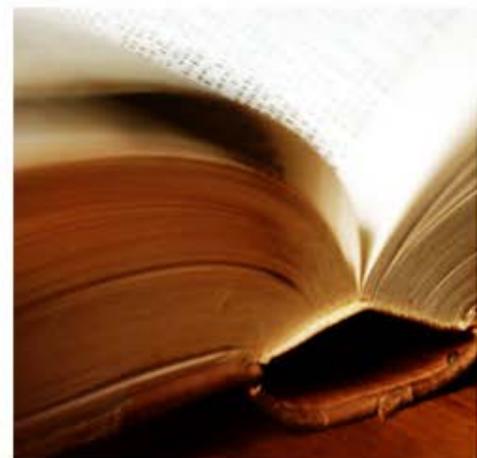


# English for Specific Purposes Module 8 : Library Collection Development Policies



# ***LNSS - Publication of Library Collection Development Policy for each PC Institution***

- 
- for any library- the Collection Development Policy (CDP) is perhaps **the most important library policy which supports the library's primary task of selecting, maintaining, and providing access to relevant and representative information resources for all learners.** This module will cover essential CDP elements to develop quality, relevant library services and is important for sustainability in the project.
  - The Collection Development Policy serves as a Blueprint and guide for:
    - **Selecting and deselecting** [print and electronic] resources for the Library collection.
    - Sound foundation for **future planning**, thereby assisting in determining priorities, especially when financial resources are limited
    - The **wider context**: Individual libraries are increasingly unable to provide all their services by themselves, they are banding together into cooperatives, **alliances and consortia**. For these ventures to work, there must be mutual knowledge and agreement on **which library is collecting what.**

# ***LNSS - Publication of Library Collection Development Policy for each PC Institution***

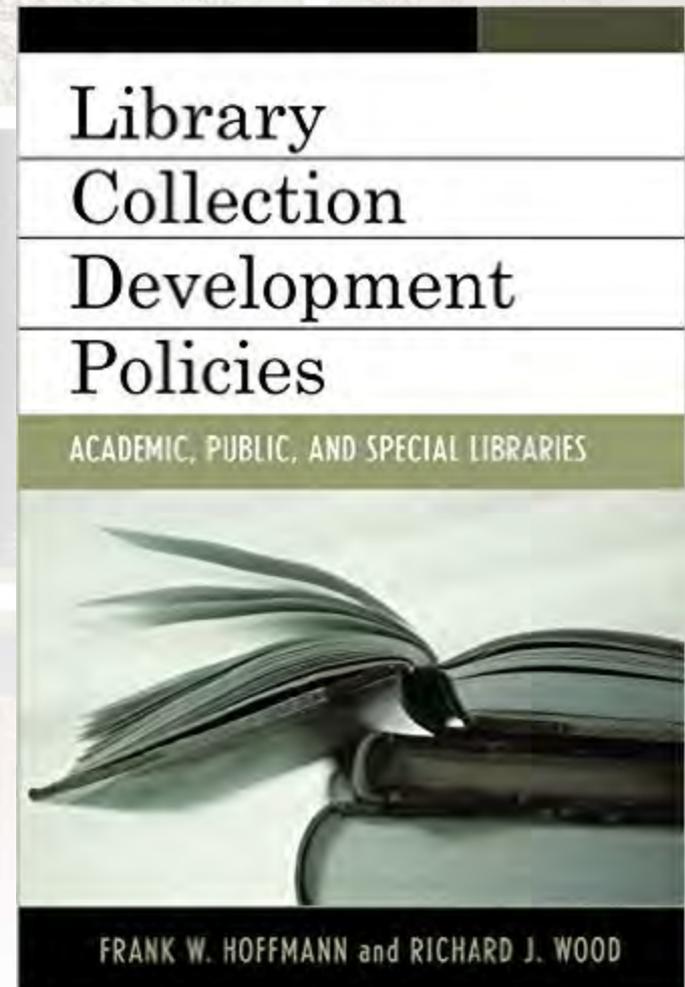
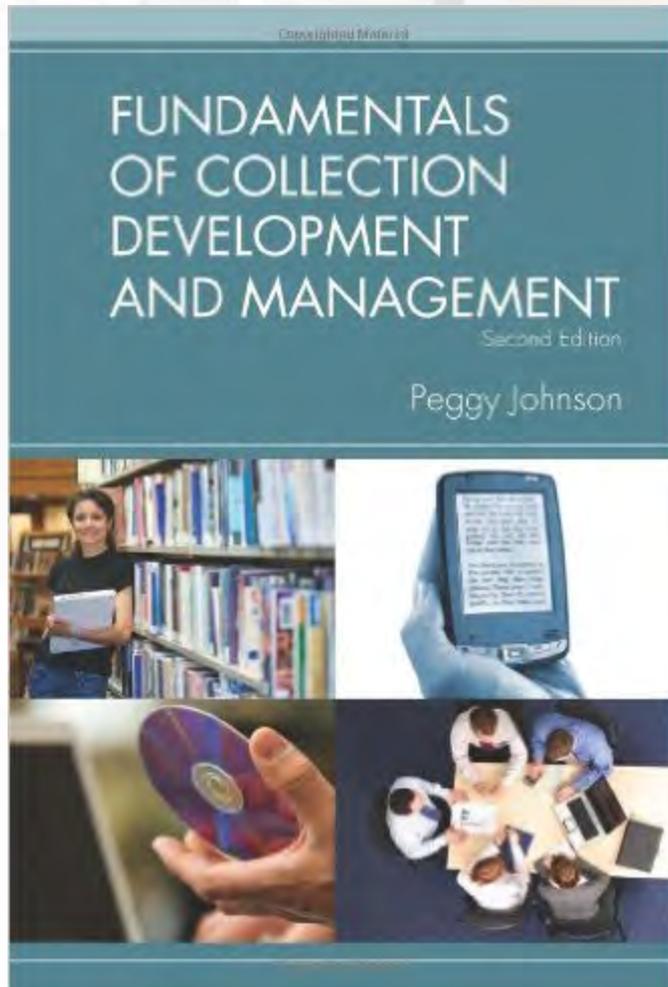
- ***Publication of Library Collection Development Policy for each PC institution in the LNSS project***
- *- to develop **quality, relevant library services for the future development of library collections in Armenia, Moldova and Belarus***
- *- of great importance for **sustainability in the project.***

# Collection Policies and Guidelines Overview

- Concepts and Terms
- What are collection development policies (CDP) ?
- Uses of a Collection Development Policy
- Elements of a Collection Development Policy
- Steps in formulating the policy
- The Acquisitions and Subject Librarians in the digital environment
- Collection Development and the Community
- Collection Development and Institutional Environment
- Information Needs Assessment
- **Examples**

**Fundamentals of collection development and management /** Peggy Johnson. American Library Association, 2009.

**Library collection development policies : academic, public, and special libraries /** Frank W. Hoffman and Richard J. Wood. Scarecrow Press, 2005.



# Fundamentals of collection development and management

/ Peggy Johnson. ALA; 3<sup>rd</sup>, rev. edition, 2014

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## FUNDAMENTALS OF COLLECTION DEVELOPMENT AND MANAGEMENT

THIRD EDITION

PEGGY JOHNSON



[About the ALA Library](#)[Ask the ALA Library](#)[Frequently Asked Questions  
About Books and Reading](#)[Frequently Asked Questions from  
Authors and Publishers](#)[Guidelines & Standards](#)[Library Fact Sheets](#)[Library-related Acronyms](#)[Publications](#)[Topics A to Z](#)[Transforming Libraries](#)[What's New on ALA's Blogs](#)

## Collection Development

- [ALA Library Fact Sheet 15 - Weeding Library Collections: A Selected Annotated Bibliography for Library Collection Evaluation](#)  
Annotated bibliography of resources informing on the process of discarding books from a library collection, with emphasis on [collection development](#) and [collection evaluation](#) methodologies.
- [Professional Tips Wiki page on Collection Development](#) The ALA Library has collected resources on budget allocation, policies, electronic collections, selection and evaluation of collections.
- [ALCTS Resources for Library Collections](#)  
Links to books offered or written by ALCTS, and resources for serials collections.
- [Chief Collection Development Officers of Large Research Libraries IG](#)  
Forum for discussing the various collection development and collection management issues of concern to large research libraries and exchanging information on new developments, techniques, and problems in managing the development of library collections. Membership is limited. –Sponsored by ALCTS CMDS
- [Collection Development Librarians of Academic Libraries IG](#)  
Forum for discussing collection development and management in academic and research libraries. An information network limited to librarians who perform collection development functions in all academic and research libraries not included in the Chief Collection Development Officers of Large Research Libraries Interest Group. –sponsored by ALCTS CMDS

# What is Collection Development ?

**The process of meeting the information needs of the people (a service population) in a timely and economical manner using information resources locally held, as well as from other organizations.**

(Evans, 2005)

# Collection Development Policies

## What is a POLICY?

Official authoritative statement of rules, judgments, decisions and guidelines that is used to :

- (1) define, describe, interpret and prescribe long-range objectives, intentions, functions and procedures; and
- (2) guide and regulate activities of a group or organization.

