200,000 volumes</b>	<b>Enter library's target. Not less than 1,500 titles</b>	<b>Enter library's target. Not less than 10,000 items</b>	<b>Enter library's target. Not less than 20,000 titles</b>	<b>Enter library's target.</b>	<b>Enter library's target.</b>

The library aims to reach these targets within five (5) years from (**insert year**) by adding stock at the following rate:

Monographs	Serials	AV material	E-Journals (including those in Datasets)	E-books	Other (Specify)
<b>Divide total shortfall by 5 *</b>	<b>Divide total shortfall by 5 *</b>	<b>Divide total shortfall by 5 *</b>	<b>Divide total shortfall by 5 *</b>	<b>Divide total shortfall by 5 *</b>	<b>Divide shortfall by 5 *</b>

\*Calculate as follows: (target stock – current stock) ÷ 5

Every year, (**insert percentage**) % of the materials budget will be set aside to purchase retrospective monographic and serial material to build up an adequate retrospective stock and back files of important information resources published in previous years.

Once the targets have been met, the collection goals will be revised in order to continue adding new items to the collection at the same rate as do comparable universities of technology globally.

## 5. BUILDING UP A HYBRID COLLECTION OF INFORMATION RESOURCES

At the end of each year, senior library professionals will decide on the amount required to meet the goals. According to these calculations, funds will be allocated for the acquisition of the various types of information sources, using the guiding principles listed in 2.2 above as the guidelines. As user needs change and technology progresses, the proportion of the total budget spent on each category of information sources will change.

### 5.1 Books (Monographs)

When the annual budget is approved, senior library professionals in consultation with academics will decide how the budgetary allocation should be divided up for the use of various faculties. The following will be taken into consideration:

- Adequacy of current stock in each broad subject field as shown in the Conspectus Report.
- New teaching programmes offered.
- Gaps in current stock.
- Number of undergraduate students and lecturers in broad subject fields.
- Number of postgraduate students in broad subject fields.
- Average book price in different subject fields.
- Research undertaken in each subject field.
- Loans issued in the various departments during previous year.
- Number of interlibrary loans requests during the previous year.

### 5.2 Serials

Each year reference librarians, in consultation with academics, will compare lists of accredited journals (**if possible, enter the name of the lists that will be used**) with current subscriptions in each subject area taught at **Z** University of Technology. In addition, journal subscriptions at similar institutions will be compared with those of this institution. Within budgetary constraints, subscriptions lacking at **Z** University of Technology, but included in the above lists of valuable journals, will be subscribed to. It is desirable that (**enter percentage**) % of titles listed in the chosen bibliographies will be subscribed to.

All journals considered by academics to be “core journals”, will be subscribed to in print format. Those titles that are available in digital format and are not considered to be “core journals” will be subscribed to as e-journals, if available in an accredited dataset.

Reference librarians will ascertain which journals are available through channels other than commercial publishers (e.g. SPARC, Roquade, free networked scholarly e-journals) and keep academics in their faculties informed of alternate journals.

### **5.3 Electronic media and databases**

For every e-medium format, the library will ensure that there is equipment to access that format. Taking into account the fact that users may access e-resources off-campus or from their offices, the library undertakes to provide one workstation for each format in the library for every (**specify number of users**) registered library users.

#### **5.3.1 Datasets and e-journals**

Throughout the year, reference librarians and academics will review datasets (through free trials when possible) to decide which best meet the information needs of users. All titles included in each dataset will be examined to ensure that there is the minimum of overlap between titles included in the various datasets and also between the datasets and titles to which the library subscribes in print format. Preference will be given to datasets that include titles that are indexed in major indexing services in each field of study. Recommendations for future dataset subscriptions must be forwarded to the library through the Dean of the faculty or library liaison officer concerned. Reference librarians will study the availability of various datasets on an ongoing basis and forward the relevant information to the various faculties. Senior library professionals will study the recommendations from the deans or the subject library liaison officers and subject librarians and approve subscriptions to the most valuable datasets when there are sufficient funds to do so.

#### **5.3.2 Bibliographic databases**

Subscriptions to all major bibliographic databases in each subject field taught at the University of Technology will be taken out. Reference librarians in the various subject fields will indicate to the Deans of Faculties or library liaison officers which indexing and abstracting services are recommended in subject literature. The Deans will then make the final decision about subscriptions based on personal subject knowledge and the recommendations of liaison officers and information professionals.

