Reconfiguring Collection Development for the Future

Audrey Powers

Reconfiguring collection development, what does that mean? How is collection development reconfigured? We are all familiar with various standard methodologies to "do collection development"; the more money you have, the more materials you can buy, and the greater the collection. However, academic libraries are dealing with rising operational costs that are disproportionate to their budgets and this has a significant effect on collection development. What is needed is a new paradigm for collection development.

At some point within the past ten years, the University of South Florida recognized it was growing and expanding from an undergraduate teaching institution to a research institution and with that the library administrators recognized we needed to change. With a strong commitment to research, USF is driven to become a top research institution, "the top 50 in 5". The goal is to be ranked as one of the top fifty research institutions in the United States within five years. Currently the university is ranked sixty-three for public research universities as designated by the Carnegie Foundation for the Advancement of Teaching. With more than $310 million in funding from research contracts and grants it is ranked by the National Science Foundation as one of two of the nation's fastest growing universities in federal research and development expenditures. The university serves 44,000 students on campuses in Tampa, St. Petersburg, Sarasota/Manatee and Lakeland. [1]

Naturally, it is crucial the library provide the resources and services required for all researchers at the university. As a result, the library has undertaken a new initiative to redefine its organizational structure for collection development. In addition to redefining the organizational structure, new processes are being implemented in order to build collections of distinction that are linked to the institutional research agenda. It is a data driven approach that is the basis for selective collection assessment and development.

Historically, two standing committees were the driving force for the collection development initiatives and processes, the Collection Development Advisory Committee (CDAC) and the Electronic Resources Committee (ERC). There were, and still are, twenty-four collection development librarians covering sixty-four disciplines.

During the summer of 2005, the library administration created a new department called "Research Services & Collections". Any librarian from Reference & Instruction that wanted to join the group was welcome to do so; two librarians joined the group. Since then four other librarians have been hired and we are about to recruit another librarian. The Head of Collection Development became the group leader. As the development of this department took shape, the

paradigm began to shift to an emphasis on data collection and analysis and the integration of all collection formats.

As illustrated, the Library Administration is at the core of the group with primary responsibility for approval of planning documents, providing strategic directions, and approval of resource allocations (figure 1). Members of this core group include the Dean of the Tampa Libraries, Director of the Tampa Library, Director of Special Collections and Director of Technical Services (now Director of Collection Assessment and Technical Services).

The next layer is the Technical Services/Public Services group (figure 2). Up to this point, the organizational structure is unaffected. The Technical Services/Public Services Group's roles and membership are clarified in this new role; provide recommendations to library administration, test and refine strategic directions, unify and articulate approved goals and objectives, remove obstacles and coordinate process. The Associate Directors (ADs) represent Reference & Instruction, Access & Media Services, Technical Services and Collection Analysis.

In the following illustration (figure 3), the newly created team *Research Services & Collections*, or "Council", comes into play. We are a group of librarians who have expertise in various disciplines. Our roles and responsibilities include acting on collection analysis, coordinating collection development activities, developing research services, and advancing strategic directions. The Councilors are co-chaired by the Director of the Tampa Library and the Director of Collection Analysis and Technical Services. This new group supersedes the older Collection Development Advisory Committee (CDAC) and Electronic Resources Committee (ERC).

The next layer is the Collection Development librarians (figure 4). All collection development librarians are under the leadership of one of the Councilors. Their responsibilities are to liaise with the faculty, execute collection development activities, deliver research services, collaborate with councilors, and to serve on collection analysis project teams.

The Format Coordinators include the librarians responsible for serials, media, GIS, information technology and electronic resources (figure 5). Their roles are to collect data and conduct analysis, advise the Research Services & Collections Council on assessment strategies and methods, and to serve on collection analysis project teams.

Thus, the Research Services & Collections Council is at the intersection of the three major components of the library; Special Collections, Technical Services, and Public Services. The format coordinators are from Technical Services and the Councilors are drawn from both Special Collections and Public Services. Clearly, this effort is intended to integrate all departments and units within the

library with a common purpose: to address the information needs of researchers (figure 6).

The expectations of the Council are tied directly to building collections and services worthy of benchmarking by ARL libraries and linked to advancing institutional research agendas and strategic directions. Using data analysis, this approach is a selective approach to collection management. These expectations have become the mission of the Council.

This describes the organizational restructuring that took place. After it was implemented the Council plunged into a carefully designed, three step analytical process. The Council members were asked to define the library context and the institutional context and to assess the collections each councilor is responsible for.