# Is Collection Development Policy a MUST in the Library?



**YES !**

# Collection Development Policies

- Policy provides a *theoretical overview* that explains the educational, social, and cultural rationale for the development of the collection.
- Policy states *directions, guidelines, controls, and standards* for the overall management of the collection.



# Advantages of Having Written CDPs

- Provides *documentation*
- Informs everyone about the *nature and scope of the collection*
- Helps assure that the library will commit itself to *serving all parts of the community*, both present and future
- Forces staff to think through *library goals* and commit themselves to these.
- Helps them to identify the long-and-short-range needs of users, and to establish *priorities* for allocating funds



# Advantages of Having Written CDPs

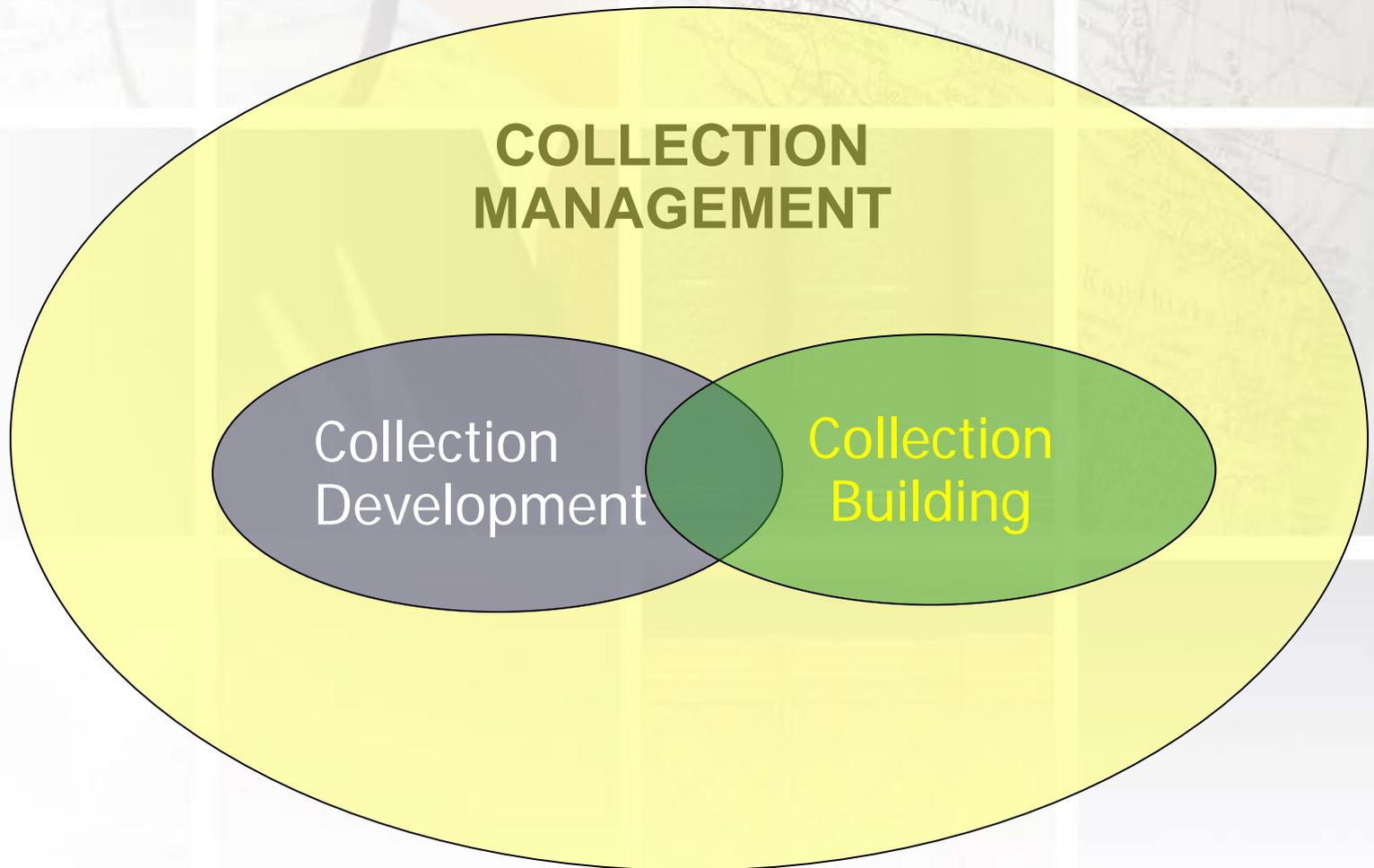
- Reduces the influence of single selector and *personal biases*
- Contributes to *operational efficiency* in terms of routine decisions, which helps junior staff
- Serves as a tool of complaint handling with regard to *inclusions or exclusions*
- Aids in *weeding and evaluating* the collection
- Provides a means of assessing *overall performance* of the collection development program



# Disadvantages ??

The **only disadvantage** of having a written collection development policy is that it **consumes time** and unquestionably takes a **great deal of librarian's effort**.

# Collection Development and Collection Management



# What does COLLECTION MANAGEMENT mean?

- First, the term ***Selection*** was used
- Then, ***Collection Development***
- And now, ***Collection Management***

These terms tend to be synonymous

# COLLECTION MANAGEMENT

## **Universal Responsibilities →**

Knowledge of the:

- Library's user community
- Fiscal & personnel resources
- Mission, values & priorities

# COLLECTION MANAGEMENT

## Responsibilities:

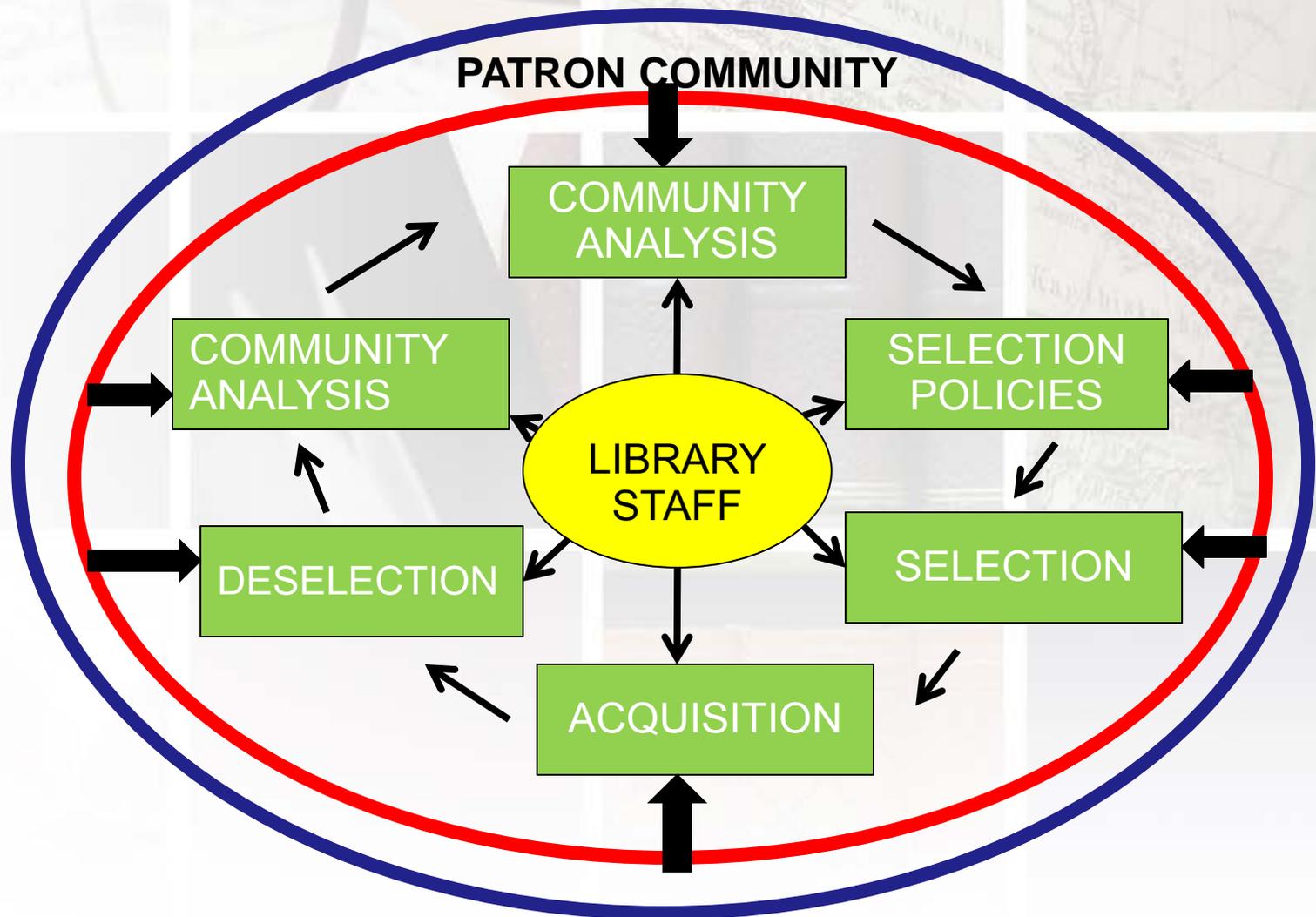
- Selecting materials for acquisition and access
- Weeding or deselection
- Storage and preservation
- Writing and revising collection development policies
- Community liaison, engagement and outreach responsibilities
- Managing budgets
- Liaison with other libraries and cooperative collection development
- Soliciting funding to supplement allocated collection development funds