#### **5.3.3 CD-ROM**

Reference librarians will scan publishers' brochures and information science literature to identify valuable CD-ROM databases for each field of study taught at **Z** University of Technology. Any CD-ROM containing useful information and that is not available online will be recommended to the Deans of Faculties or library liaison officers. In the Human Sciences, academics and reference librarians will evaluate all multimedia course-related CD-ROM databases. Senior library professionals will then consider recommendations.

#### **5.3.4 E-books**

Reference librarians will scan information science literature and publishers' brochures for relevant e-books. Information in this regard will be forwarded to Deans of Faculties or library liaison officers for their recommendations. Senior library professionals will then consider these for subscriptions. Availability of new e-books will be disseminated to relevant academics and students and if necessary training will be given in their use.

#### **5.3.5 Internet websites**

Reference librarians and academics will identify interesting and relevant websites which provide information of interest to scholars in each discipline. URL's will be forwarded to the library's cataloguing department who will provide links to these sites via portals on the library's website. Every month, URL's included in the portals will be checked using (**enter name of software package used**) and dead links will be removed.

### **6 RESPONSIBILITY FOR SELECTION**

(**Enter here who is allowed to recommend items for procurement by the library.**) Reference librarians for the various subject fields are responsible for coordinating the collection development in their subject fields. Throughout the year, publishers' catalogues will be circulated to the reference librarians who will distribute these to the relevant faculty members, whenever practicable. From these the academics or reference librarians select the material they would like to purchase. All recommendations must be channelled to the relevant reference librarians who will evaluate the requests in relation to the present collection and according to the selection criteria listed below. In addition, profiles will be drawn up by academics, reference librarians and major vendors and all new publications meeting the requirements will be sent to the library automatically by the vendors.

When a monographic item (book and audiovisual material) costs more than the equivalent of R (**enter an amount**), a special request form (Appendix B) must be completed and forwarded to the University Librarian for consideration in consultation with the senior library professionals.

Requests for any new periodical subscription must be submitted to the relevant reference librarian on a serials request form (Appendix C) for approval. When a subscription costs more than the equivalent of R (**enter an amount**), the request must be forwarded to the University Librarian for consideration in consultation with the senior library professionals.

Qualified librarians in consultation with academics will also select electronic media. Requests for such items must be submitted on the electronic media selection form



(Appendix D) for evaluation by the University Librarian and senior library professionals.

## **7 SELECTION CRITERIA**

The following criteria must be borne in mind for the selection of all library material.

### **7.1 Print media**

- Relevance and potential use of the item. Does the item tie in with the curricular requirements of the institution? Will more than one department use the item - what is the potential readership of the item?
- Redundancy - is there similar material in stock and is there enough variety and volume in the similar stock to meet the needs of the envisaged user group?
- Relationship of the item to the existing collection - does the item supplement, duplicate or supplant items already in the collection? Is the information already covered in other items in the library?
- Reputation / authoritativeness of author or issuing body
- Is the material of an appropriate level of complexity and style?
- The cost of the item - Does the item merit its cost? What is the cost difference between the various formats in which the item is available (if this is applicable)?
- Is the information accurate and impartial?
- When was the item published? The recency of the item is particularly important in the fields of science, medical and technological disciplines - less so in the humanities and social sciences.
- Are there any features which make the item unique?
- Are there not sufficient sources on that subject available in the library or in other consortial libraries?
- Is the physical format of the material appropriate for the envisaged use?

### **7.2 Special criteria for selection of periodicals**

- Is the title indexed in major indexing and abstracting journals?
- Is there duplication with the holdings of other consortial libraries?
- Does the journal appear in the South African Department of Education's lists of accredited journals?
- Is the journal available on a full-text dataset to which the library subscribes?
- Do academics consider the journal to be "core"?
- How many ILL requests were made for specific titles in one year? If more than six, the library will subscribe to that title.

### **7.3 Electronic media**

- Ease of use - is the electronic resource user-friendly? Can it be used with the minimum of training? Are the on-screen instructions clear?
- Is the cost justified relative to the potential value to users?
- Will the resource be easily accessible to users? Are there problems in providing access to users or restrictions in the licensing contract which limit use to certain users? May only a restricted number of concurrent users use the resource?
- Is adequate vendor support provided in the form of a help desk and technical assistance?