Step 1, ***define the library context***. This was a self-examination in which key personnel, key processes, potential obstacles, resource needs, collection integration strategies and internal communication channels and reporting procedures were defined. Through this self-examination any barriers that could prevent the Council from being effective were identified. Some of the obstacles discovered in retrospect were painfully obvious. For example, one identified barrier was the lack of sufficient collection analysis tools. The obvious solution was to purchase additional tools. Another obstacle discovered was the lack of common knowledge among librarians and staff about this new initiative. This was solved simply by improving communication.

Step 2, ***define institutional context***. The Councilors were asked to define the institutional context and as a starting point were given possible strategies and potential sources of data. The possible strategies included key players, areas of research emphasis (current and future), teaching emphasis, grant activity, program ranking(s), institutional impact, and awards earned and sought. Various sources of data were recommended for use which included both internal and external sources such as the Planning, Performance and Accountability Model (internal), National Research Council (external), Planning & Analysis (internal), InfoMart (internal) and Top American Research Universities (external). Of course, other sources were incorporated into a decision matrix.

The Councilor for the Natural Sciences gathered data for each discipline in the sciences; biology, chemistry, environmental sciences & policy, geology, mathematics and physics, which enabled her to clarify the institution's research strengths and the interdisciplinary focus of these disciplines at this institution. By contrast, the librarian for the College of Visual and Performing Arts identified "top" researchers and programs using Google. It was surprising that this approach was so productive, but her goal was to find out who in the Arts at USF are notable names within their fields.

Step 3, ***assess collections***. The Councilors applied what was learned in Step 2 to identify collection targets, collections that need work, and collections that are below par with the needs of the researchers in that discipline. Possible strategies were identified by the co-chairs and included the following:

Identify collection targets
Field assessment teams
Collaborate with Format Coordinators
Implement assessment protocol
Document results

Potential tools for this analysis were identified, but not limited to, the following:

WorldCat Assessment Tool
Journal Citation Reports
Electronic Resource Management System
Ulrich's Serials Analysis System

Some of the collection assessment recommendations yielded results that were remedial in nature or simply needed organizing. For example, the Education councilor recommended a test collection task force be created to conduct a comprehensive assessment of the test collections on campus. The Natural Science Councilor identified the peers and aspirants nationally for the College of Marine Science. Up until this point we only had the WorldCat Collection Analysis tool for the southeastern United States, but with the Council's recommendation the full WorldCat Collection Analysis Tool has been purchased and a thorough analysis of our aspirants for the College of Marine Science collection will be conducted. Additional journals and databases, hardware, software and personnel were identified while working with the College of Marine Science faculty on several grants. A deeper understanding of their research endeavors occurred as a result of these processes. The Councilor for the Social Sciences identified a number of steps to manage and enhance the collection to meet the research needs of the Anthropology and Psychology Departments. He identified base data, general departmental data, benchmarks, and a method to analyze departmental scholarly communication from which he was able to set collection goals and strategies. He also was able to determine a remedial component to this project as well. Collecting materials for Mesoamerican studies would greatly enhance the research and instruction efforts for the Anthropology Department which in turn would greatly aid the interdisciplinary research in Latin American and Caribbean Studies.

As a result of Steps 1 through 3, various tools and analyses were created and discovered:

Tools for CD Librarians

A web page devoted to Tools for CD Librarians which includes statistics, reports, information regarding accreditation, costs & trends, usage statistics, analytical tools, and general tools. It provides a common point for information on collection development related to the USF Library (figure 7).
http://www.lib.usf.edu/techservices/CD_tools/index.html

Decision Matrix

As a result of all of this work, the co-chair was able to combine all of the sources used to gather the data into a "decision matrix". This is the one of the primary tools we now use in decision-making. The criteria, dimensions and definitions provide a roadmap to evaluate disciplines and collections. URLs link you to the actual documents needed for discipline-specific information. Completing this matrix provides us with the information and reasons needed to purchase materials for a specific discipline (figure 8).
http://www.lib.usf.edu/techservices/CD_tools/docs/RSC-Decision-Matrix.pdf

Step 2 for the Sciences

The analysis for the Sciences during the Step 2 process identifies the number of students and programs for each level (undergraduates, masters, PhD), total number of students, total research dollars and number of current grants were contributing factors for the final analysis.