(Peggy, 2004)

The primary purpose of all libraries & information centers is to assist in the **transfer of information** and the **development of knowledge**



# Collection Development process



# Collection Development assessment

It is necessary to know:

- The *strengths and weaknesses* of your collection
- The *community* you are serving and how it is changing
- The *other resources available* to your patrons locally or accessible through interlibrary loan

# Elements of a Collection Development Policy



## 1. Overview



Overall institutional objectives for the library

## 2. Details of Subject Areas and Formats Collected



Identify subject areas, types of materials collected and primary user groups

## 3. Miscellaneous Issues



- gifts, deselection & discards, evaluation
- complaints and censorship
- electronic resources

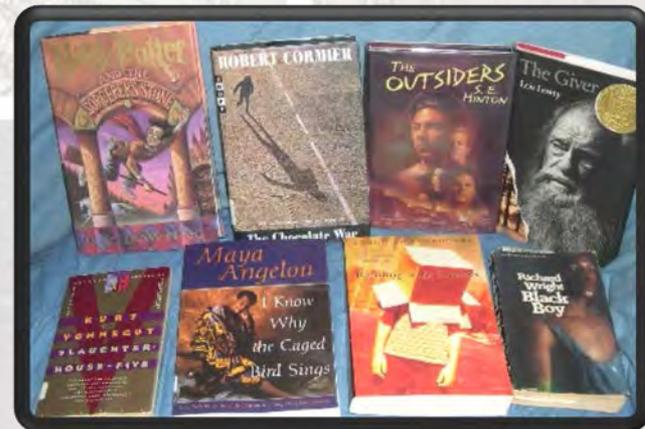
# Elements of a Collection Development Policy

1. Overall statement of policy
2. Objectives of selection
3. Role of the professional staff
4. Responsibility for selecting materials



# Elements of a Collection Development Policy

5. Criteria for selection of information resources
6. Challenged materials
7. Procedures for selecting materials
8. Revision process



# Steps in Formulating the Policy



## **1. Set the guidelines**

What is to be included in the policy?

Who is to be consulted? How are the decisions to be made?

## **2. Analyze community needs**

Consult the customers served by the library. This can be done through surveys or interviews.

## **3. Prepare the draft document**

Use all the available information that were collected in writing the draft including suggestions provided by the members of the committee.

# Steps in Formulating the Policy

## **4. Circulate the draft document**

Distribute copies of the draft document to selected members of the community and ask feedback. Make revisions as necessary.

## **5. Adopt the revised document**

Formally adopt and publish the document. If possible make a formal launching ceremony.

## **6. Provide for ongoing review**

Ensure that a major reassessment and review process and data are noted in the policy itself.

# Acquisitions & Subject Librarian → Digital Environment



- Electronic resources are ubiquitous and consulting them has become a routine for librarians and users (Fenner, 2006).
- The librarian must be knowledgeable with the latest developments in library and information management. (Buenrostro, 2009)



# New job responsibilities

- Make decisions whether or not to add the gifts to the collection.
- Provide specialized technical assistance
- Teach courses relevant to his/her own field
- Publicize the library's collections
- Maintain the library's web page with links to many other resources
- Develop good relationships with aggregators, book dealers and publishers
- Develop a thorough knowledge of the electronic resources

# New job responsibilities

- Play an active role in fund raising for the library
- Monitor the exchange program of the library
- Write proposals for research grants
- Pursue an energetic outreach effort to faculty and students
- Create access through the web to other remote resources

# Important Points to Remember



- Policy statement should be written and used by the library manager.
- CDP also enables the librarians to make plans to respond to technological changes such as the integration of electronic resources with traditional print collection.
- A policy for *e-resources* should be a subset of the general collection policy.
- Librarians need to publicize availability of the resources to the user community.
- There is a need to conduct training for the user community on how to make best use of the resources.



# IFLA GUIDELINES FOR A COLLECTION DEVELOPMENT POLICY

## **GUIDELINES FOR A COLLECTION DEVELOPMENT POLICY USING THE CONSPECTUS MODEL**

International Federation of Library Associations and Institutions  
Section on Acquisition and Collection Development  
2001



# Why a written collection development policy?



- Selection

- The primary function of a written collection development policy is to provide guidance to staff when selecting and deselecting (printed and electronic) resources for the local collection.

- Planning

- A policy document provides a sound foundation for future planning, thereby assisting in determining priorities, especially when financial resources are limited.

- Public relations

- Formal policy statements can be useful in making the case for the library when dealing with both its users, administrators and funding bodies.

- The wider context

- **a basis for wider cooperation and resource sharing, whether in a locality, region, country, or even internationally.**

# Collection development policy elements (can be used for a CDP *template*)

- Introduction
- General statements
- Narrative statements
- Subject profiles
- Collection evaluation methods
- Collection depth indicators
- Language codes
- Policy implementation and revision timetables

# A. Introduction

- The first elements of a collection development policy will be :
  - a **mission statement** of the library,
  - the **purpose of this policy** and
  - the **audience** to whom it is addressed.
- It should also include brief statements about :
  - the community or **user group(s)**;
  - description of the **types of programs** the library collection serves;
  - the **size** of the collection (including number of periodicals, monographic volumes, electronic resources, languages represented);
  - a detailed **budgetary overview** of the money the library will spend on the different types of information resources; and
  - any formal or informal **cooperative agreements** that affect the collection policy or practices.

# B. General Statements

- Here will be listed **characteristics that determine the direction of the development of the collection** such as:
  - current **focus** only or also retrospective acquisitions;
  - the **resource types** (monographs, periodicals, theses, gray literature, maps, etc.);
  - **languages**;
  - **formats** (printed, nonprint or electronic);
  - **special sources of funding** (a grant or gift from a donor);
  - the policy regarding **gifts** and
  - any special policies regarding **maintenance** (weeding, discarding, preservation) of the collection; and
  - **size** of the collections.
- Other statements can be about :
  - how **complaints** are handled;
  - if there is an equivalent to the "Library Bill of Rights";
  - about **other relevant** policies;
  - what **limitations** exist - what subjects or areas are intentionally not collected etc.

# C. Narrative Statements

**Each institution**, including its community and other constituents, **is unique**. Therefore, its policy statements will be unique. The policy statements should reflect this particular library and the community it serves.

- Statements should be made of **special subject or format collections that represent unique materials** and for which special guidelines apply, and which formats are excluded.
- The **scope of coverage** should be described (languages **collected or excluded**; geographical **areas** covered and/or specific areas excluded; chronological **periods** covered by the collection in terms of intellectual **content** and in terms of publication dates and specific periods excluded).
- Subjects should be described **in terms of the library's classification scheme and subject descriptors**.
- Library unit or selector responsible for the collection(s).
- Other categories of useful local information, such as **interdisciplinary relationships; consortial relationships;** policies for acquiring access to information.
- Other factors of local importance.



# D. Subject Profiles

- 
- This section of the policy is based upon **collection assessment** (also referred to as collection evaluation) **and needs periodic updating** to reflect progress towards goals or goal revision due to changing circumstances. The preferred presentation is a set of conspectus reports, which include all appropriate collection information.
  - **Conspectus means an overview or summary of collection strength and collecting intensities – arranged by subject, classification scheme, or combination of either, and containing standardized codes for collection or collecting levels and languages of materials collected.**
  - Such a conspectus is a **synopsis of a library's collection or of a consortium's or network's coordinated collection development overview or policy.**
  - The first conspectus was developed by the Research Libraries Group (RLG) and was subsequently adapted by other groups such as the WLN (Western Library Network).
  - The information should be provided for each conspectus **division (24), category (500) and subject (4000)** evaluated by the library. See the Appendix for the list of the 24 Conspectus Divisions.

# E. Collection evaluation methods

- 
- The assessment is achieved by a **number of steps** which include **planning, gathering data, assigning collection depth indicators** (or levels) and **language codes**. This information is used to manage the library's resources and to make other decisions relevant to the general operations.
  - The techniques and processes used to gather data for collection assessment are briefly described below. **The data ideally describe in a succinct fashion the strength and depth of existing collections and provide a basis on which to assign collection levels.** Some techniques are essential and should be used consistently, while others are valuable under certain circumstances and not always necessary. It is up to the individual conducting the evaluation to select the methods, which will be used for each segment of the collection. This decision is based upon the **availability of data**, the **amount of staff** and other **support available**, and the **goal for the final outcome** (how it will be used in the library/institution).