- When material is available in both print and electronic format, do the benefits of using the electronic format weigh up favourably against the added cost (possibly including additional hardware)? Will fewer users have access to the electronic format than to the print version or will more users be served - possibly at remote locations?
- Would additional hardware and equipment be necessary to use the electronic resource? What other hidden costs in the form of furniture, cabling, technical support, etc., must be taken into account?
- How much staff and user training will be required?
- Is the technology involved standardised or would the item be difficult to install and maintain?
- How long will the item remain relevant?
- In the case of electronic journals, will the publishers continue to provide access to those issues to which the institution subscribed even after cancellation of the subscription? Is the journal archived adequately?
- What is the response time of online and Internet resources?
- For datasets in particular, how effective is the search engine?
- Are the publishers willing to negotiate regarding the licensing agreement to meet local needs?
- How long has the dataset existed?
- For bibliographic databases, are all the core journals in the field indexed? How many of the journals indexed are held in the library?
- For e-books, is it possible to exchange less used e-books for others that are in demand within the package offered?

**8 MATERIAL WHICH WILL NOT BE CONSIDERED**  
**(Enter particulars of any material that will not be purchased, such as textbooks, desk copies of lecturing material.)**

**9 DUPLICATES AND REPLACEMENT COPIES**

As a rule, only one copy (**change if policy differs**) of each item is purchased per campus. **(Enter policy regarding exceptions for study collection and acquisition of duplicate copies of high-use material.)**

When items have been stolen or are damaged beyond repair and have to be written off, replacement copies will be considered bearing the following in mind:

- If the item is on a reading list of recommended material, these will be replaced as a matter or course.
- If a newer edition of the item is in the library stock, no replacement will be made.
- If the item was published more than two years previously, only those items which are important information sources in that field will be replaced.

**10 GIFTS**

When gifts are given to the library, the same criteria will be used for accepting the gifts for inclusion into the library stock as those used for selecting material for purchasing (see point 6). The accepted items will then be taken into stock.

Those items which do not meet the selection criteria or which are unnecessary duplicates will be disposed of without further ado. The library reserves the right to dispose of unwanted items in any manner deemed suitable for the item in hand.

## **11 WEEDING**

Weeding is the systematic removal of library material which is no longer of any use in the library. This includes outdated, superseded, damaged and duplicated material. Reference librarians in consultation with academic staff will undertake the weeding of old library stock towards the end of each year.

### **11.1 Criteria to bear in mind for weeding**

#### *11.1.1 Monographic material*

The following will be considered for weeding

- Obsolete material which has no current or historical significance for the **Z** University of Technology.
- Works containing outdated or inaccurate information.
- Badly damaged or defaced material.
- Duplicates of titles which were purchased when the book was in heavy demand but are no longer required.
- Items which have not been borrowed during the past 5 years.
- All items which have been superseded by newer editions, except when there is a valid reason for keeping older editions in stock. Only the latest and the penultimate editions will be kept.

#### *11.1.2 Journals*

The following will be borne in mind in the weeding of journals:

- Decisions made by the reference librarians relating to how long unbound journal issues will be stored.
- The serials holdings of other consortial libraries.
- The amount of use made of the journal in question.
- Are full-text back copies of the journal available from the publisher's website?

## **12 COLLECTION EVALUATION**

At regular intervals the (**enter title of person responsible**) must carry out an evaluation of the use made of the collection in order to ascertain where the strengths and weaknesses in the collection lie. Such an evaluation will also show which areas of the collection are under- or overused. On the strength of reports generated from such evaluations, the collection can be developed in increasingly cost-effective ways.

This member of staff will also evaluate the library's collection against that of other peer institutions worldwide to gauge the acceptability of the library's stock compared to that of other similar institutions.

A report of these exercises will be forwarded to the University Librarian and the institution's CEO before the annual budget is formulated.

## **13 ASCERTAINING USER NEEDS**

Annually, the library will ascertain user needs of the various categories of library clients using (**enter the name of the instrument to be used**). Specific

needs relating to the development and management of the library's collection will be noted and important unmet needs will be incorporated into the Collection Development Policy for the following year.