Marine Science was identified as a top program because of the number of faculty (65), the ratio of students to faculty (1:1), the number of grants (142) and the total dollars (78.5 million) brought in with grants.
http://www.lib.usf.edu/techservices/CD_tools/RSC_reports/powers-step2.pdf

Legislative Budget Request

The Science Librarian was asked to prepare information for a Legislative Budget Request. Consulting with the Associate Dean and various faculty she was able to put together a proposal for a marine bioinformatics resource center to "manage and interpret large data sets results from the application of the modern tools of biology to the ocean sciences". Included in this proposal are the traditional library resources such as journals and databases, but also hardware, software and personnel.
http://www.lib.usf.edu/techservices/CD_tools/RSC_reports/LBRforCOMS.pdf

21st Century World Class Scholars

This grant was one of seven submitted to the Florida Board of Governors. Holdings supporting Marine Science Research and associated expenditures were presented as a proposal including the hiring of an internationally recognized scholar in the field of Oceanography and Climate change. Working in collaboration with colleagues from USF in Engineering, Medicine, Physical Sciences, and Life Sciences and scientists from other institutions such as the U.S. Geological Survey and the National Marine Fisheries Service, the College of

Marine Science faculty have established a strong global reputation in research innovation, coastal and environmental protection, global warming, extreme weather events, water quality, public health and homeland security. http://www.lib.usf.edu/techservices/CD_tools/docs/WCS/USF%20WCS%20OceanographyClimateChange.pdf

The reorganization, and subsequent processes, spurred a lot of creative thought. Other projects the Council is currently working on include:

The Social Sciences Librarian and the GIS Librarian are working with a Library Science class on a Library Collection Survey in the Social Sciences. This is taking place over two semesters and employs the same group of students.

Materials for the College of Business Administration have been identified and funded with $125,000 worth of purchases.

The Councilor for the Natural Sciences has put together a team to investigate the information needs of researchers, both graduate students and faculty, in the Sciences.

The Library Dean put together a series of meetings, called “The Larger Picture”, with administrators from around campus, such as the Vice President for Research. This gives the Council the opportunity to understand the larger picture as well as put our efforts into the context of the research initiatives campus-wide. Additionally, one of the Councilors is putting together a session with a panel of researchers and other Council members plan to invite the Outstanding Faculty Research Achievement Awards recipients to a luncheon to discuss their research.

The Career and Workforce Education project is a collection analysis initiative being put forth by the Education Librarian that will identify resources needed to support a PhD program in career and workforce education.

With only one year into this project, it is clearly still in its infancy, but it definitely has had an impact on the way the library does business and the scope and quality of library resources and services.

Note: The Dean of the Library’s administrative staff is responsible for the restructuring that took place which will enable the Library to move forward building collections of distinction and the delivery of customized services.

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Todd Chavez: tchavez@lib.usf.edu

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Booth, Phillip. "USFAnthropology Department Second in U.S. in Public Engagement." USF E-Bulletin 24.1 (2007). 24 January 24, 2007 <http://usfweb3.usf.edu/absolutenm/templates/?a=103&z=10