# E. Collection evaluation methods

- 
- The techniques available for evaluating collections may be divided into two groups: those that are primarily **collection-centered** and those that are **client-centered**:
    - **Collection-centered** techniques examine the content and characteristics of the information resources in order to determine the size, age, scope and depth of the collection in comparison to an external standard.
    - **Client-centered** techniques describe how the collection is used and indicate the effectiveness of the collection relative to use.
  - Collection assessment is likely to be most accurate and produce the most useful results when **combinations of client-centered and collection-centered techniques, including both quantitative and qualitative results** are employed in the data gathering and description process.

# E. Collection evaluation methods

## Quantitative - Qualitative Measures

- **- Quantitative Measures**

Quantitative measures reveal size, age, use, costs and other numeric data. Examples of quantitative measures include

- inventory, or shelf list measures to determine actual title or volume counts, by segment or subject area.
- Median age or similar measures indicate the currency of the materials.
- Amount expended for acquisitions in a segment or subject area per year illustrates the ongoing commitment to develop that area.
- Percentage of titles owned by a library when compared to a standard list shows the breadth and depth of the collection.
- Use statistics (including internal library use and ILL) are both collection and client-centered.

- **- Qualitative Measures**

Qualitative measures are obtained through subjective evaluation and involve the professional judgment of librarians, appraisal from subject experts, or the opinion of customers. These techniques include

- impressions of the condition, character and appropriateness of a section of the collection.
- Another qualitative technique is the judgment made by comparison of one subject in the collection to a similar subject in another library, or to a subject bibliography.

# F. Collection depth indicators

- The collection depth indicators, or levels, are numerical values used to describe a library's collecting activity and goals.

Three aspects of collection management are considered:

- Current collection level,
- acquisition commitment, and
- collection goal.

- Collection depth indicator definitions :
  - 0 = out of scope
  - 1 = minimal information level
  - 2 = basic information level
  - 3 = study or instructional support level
  - 4 = research level
  - 5 = comprehensive level

# G. Language codes (RLG)



E: English language material predominates; little or no foreign language material is in the collection.

F: Selected foreign language material included in addition to the English material.

W: Wide selection of material in all applicable languages. No programmatic decision is made to restrict materials according to language.

Y: Material is primarily in one foreign language. The overall focus is on collecting material in the vernacular of the area.

# H. Language codes (WLN)



P: Primary language of the country predominates  
--- little or no other language material

S: Selected other language material included in addition to the primary language

W: Wide selection of languages represented

X: Material is mainly in one language other than the primary language of the library and country

# I. Policy implementation and revision timetables



This describes the process for implementation, timetable for revision and other official adoption issues and introduces the notion of control.

## Control

- Check the regular and pertinent application of the collection development policy on future acquisitions
- Call into question standing orders and subscriptions; thus apply retrospectively current policy standards on existing collections and relegate documents not fulfilling updated objectives.

## Revision

- Re-examine the policy text at a frequency to be determined in order to detect insufficiencies and integrate new needs or recent modifications such as budget cuts, new curricula, etc.

# CONSPECTUS DIVISIONS

<b>Division</b>	<b>Prefix LC</b>	<b>Prefix Dewey</b>
AGRICULTURE	AGR'	AGD
ANTHROPOLOGY	ANT	AND
ART & ARCHITECTURE	ART	ARD
BIOLOGICAL SCIENCES	BIO	BID
BUSINESS & ECONOMICS	ECO	BUD
CHEMISTRY	CHE	CHD
COMPUTER SCIENCE	COM	CSD
EDUCATION	EDU	EDD
ENGINEERING & TECHNOLOGY	TEC	END
GEOGRAPHY & EARTH SCIENCE	GEO	GED
HISTORY & AUXILIARY SCIENCES	HIS	HID
LANGUAGE, LINGUISTICS & LITERATURE	LLL	LAD
LAW	LAW	DLA
LIBRARY SCIENCE	LIS	DLS
MATHEMATICS	MAT	MAD
MEDICINE	MED	DME
MUSIC	MUS	MUD
PERFORMING ARTS	PER	PED
PHILOSOPHY & RELIGION	PAR	PHD
PHYSICAL EDUCATION & RECREATION	PHR	DPH
PHYSICAL SCIENCES	PHY	PUD
POLITICAL SCIENCE	POL	POD
PSYCHOLOGY	PSY	PSD
SOCIOLOGY	SOC	SOD

# CONSPECTUS COLLECTION DEPTH INDICATOR DEFINITIONS

**0 Out of Scope.**

**1 Minimal Information Level**

**2 Basic Information Level**

**3 Study or Instructional Support Level**

**4 Research Level**

**5 Comprehensive Level**

# 0 Out of Scope

- **Library does not intentionally collect materials in any format for this subject**

# 1 Minimal Information Level

- 
- Collections that support minimal inquiries about this subject and include:
    - A very limited collection of general materials, including monographs and reference works.
    - Periodicals directly dealing with this topic and in-depth electronic information resources are not collected.
  - The collection should be frequently and systematically reviewed for currency of Information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

# 2 Basic Information Level

Collections that serve:

- to introduce and define a subject,
- to indicate the varieties of information available elsewhere, and
- to support the needs of general library users through the first two years of college instruction, include:
  - A limited collection of monographs and reference works.
  - A limited collection of representative general periodicals.
  - Defined access to a limited collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals, etc.
- The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

# 3 Study or Instructional Support Level

- 
- Collections that provide information about a subject in a systematic way, but at a level of less than research intensity, and support the needs of general library users through college and beginning graduate instruction include:
    - An extensive collection of general monographs and reference works and selected specialized monographs and reference works.
    - An extensive collection of general periodicals and a representative collection of specialized periodicals.
    - Limited collections of appropriate foreign language materials , e.g. foreign language learning materials for non-native speakers or foreign language materials about a topic such as German history in German.
    - Extensive collections of the works of well-known authors and selections from the works of lesser-known authors.
    - Defined access to an extensive collection of owned or remotely-accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.
  - The collection should be systematically reviewed for currency of information and for assurance that essential and important information is retained, including significant numbers of classic retrospective materials.

# 4 Research Level

- A collection that contains the major published **source materials required for doctoral study and independent research** includes:
  - A very extensive collection of general and specialized monographs and reference works.
  - A very extensive collection of general and specialized periodicals.
  - Extensive collections of appropriate foreign language materials.
  - Extensive collections of the works of well-known authors as well as lesser-known authors.
  - Defined access to a very extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.
- Older material that is retained and systematically preserved to serve the needs of historical research



# 5 Comprehensive Level

- A collection in a specifically defined field of knowledge that strives to be exhaustive, as far as is reasonably possible (i.e., a "special collection"), in all applicable languages includes:
  - Exhaustive collections of published materials.
  - Very extensive manuscript collections.
  - Very extensive collections in all other pertinent formats.
  - A comprehensive level collection may serve as a national or international resource.



# 21st-Century Collections: Calibration of Investment and Collaborative Action



ASSOCIATION OF RESEARCH LIBRARIES

## ISSUE BRIEF

### 21st-Century Collections: Calibration of Investment and Collaborative Action

- Deliberations over library collections will have no end. Balancing serial and monograph investments, assessing the latest digital format, anticipating new directions in teaching and research —this large undertaking resists all formulas.
- to give a big picture of collections:
  - to describe **not everything on the map, but the general landscape we face today.**
- <http://www.arl.org/storage/documents/publications/issue-brief-21st-century-collections-2012.pdf>

# 21st-Century Collections: New challenges

- 
- Twentieth-century research library collections were defined by *local holdings, hailed as distinctive and vast.*
  - Twenty-first-century research library collections demand multiple strategies for ensuring broad access.
    - Never before have we been required to grasp so many dimensions of research in order to make wise decisions. In a networked world, *local collections as ends in themselves make learning fragmentary and incomplete.*
  - Twenty-first-century collection management will therefore **require increased collaboration within and among institutions**, as well as a shift from thinking of **collections as products** to understanding **collections as components** of the academy's knowledge resources.
    - A **multi-institutional approach** is the only one that now makes sense.
  - **But the purpose of collections remains the same:**
    - to support the creation and dissemination of new knowledge.

# Collective problems require collective action, which requires a shared vision

- Having a shared vision does not mean that every research library must follow the same path; diversity is a source of strength.
- To flourish in the 21st century, research librarians must develop a broad understanding of the challenges faced by libraries and the scholars they support.
- Solutions are within reach if research libraries work together, taking traditional collaboration to a higher level and adding value to the research process.