The (**enter title of relevant librarian**) will revise the Collection Development Policy towards the end of each year in order to ensure that this document remains relevant.

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## Z UNIVERSITY OF TECHNOLOGY

### Appendix A

#### Template for the specifications for collection development in broad subject areas

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Collection policy specifications for:

- 1 This collection supports study and research in (Specify subject area served)

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---

- 2 Programmes served by this collection

Certificate/Diploma/Degree programme served directly by this collection  
(Please use official names of qualifications):

---

---

This collection serves as an interdisciplinary resource for the following study programmes (Use official names of qualifications):

---

---

---

Other potential users of this collection:

---

---

- 3 Scope of the collection

Subject areas and topics of specialisation covered in this field:

---

---

---

---

---

Geographical limits of collection (if any):

---

---

Chronological coverage of collection (Up to what “age” does the material remain relevant in general):

---

---

Language coverage (Which languages will be included in the collection?):

---

---

Formats preferred (books, serials, e-journals, conference proceedings, videos, other):

---

---

Formats to be excluded (Please specify):

---

---

Collection depth - Use the Conspectus levels as follows:

- 1 = Minimum level
- 2 = Basic level
- 3 = Study / Undergraduate level
- 4 = Research level
- 5 = Comprehensive level

Existing level of collection (1 – 5) \_\_\_\_\_

Desired level (1 – 5) \_\_\_\_\_

Other special considerations affecting the development of this collection (e.g. consortial agreements, regular donations, etc.):

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**Z UNIVERSITY OF TECHNOLOGY**

**Appendix B**

**Request for BOOK / monographic material**

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**Title of book:** \_\_\_\_\_

**Requested by:** \_\_\_\_\_ **Faculty:** \_\_\_\_\_

Cost of book/monographic material: \_\_\_\_\_

Publisher: \_\_\_\_\_

Date of publication: \_\_\_\_\_

Subject coverage: \_\_\_\_\_

Recommendation:            Essential              
   Necessary              
   Desirable           

Number of users who will benefit from this purchase: \_\_\_\_\_

Departments that will benefit from the purchase: \_\_\_\_\_

Reason for purchase (e.g. research, core publication in the field, part of curriculum, project, etc.) \_\_\_\_\_

If available in another format, which format will best meet user needs? \_\_\_\_\_

What does the item cost in the other available format? \_\_\_\_\_

Features that make this item unique: \_\_\_\_\_

Is the author/issuing body well-known in the subject field? \_\_\_\_\_

---

Signature of (**enter title**)

---

Date

---

To be filled in by staff of the **Z** University of Technology Library

How adequate is the existing library stock in this subject field (Please specify):

---

---

Is this item readily available from other consortial libraries? \_\_\_\_\_

Is the level of complexity and style appropriate for the needs of the potential users?

---

In view of the cost of the item, how would you rate the purchase?

Too costly for the number of users served

Appropriate in view of the potential value to users

Good value for money

Is the monographic format appropriate in this case? \_\_\_\_\_

---

Signature of (**enter title**)

---

Date

Recommendation of **Collection Development Committee**

Request approved

Request rejected

---

Signature of University Librarian

---

Date:





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To be filled in by staff of the **Z** University of Technology Library

Do existing subscriptions cover the subject area in a similar way? (Please specify):

---

How many consortial libraries subscribe to this title? \_\_\_\_\_

Is the level of complexity and style appropriate for the needs of the potential users?

---

Accredited journals published by non-commercial publishers covering the same subject field \_\_\_\_\_

In view of the cost of the subscription, how would you rate the subscription?

Too costly for the number of users served

Appropriate in view of the potential value to users

Good value for money

Does the journal appear on the list of accredited journals in South Africa?