# Stakeholders

- provosts,
- faculty,
- library administrative and advisory boards, and
- library staff

# The **Collaborative Future** of Collections

- 
- New methods of research and emerging forms of cyber-scholarship are reshaping user needs and expectations.
    - The networking of general collections, as well as archival material, has transformed scholarship. **Libraries now support a global community of researchers who can discover broad holdings in a variety of places and who increasingly expect barrier-free access to that content.** Museums and archives are next in line to be part of a routine search for “library” information.
  - The fact that more material is available for collecting than ever before sharpens users’ desire to have it all.
  - As libraries transition from institution-centric collections to a user-centric networked world, **distributed collections should grow correspondingly.** Traditional practices cannot easily scale to support this new environment.
  - Emphasizing the shift from paper to e-texts understates the change. **Rather than focusing on acquiring the *products* of scholarship, the library is now an engaged agent supporting and embedded within the *processes* of scholarship.**
  - Collections management is now a juggling act, with the three plates to keep spinning marked
    - Local Needs,
    - Shared Investment, and
    - Coordinated Decisions.

# key topics

- 
- **Budgetary issues** are pushing some libraries to meet local needs of faculty and students through more limited and demand-driven acquisitions. Maintaining the broad-based selection of the past while acquiring and preserving the large corpus of unique material available locally as well as globally requires unprecedented coordination and new strategies.
  - **Journal price inflation** continues unabated and reflects a publishing industry clinging to an unsustainable model. More experimentation and collective action are needed to transform scholarship and reshape the marketplace. The open-content movement will continue to challenge the commercial market and libraries will play a variety of roles in this space, especially as intellectual property rights advisors, managers of institutional repositories, and as publishers.
  - Research universities manage and preserve **a massive array of digital assets** — images, text, and data— and require robust data management and digital preservation programs. Providing such services becomes a collections priority as libraries engage more broadly in scholarly research processes and products. Building an infrastructure that supports collaborative data collections is essential and so too is e-publishing.
  - Research libraries also have much to gain through **increasing reliance on shared print-shelving facilities and collaborative preservation programs for both print and digital content**. Digitization and data mining now offer opportunities to stimulate greater discovery of resources and to open up text for deeper analysis. Libraries today support these enriched texts and analytic techniques to appreciate the full range of what has been published, the unread and the forgotten as well as the titles that have remained in scholarly conversations.

# key topics

- The potential of the wealth of resources will only be realized through coordinated and effective advocacy, discovery, and creativity by research library staff.
- Scholars already collaborate; libraries need to make it easier for them to do so.
- The enduring need within the library for deep subject expertise will increasingly be met by teamwork and cross-institutional partnerships.

# The Landscape for 21st-Century Research Library Collections: *Strategic Discussion Points*

- **Scholars/Researchers**
  - Scholar behavior, roles, communication vehicles
- **Content**
  - Scope, complexity, priorities of collecting
- **Publishing**
  - Publisher roles, economic models, rights management
- **Infrastructure**
  - Access, preservation, collection management
- action plans would emanate locally, as campus communities take stock of their assets, activities, and priorities in light of the changing framework.

# Scholars/Researchers —

## *Scholar behavior, roles, communication vehicles*

- Global and interdisciplinary interests will continue to grow and thrive. Centers of strength for area collections will play a major role in serving these community interests.
- The value and role of “personal collections” will increase with the capacity to share more broadly. The data that live on the digital device of the scientist or humanist today, is moving to the library server tomorrow. A small circle of users will become a large one.
- Informal and formal mechanisms for sharing in-process or pre-publication works will increase in number and primacy within discipline communities.
- Copyright and rights management are becoming essential to the scholar’s ability to distribute and self-archive work. Intellectual property concerns must be part of the decisions about new technologies to access digital content.

# Content —

## *Scope, complexity, priorities of collecting*

- 
- **Collecting is expanding** in at least two critical dimensions: **new formats of scholarly products** (e.g., e-books and raw materials such as data) and **resources that represent scholarly processes** (e.g., blogs and wikis).
  - **New genres are emerging** that represent compound objects (e.g., journal articles linked to databases or video presentations, content with interactive functionality).
  - **Stewardship of unique assets associated with an institution/ library is an increasing priority** (e.g., special collections, research data, institutional repositories). Capture and preservation of web resources will increase and create a new dimension to special collections.
  - **Equitable access to information about government and its programs is central to democracy**; services associated with access to and preservation of government publications and data will remain important.

# Publishing —

## *Publisher roles, economic models, rights management*

- **Aggregations of content and mergers of publishers are likely to increase**, as is greater integration of content (e.g., publisher platforms and services that integrate resources from other publishers). Smaller, independent publishers will increasingly be in jeopardy due to difficulties in sustaining their subscriber base and in investing in necessary technologies for delivery.
- **Publishing output will continue to increase**, as will the services to users that publishers offer. Publishers will experiment with new pricing models that incorporate usage, value, and market. The contributed value of authors, editors, and reviewers within the academy will gain attention.
- **Digital preservation and archiving will be accepted as an integral component of publisher agreements**. Librarians and other customers of electronic publishers will insist on the long-term retention of published content. Solutions are likely to come from outside the private sector.
- **Open content** of many types and diverse origins will proliferate with multiple for-profit and not-for-profit varieties. **Hybrid business models** will grow in step with the search for revenue and efficiency that all of higher education is undertaking.

# Infrastructure —

## *Access, preservation, collection management*

- Space concerns, increased digitization, and preservation issues will galvanize shared storage agreements. Governance over resource sharing will race to keep up with the growth of regional nodes for shared, managed collections. Winnowing collections in the context of collective agreements, shared offsite shelving, and coordinated print retention will become common in libraries of all sizes.
- With the shift in resources from preservation of print to the curation of digital scholarship, research libraries will need to maintain linked, digital content in order to enable discovery and future use.
- Changes in discovery services will redefine what constitutes a “collection” as represented in an institution’s catalog. Bringing coherence to discovery within disciplines will become a more urgent priority for library access services. Resources will increasingly be allocated to the development of tools, an activity well suited to inter-institutional collaboration.
- In an effort to increase efficiencies in expenditure, some libraries will move from collecting material in anticipation of its use to resource management that is more directly responsive to expressed, explicit user need.
- Libraries will incorporate sophisticated data analysis and cost-modeling techniques into their operations.



# Collection Development Policy **examples**

- **University of Limerick**  
[http://www2.ul.ie/web/WWW/Services/Library/About\\_the\\_Library/Collection\\_Development\\_Policies](http://www2.ul.ie/web/WWW/Services/Library/About_the_Library/Collection_Development_Policies)
- **National University of Ireland, Galway**  
<http://www.library.nuigalway.ie/media/jameshardimanlibrary/content/documents/usingthelibrary/Collection%20Management%20Policy%20Jan%202009.pdf>
- **Cambridge University Library**  
[http://www.lib.cam.ac.uk/CDP2008\\_9.pdf](http://www.lib.cam.ac.uk/CDP2008_9.pdf)
- Carol A. Singer, ***Fundamentals of Managing Reference Collections*** (Chicago: American Library Association, 2012).  
**Reference Collection Development Policy Template**  
[http://www.alaeditions.org/files/Singer\\_Reference-Collection-Development-Policy-Template.docx](http://www.alaeditions.org/files/Singer_Reference-Collection-Development-Policy-Template.docx)

# National University of Ireland, Galway

## National University of Ireland, Galway

### Library Collection Management Policy

Revised Edition, January 2009

1. <a href="#">Introduction</a>	2. <a href="#">The Collections</a>	3. <a href="#">Formats</a>	4. <a href="#">Budget Allocation</a>
5. <a href="#">Selection</a>	6. <a href="#">Acquisition</a>	7. <a href="#">Course Support</a>	8. <a href="#">Circulation</a>
9. <a href="#">Research Support</a>	10. <a href="#">Inter-Library Loans &amp; Document Supply</a>	11. <a href="#">Preservation</a>	12. <a href="#">Replacement</a>
13. <a href="#">Storage</a>	14. <a href="#">Collection Monitoring</a>	15. <a href="#">Retention, Relocation, Withdrawal</a>	16. <a href="#">Reference Collections</a>
17. <a href="#">Journals</a>	18. <a href="#">Institutional Repository</a>	19. <a href="#">Indexing Services</a>	20. <a href="#">Newspapers</a>
21. <a href="#">Archives</a>	22. <a href="#">Special Collections</a>	23. <a href="#">Maps</a>	24. <a href="#">Theses</a>
25. <a href="#">Official Publications</a>	26. <a href="#">European Documentation</a>	27. <a href="#">Non-Print Material</a>	28. <a href="#">Web Sites</a>
29. <a href="#">Exam Papers</a>			

# University of Limerick

- **1. Introduction**
- **2. Collection Development**
- **3. Acquisition of Material**
- **4. Collection Management**
- **5. Review of this Policy**

# University of Limerick

- **1. Introduction**
- **2. Collection Development**
  - **2.1 Library Budget Allocation**
  - **2.2 Responsibility for selection**
  - **2.3 Selection Criteria**
  - **2.4 Language**
  - **2.5 Multiple Copies**
  - **2.6 Preference for Electronic Formats**
  - **2.7 Collection Formats**
  - **2.8 Collection Types**
    - **2.8.1 Books/Monographs**
    - **2.8.2 Examination Papers**
    - **2.8.3 Final Year Project Dissertations**
    - **2.8.4 Journals /Periodicals and Serials**
    - **2.8.5 Maps and Drawings**
    - **2.8.6 Multimedia Material**
    - **2.8.7 Newspapers**
    - **2.8.8 Official Publications**
    - **2.8.9 Reference Works**
    - **2.8.10 Reserves**
    - **2.8.11 Theses**

# University of Limerick

- **3. Acquisition of Material**
  - **3.1 Categories of Acquisition**
  - **3.2 Purchase**
  - **3.3 Collaborative Purchase**
  - **3.4 Subscription/Leasing**
  - **3.5 Legal Deposit**
  - **3.6 Inter-Library Loans**
  - **3.7 Donation**
  - **3.8 Deposit**
  - **3.9 Digitisation**
  - **3.10 Co-operative Arrangements with other Libraries**

# University of Limerick

- **4. Collection Management**
  - 4.1 Organisation and Description
  - 4.2 Assessment
  - 4.3 Replacing Material
  - 4.4 Collaborative Collection Management
  - 4.5 Preservation and Security
  - 4.6 Binding
  - 4.7 Transfers, relegation and disposal
    - 4.7.1 Criteria for Transfer to Special collections
    - 4.7.2 Criteria for Relegation to Store
    - 4.7.3 Criteria for Disposal:
- **5. Review of this Policy**

## 3.7 Donation

- Level of **duplication** of existing stock
- Physical **condition**
- **Processing** requirements (e.g. binding, repair, conservation)
- Acquisition **implications** (e.g. display equipment, space, special storage requirements, staff support)
- **Restrictions** set by donor
- **Currency**
- Scholarly and commercial **value**
- **Overall cost** of addition to stock
- **Overall desirability**

# Cambridge University Library Collection Development Policy 2008-9

- 1 Mission
- 2 Introduction
- 3 Aim of the Collection Development Policy
- 4 Scope of the Collection Development Policy
- 5 Access to the collections
- 6 Accessions Committee
- 7 Guides to the collections
- 8 Preservation
- 9 Retention and disposal
- 10 Donations, transfers and deposited material
- 11 Legal Deposit
- 12 Recommendations
- 13 Printed materials in European languages
- 14 Language
- 15 Categories

# Cambridge University Library Collection Development Policy 2008-9

- 16 Special collections in the main library
- 17 Periodicals
- 18 Official Publications
- 19 Music
- 20 Maps
- 21, 22, 23 Oriental, Japanese, and Near and Middle Eastern languages
- 24 South Asian and related languages
- 25 Other languages
- 26 Microforms (including microforms of manuscripts)
- 27 Audio and audio-visual materials
- 28 Electronic publications
- 29 Rare Books (including 'Cam')
- 30 Manuscripts and archives
- Dependent Libraries  
(31 Science Libraries, 32 Medical Library, 33 Squire Law Library)
- Appendix A --SUBJECT ANALYSIS
- Appendix B -- MASS-MARKET LEISURE JOURNALS SUBJECT ALLOCATION

# Cambridge University Library

## Collection Development Policy 2008-9

### Appendix A

#### SUBJECT ANALYSIS BASED ON THE MAIN LIBRARY'S OPEN SHELF CLASSIFICATION SCHEME, INCLUDING THE SCIENCES LIBRARIES.

What follows is an attempt to map the collection development policy in some detail against the main library's classification schedules. It is important to recognise at the outset, however, that more and more academic material is interdisciplinary in nature, and does not fit neatly into a classification scheme devised in the 1930s. Every attempt is made to reflect new areas of research interest in the collections, and works on concepts such as memory, identity, the body, performance and the visual are collected extensively.

#### **1-173 RELIGION (Code RE)**

The main library acquires material extensively on most subjects in this area, especially in the philosophy of religion, Christianity, Judaism, Islam, Buddhism and Hinduism.

**1 Philosophy of religion** etc. This is an area of particular importance. Material is acquired extensively in English and German, as well as major works by established authors in other languages.

**2-4 Oriental religions.** Material is acquired in English and German, and to a lesser extent in other European languages, on Buddhism and Hinduism. (For purchases in non-European languages see 19-22) Other religions are covered more selectively.



# Cambridge University Library Collection Development Policy 2008-9

## **Appendix B**

### **MASS-MARKET LEISURE JOURNALS SUBJECT ALLOCATION**

Mass-market leisure journals are the subject of a 1998 agreement between the legal deposit libraries. New titles in this category are allotted to libraries according to subject. New titles in subject areas not allotted to Cambridge can be claimed and the policy is to claim a small representative sample of titles in these areas

#### **Cambridge University Library**

Astrology; Bicycles; Coin Collecting; Cycling; Equestrian; Falconry; Hi-Fi; Horse and Dog Racing; Pigeon Racing; Stamps

#### **Bodleian Library**

Athletics and Gymnastics; Desk Top Publishing; Fencing; Gay and Lesbian Interests; Healthcare and Keep Fit; Models (Construction and Collection); Music Railways and Trains; Rowing; Transport

#### **National Library of Scotland**

Caravans and Camping; Country Lifestyle and Field Sports; Do it yourself; Eating out; Golf; Mountaineering, Climbing and Caving; Shooting and Guns; Skiing; Slimming; Tourism, Travel and Holidays



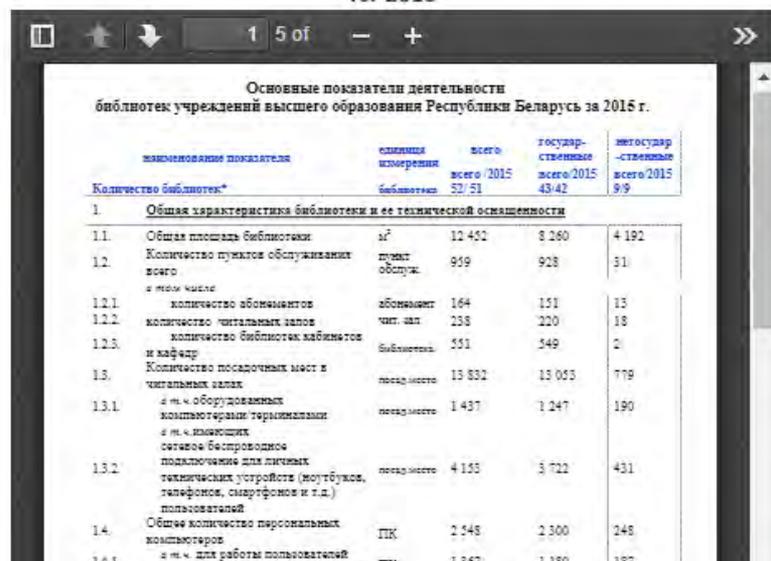
# MAIN INDICATORS OF ACTIVITY OF LIBRARIES

library.bsu.by/index.php/methodical-center/libraries-of-ihe/242-osnovnye-pokazateli-deyatelnosti-bibliotek

## MAIN INDICATORS OF ACTIVITY OF LIBRARIES

Fundamental Library of the Belarusian State University as the coordinating and methodological center of the network of libraries of higher education institutions of the Republic of Belarus annually monitors the activity of libraries on 122 indicators (for comparison, in 1975 - on 48 indicators, 31 (64.5%) of which is relevant and is currently ). Summary table "Key performance indicators of the libraries of higher education institutions of the Republic of Belarus" is used in the preparation of analytical review of library activities, to write articles and reports, determining the strategy for the further development of libraries. Tables "Key performance indicators RB libraries of higher education institutions" are available since 2005

### Key performance indicators of the libraries of higher education institutions for 2015



наименование показателя	единица измерения	всего всего 2015	государ- ственные всего 2015	негосудар- ственные всего 2015
Количество библиотек*	библиотека	52/51	43/42	9/9
<b>1. Общая характеристика библиотеки и ее технической оснащенности</b>				
1.1. Общая площадь библиотеки	м <sup>2</sup>	12 452	8 260	4 192
1.2. Количество пунктов обслуживания всего	пункт обслуж.	959	928	31
и том числе				
1.2.1. количество обменников	обменник	164	151	13
1.2.2. количество читальных залов	чит. зал	238	220	18
1.2.3. количество библиотек кабинетов и кафедр	библиотека	251	249	2
1.3. Количество посадочных мест в читальных залах	посад. место	13 832	13 053	779
1.3.1. и т.ч. оборудованных компьютерными терминалами	посад. место	1 437	1 247	190
и т.ч. имеющих сетевое беспроводное подключение для личных технических устройств (ноутбуков, телефонов, смартфонов и т.д.)	посад. место	4 153	3 722	431
1.4. Общее количество персональных компьютеров	ПК	2 548	2 300	248
и т.ч. для работы пользователей	ПК	1 367	1 130	137

Guidelines for completing the "Tables performance libraries of the Republic of Belarus universities"