---

Is this title available in a full-text format in a database to which the library subscribes (Please specify)? \_\_\_\_\_

---

In which indexes is the title indexed? \_\_\_\_\_

---

---

Signature of (**enter title**)

Date

---

Recommendation of **Collection Development Committee**

Request approved

Request rejected

---

Signature of University Librarian

Date

---

**Z UNIVERSITY OF TECHNOLOGY**

**Appendix D**

**Request for new ELECTRONIC RESOURCE**

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**Name of resource:** \_\_\_\_\_

**Format (i.e. E-book, e-journal, CD-ROM, Dataset):** \_\_\_\_\_

**Requested by:** \_\_\_\_\_ **Faculty:** \_\_\_\_\_

---

Cost of annual subscription: \_\_\_\_\_

Frequency of updates: \_\_\_\_\_

Publisher/Producer: \_\_\_\_\_

---

Hardware requirements: \_\_\_\_\_

---

Subject coverage: \_\_\_\_\_

Number of users who will benefit from this subscription: \_\_\_\_\_

Reason for subscription (e.g. research, part of curriculum, project, etc.):

---

Features that make this subscription unique: \_\_\_\_\_

---

Signature of (**enter title**)

---

Date



To be filled in by staff of the **Z** University of Technology Library

Do existing subscriptions in other formats cover the subject area in a similar way?

(Please specify): \_\_\_\_\_

How many other consortial libraries subscribe to this resource? \_\_\_\_\_

Is the resource easy to use? \_\_\_\_\_

Will extra hardware or software be needed to access the database? (Please specify with estimated additional costs): \_\_\_\_\_

In view of the cost of the subscription, how would you rate the subscription?

Too costly for the number of users served

Appropriate in view of the potential value to users

Good value for money

What training will be required to use the database?

Will users have adequate access to the database? \_\_\_\_\_

If this is an electronic journal, are back issues adequately archived? \_\_\_\_\_

If this is a bibliographic database, how many of the journals indexed are held in the Library? \_\_\_\_\_

Does the licensing agreement meet the library's needs? \_\_\_\_\_

If this resource is available in another format, which format would meet user needs optimally? \_\_\_\_\_

Would you recommend subscribing to this resource? \_\_\_\_\_

\_\_\_\_\_  
Signature of (**enter title**)

\_\_\_\_\_  
Date

Recommendation of **Collection Development Committee**

Request approved

Request rejected

\_\_\_\_\_  
Signature of University Librarian

\_\_\_\_\_  
Date

## **8.10 TOPICS FOR FURTHER RESEARCH**

It would be valuable to conduct a longitudinal study of the development of collections in South African universities of technology. In this way the progress made in these institutions can be gauged and remedial measures can be put in place where necessary.

Very little research has been carried out regarding the information needs and information behaviour of scholars at universities of technology. Although these are relatively new, it is possible that the information needs and behaviour at these institutions differ somewhat from those at other universities. This topic needs investigation.

The value of research carried out at universities of technology needs to be studied. Research should be carried out comparing the size and composition of library collections at various universities of technology with the research output by scholars at these institutions. It would be useful to include the research rating of these scholars as well and investigate a possible link between library collections and the level of research performed at the institutions. Research output and ratings at universities of technology should then be compared with those of scholars in other South African universities.

## **8.11 CONCLUSION**

This study revealed that insufficient attention is currently being given to the development of library collections in South African universities of technology – judged on that found to be the case at XUT. AUT put measures in place prior to becoming a university of technology to upgrade their collection to bring it in line with international standards and with that of other universities in New Zealand. The collection began to grow in breadth and depth as soon as they were empowered to confer degrees and really accelerated when they became a university of technology. Goals were set and each year showed large improvements in the collection of traditional and digital media. Access to digital media was improved as well to allow easier access to these sources of information.

XUT's collection of information resources showed very little growth after they were allowed to start conferring degrees. Collection development practices in this South African university of technology showed very little change from those followed prior to this change in status. This suggests that meeting the new research and scholarly information needs of this kind of institution was not recognized as important. After becoming a university of technology, the collection of e-journals available through aggregated journal databases increased, but at the same time, there was a reduction in the number of journal subscriptions and the number of books and audiovisual material added to the collection. The urgency displayed by AUT in developing the library's collection in line with acceptable norms and standards is lacking in XUT.

This researcher concludes that little effort has been made at XUT to build a collection of information resources that will support the research and scholarly needs of academics and researchers at a university of technology. This displays a lack of understanding for the elevated status of the institution. Unless the library's collection can support the increased research output required in the new South African university funding formula, funding to that institution will gradually decrease. This in turn will have a negative impact on scholarship at XUT.

The development of the library collections of South African universities of technology can no longer be regarded as optional. It has become imperative for the reputation and prestige of the institutions themselves. The development of library collections is an important part in the transformation of these institutions from undergraduate colleges to universities that make valuable contributions to scholarship and to research.