#### Application forms:

- [Library Overview](#)
- [Table performance libraries of the Republic of Belarus universities](#)
- [Key performance indicators of the libraries of higher education institutions for 2015](#)
- [Key performance indicators of the libraries of higher education institutions for 2014](#)
- [Key performance indicators of the libraries of higher education institutions for 2013](#)
- [Key indicators RB libraries of higher education institutions for 2012.](#)
- [Key indicators of the libraries of higher education institutions in 2011](#)
- [Review of the libraries of universities of Belarus for 2010](#)
- [Key performance indicators of the libraries of universities of Belarus for 2010](#)
- [Overview of libraries of universities of the Republic of Belarus for 2009](#)

## SVR LIBRARY

### MAIN INDICATORS OF ACTIVITY OF LIBRARIES

Fundamental Library of the Belarusian State University as the coordinating and methodological center of the network of libraries of higher education institutions of the Republic of Belarus annually monitors the activity of libraries on 122 indicators (for comparison, in 1975 - on 48 indicators, 31 (64.5%) of which is relevant and is currently ). Summary table "Key performance indicators of the libraries of higher education institutions of the Republic of Belarus" is used in the preparation of analytical review of library activities, to write articles and reports, determining the strategy for the further development of libraries. Tables "Key performance indicators RB libraries of higher education institutions" are available since 2005

[MORE](#)

### SUMMARY OF THE WORK PLANS AND REPORTS SVR LIBRARIES

Consolidated libraries work plan reflects the main areas of library and information activities in the current year, increases the level of cooperation of libraries, to avoid duplication in the creation of local regulatory and technical documentation.

The summary report of the scientific-methodical and research libraries, a list of legal and regulatory documents developed by the library in the past year. and lists the most significant events in various fields of library and information work.

[MORE](#)

## MINSK METHODICAL ASSOCIATION



Minsk methodical association of libraries of higher education institutions of the Republic of Belarus (hereinafter - MO) contributes to the improvement of library and bibliographic, scientific, informational, cultural and educational work in the libraries of higher education institutions in Minsk. The structure of MO library includes 14 universities, 6 academies, institutes 8, 2 higher college. The coordination of scientific and methodical guidance provides a methodological center - library EE "Minsk State Pedagogical University im.M.Tanka".

[MORE](#)

## BREST METHODICAL ASSOCIATION



Brest methodical association of libraries of higher education institutions of the Republic of Belarus (hereinafter - MO) contributes to the improvement of library and bibliographic, scientific, informational, cultural and educational work in the libraries of higher education institutions of Brest and Brest region. The structure consists of 4 MO university libraries. The coordination of scientific and methodical guidance provides a regional methodical center - library EE "Brest State Technical University".

[MORE](#)

## VITEBSK METHODICAL ASSOCIATION



Vitebsk methodical association of libraries of higher education institutions of the Republic of Belarus (hereinafter - MO) contributes to the improvement of library and bibliographic, scientific, informational, cultural and educational work in the libraries of higher educational institutions of Vitebsk and Vitebsk region. The structure consists of a library of D... 4 universities and one academy. The coordin... of scientific and methodical guidance provides a regional methodical center - Library UO "Vitebsk State University. Masheroov".

[MORE](#)

# SUMMARY OF THE WORK PLANS AND REPORTS SVR LIBRARIES

library.bsu.by/index.php/methodical-center/libraries-of-ihe/261-planu

## SUMMARY OF THE WORK PLANS AND REPORTS SVR LIBRARIES

Consolidated libraries work plan reflects the main areas of library and information activities in the current year, increases the level of cooperation of libraries, to avoid duplication in the creation of local regulatory and technical documentation.

The summary report of the scientific-methodical and research libraries, a list of legal and regulatory documents developed by the library in the past year. and lists the most significant events in various fields of library and information work.

### The master plan of the libraries of higher education institutions of the Republic of Belarus for 2015

НАЗВАНИЕ РАБОТЫ	ИСПОЛНИТЕЛЬ	ПРОГ. ПОКАЗАТЕЛИ	РЕЗУЛЬТАТ
<b>КОНЦЕПЦИИ, ПЛАНЫ, ОТЧЕТЫ, АНАЛИТИЧЕСКИЕ ОБЗОРЫ ДЕЯТЕЛЬНОСТИ БИБЛИОТЕК</b>			
Координационный план научно-методической и исследовательской работы сети библиотек УВО РБ на 2015 г.	ФБ БГУ	1 экз.	план
Сводный план работы сети библиотек УВО РБ на 2015 г.	ФБ БГУ	1 экз.	план
Сводный план научно-методической работы библиотек учреждений высшего образования Витебской области РБ на 2016 г.	НБ БГУ	4 экз.	план
Перспективный план работы регионального методического объединения библиотек УВО на 2015-2018 гг.	Б-на ГолГУ	2 экз.	план
Стратегия развития фундаментальной библиотеки Белорусского государственного университета на 2016-2020 гг.	ФБ БГУ	2-3 экз.	стратегия
Стратегия развития библиотеки Белорусско-Российского университета на 2016-2020 гг.	Б-на БРУ	4 экз.	стратегия
Программа развития библиотеки учреждения образования «Могилевский государственный педагогический университет имени И.П.Шевырева» на 2016-2020 гг.	Б-на МГПУ	1-3 экз.	программа
Программа развития инновационного образования в БГАТУ на 2015-2020гг., раздел «Развитие информационно-библиотечного обеспечения образовательного процесса»	Б-на БГАТУ	1 экз.	программа
Концепция развития библиотеки как регионального методического центра библиотек УВО	Б-на ГолГУ	3 экз.	концепция
Перспективный план развития библиотеки МГУ имени А.А.Кулешова на 2016-2020 гг.	Б-на МГУ	4 экз.	план
Перспективный план в рамках программы развития библиотек на 2014-2018гг.	Б-на ГолГУ	1 экз.	план
Комплексная программа идеологической и воспитательной работы в библиотеках на 2014-2018 гг.	ФБ БГУ	3 экз.	программа

### A summary report of the libraries of higher education institutions of the Republic of Belarus for 2014

НАЗВАНИЕ РАБОТЫ	ИСПОЛНИТЕЛЬ
<b>1. ПЛАНЫ, ОТЧЕТЫ, АНАЛИТИЧЕСКИЕ ОБЗОРЫ ДЕЯТЕЛЬНОСТИ БИБЛИОТЕК</b>	
Координационный план научно-методической и исследовательской работы библиотек УВО РБ на 2014 г.	ФБ БГУ
Сводный план работы сети библиотек УВО Республики Беларусь на 2014 г.	ФБ БГУ
Сводный отчет о научно-методической и исследовательской работе библиотек УВО Республики Беларусь за 2013г.	ФБ БГУ
Сводная таблица показателей деятельности библиотек УВО РБ за 2013г.	ФБ БГУ
Сводная таблица статистических показателей деятельности библиотек учреждений высшего образования Витебской области за 2013 г.	НБ БГУ
Сводный план научно-методической работы библиотек учреждений высшего образования Витебской области на 2015 г.	НБ БГУ
Сводный отчет о научно-методической и исследовательской работе библиотек учреждений высшего образования Витебской области за 2014 г.	НБ БГУ
Сводный отчет о работе сети библиотек учреждений здравоохранения г. Гомеля и Гомельской области за 2013 г.	Б-на ГГМУ
Аналитический отчет деятельности научной библиотеки УО «МГУ» за 2011-2013 гг.	НБ МГУ
Отчет на совещании координационного совета по воспитательной работе «Об идеологической и воспитательной работе библиотек университета»	Б-на ГГМУ
Отчет «О состоянии и перспективах развития новой версии web-сайта научной библиотеки ГрГУ им. Я. Купалы»	НБ ГрГУ
Таблица статистических показателей деятельности библиотек учреждений здравоохранения Гродненской области за 2013 год	Б-на ГрГУМУ
Информационное обслуживание НИР. Отчет за год	Б-на БрГУ, ВГУ, ГрГУМУ, БРСМА

The master plan of libraries of Belarus on the SVR 2014 A summary report of the scientific-methodical and research libraries of the Republic of Belarus

# Consolidated work plan the network of libraries of Belarus SVR 2015

## Consolidated work plan the network of libraries of Belarus SVR 2015

TITLE OF OPERATION	performer	time execution	RESULTS
<i>Concepts, plans, reports, analytical review of library activities</i>			
Coordination of scientific and methodical plan and research library network RB SVR 2015	FB BSU	Q1.	plan
Consolidated work plan library network RB SVR 2015	FB BSU	Q1.	plan
The master plan of scientific-methodical work of libraries institutions of the High Court of the Vitebsk region of Belarus on 2016	NB VSU	Q4.	plan
Long-term plan of the regional methodical Combining libraries SVR on 2015-2018 gg.	Bk Gogh	Q2.	plan
strategy development fundamental library Belarusian State University in the 2016-2020 biennium.	FB BSU	2-3 square meters	strategy
The strategy of development of the Belarusian-Russian library University in the 2016-2020 biennium.	Bk BRU	Q4.	strategy
program development facilities library vessels "Mozyr State Pedagogical University I.P.Shamyakina "on 2016-2020 years.	Bk MSPU	1-3 quarters	program
Program Development of innovative Court BSATU on 2015-2020., Section "Development awareness library maintenance of the educational process "	Bk BSATU	Q1.	program
concept development library as regional methodical center of libraries SVR	Bk Gogh	Q3.	concept
Perspective plan of development of the library Moscow State University named after Kuleshov in the 2016-2020 biennium.	Bk of MSU	Q4.	plan

# Template

[http://www.trblist.org/sites/default/files/CDP\\_Template\\_Project\\_All\\_Docs.pdf](http://www.trblist.org/sites/default/files/CDP_Template_Project_All_Docs.pdf)

## **(Library Name) Collection Development Policy**

### **I. Selector/librarian contact information**

**Name:**

**E-mail:**

**Phone:**

**Library/collection homepage:**

### **II. Overview of the collection**

### **III. Description of materials collected**

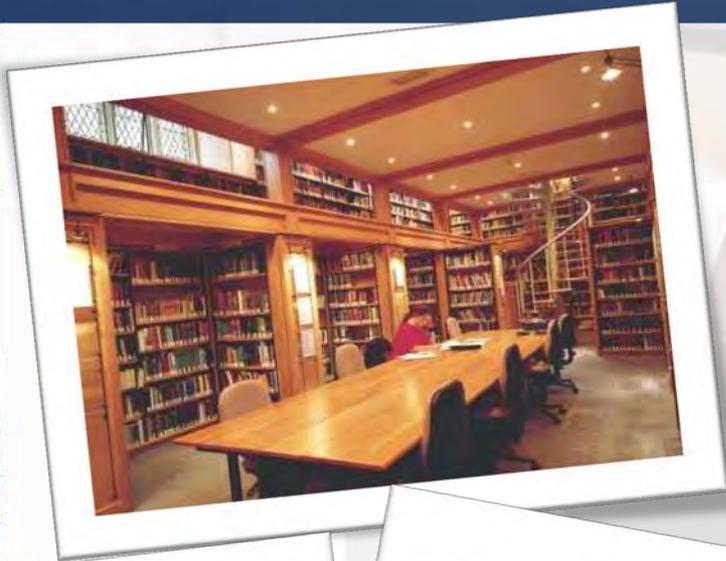
### **IV. Related collections and consortial activity**

### **V. Other collection information**

### **Policy revisions**

# Lyra Buenrostro

## COLLECTION and NEEDS ASSESSMENT



**LIBRARY SERVICES AND COLLECTIONS**



**COMMUNITY'S INFORMATION NEEDS**

# Needs Assessment, Community Analysis, User Community

- Group of persons that the library exists to serve
- Do not refer only to the active users but include everyone within the library's or information center's defined service limits
- **Community** --> entire political unit  
--> a more specialized grouping or association

# Needs Assessment Process

- Provides data on what information the clientele needs
- Establishes a valuable mechanism for user input into the process of collection development
- Provides the staff with guidelines for choosing items for inclusion in the collection

# Collection Development and the Community

- **Factors inside and outside the library influence collection development**
  - Library's structure & organization
  - Production & distribution of the information materials
  - Presence of other libraries in the area

# Collection Development and Institutional Environment

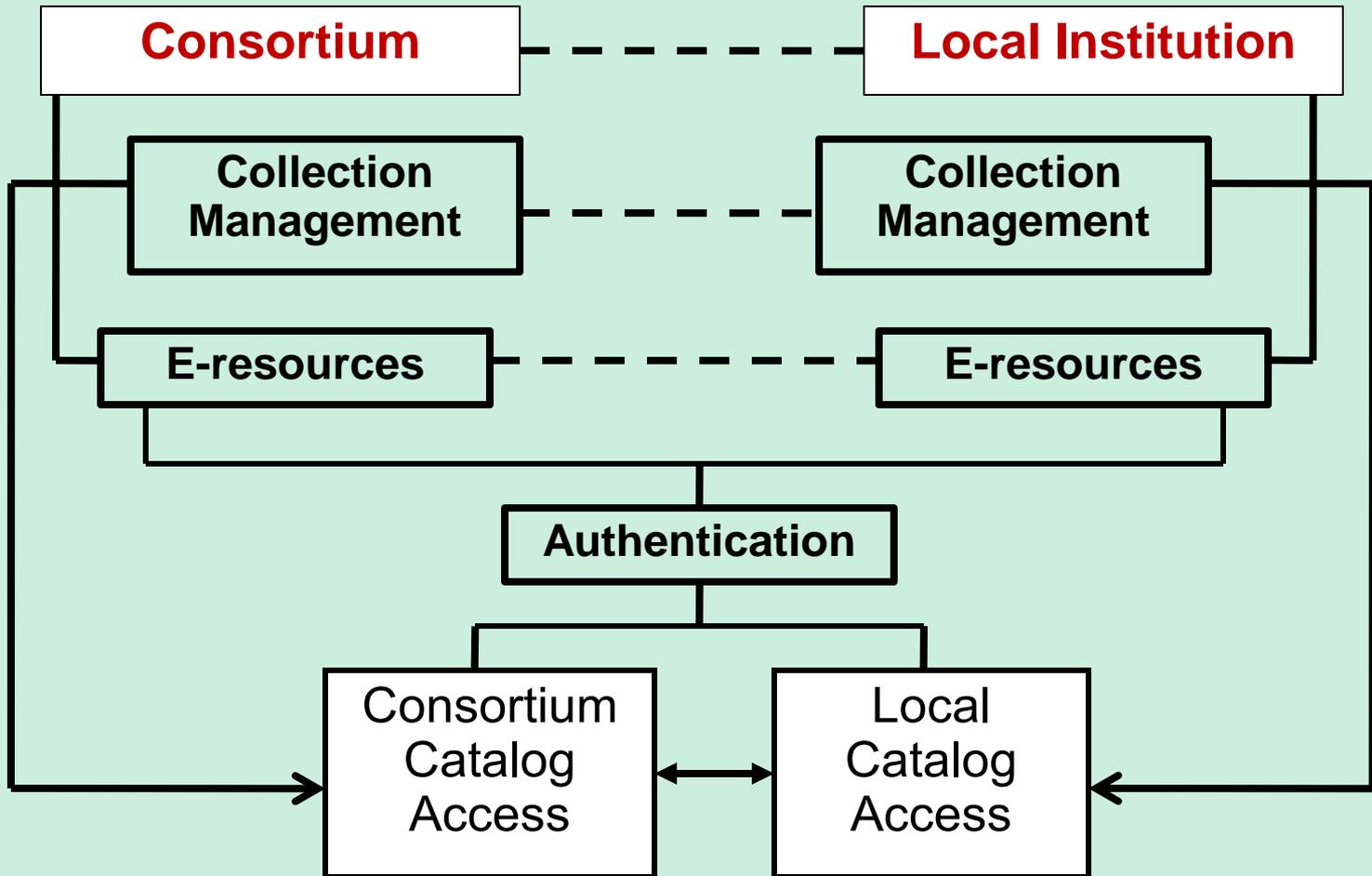
- All types of libraries have a specific service population
- Collect and preserve materials in a form suitable for use by the service population
- Organize materials in a manner designed to aid in the rapid identification and retrieval of desired material(s).

# Collection Development and Institutional Environment

**Size of a library's community** has a definite bearing on collection development

1. As the size of the service community increases, the degree of divergence in individual information needs increases.
2. As the degree of divergence in individual information needs increases, the **need for resource sharing increases**.
3. It will never be possible to satisfy ***all*** of the information needs of any individual or class of clientele in the service community.

# Consortial Relationships



# Initial Assessment of Current Print and Electronic Collections

## **SWOT**

Gap analysis to determine consortial collection strengths, weaknesses, opportunities, and threats

Survey users

Analyze statistical data

## **Benchmark**

Compare to “peer” organizations

## **Recommend changes**

# Information Needs Assessment

## Why collect data about the service population?

- With the limited resources available, one must have a solid database of client information in order to prepare to an effective *collection development plan*.
- With the increasing emphasis on *e-resources*, one should have information about end user technology capabilities, or lack of access in some cases, in order to make *sound acquisition decisions*.
- Data collected about users are valuable in *policy formulation, selection activities, and evaluation projects*.

# Information Needs Assessment

- Developing collections
- Planning new services
- Locating service points
- Assessing physical facility requirements
- Adjusting staffing patterns
- Assessing collections & services
- Planning budgets



# Elements of the Study

- Who is to collect the information?
- What information do the planners want?
- What methods will produce the desired data?
- How will the planners use the data?

# Sources:



Buenrostro, J.C., Jr. (2009) The Digital Library and other issues in library and information science. Quezon City: Great Books Trading.

\_\_\_\_\_. (2006) Collection management: a module.

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**Thank you!**