Figure 1

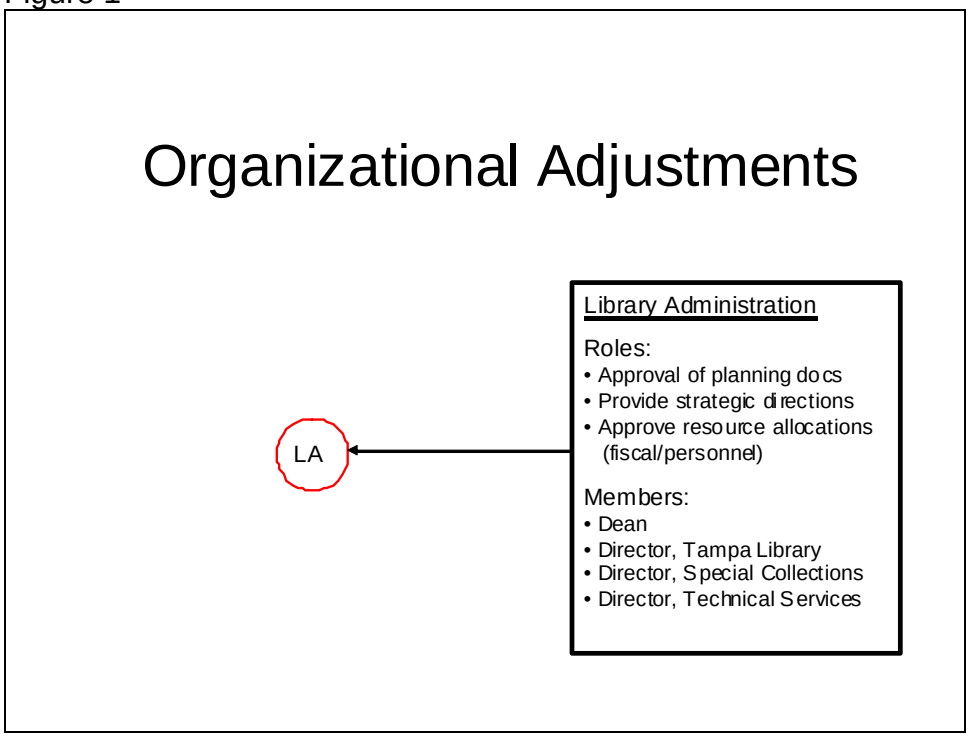

Organizational Adjustments
LA
Library Administration
Roles:
• Approval of planning docs
• Provide strategic directions
• Approve resource allocations (fiscal/personnel)
Members:
• Dean
• Director, Tampa Library
• Director, Special Collections
• Director, Technical Services

Figure 2

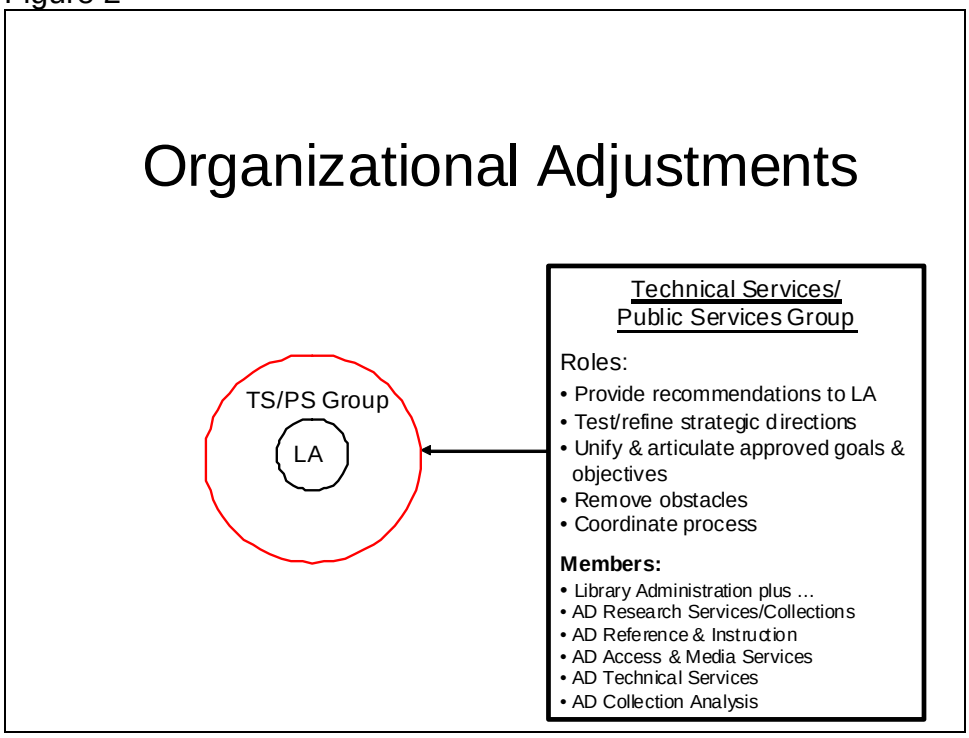
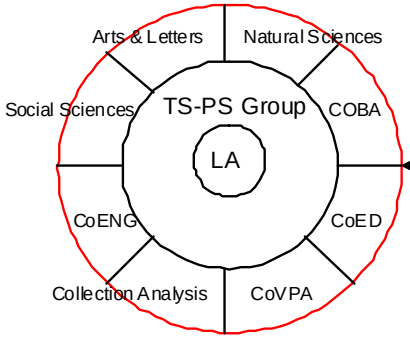

Organizational Adjustments
TS/PS Group
LA
Technical Services/
Public Services Group
Roles:
• Provide recommendations to LA
• Test/refine strategic directions
• Unify & articulate approved goals & objectives
• Remove obstacles
• Coordinate process
Members:
• Library Administration plus ...
• AD Research Services/Collections
• AD Reference & Instruction
• AD Access & Media Services
• AD Technical Services
• AD Collection Analysis

Figure 3

Organizational Adjustments



Research Services & Collections Council

Roles:

- Act on collection analysis
- Coordinate CD activities
- Develop research services
- Advance strategic directions
- Supersedes CDAC/ERC

Co-chaired by the Directors of the Tampa Library & Collection Analysis/Technical Services

Figure 4

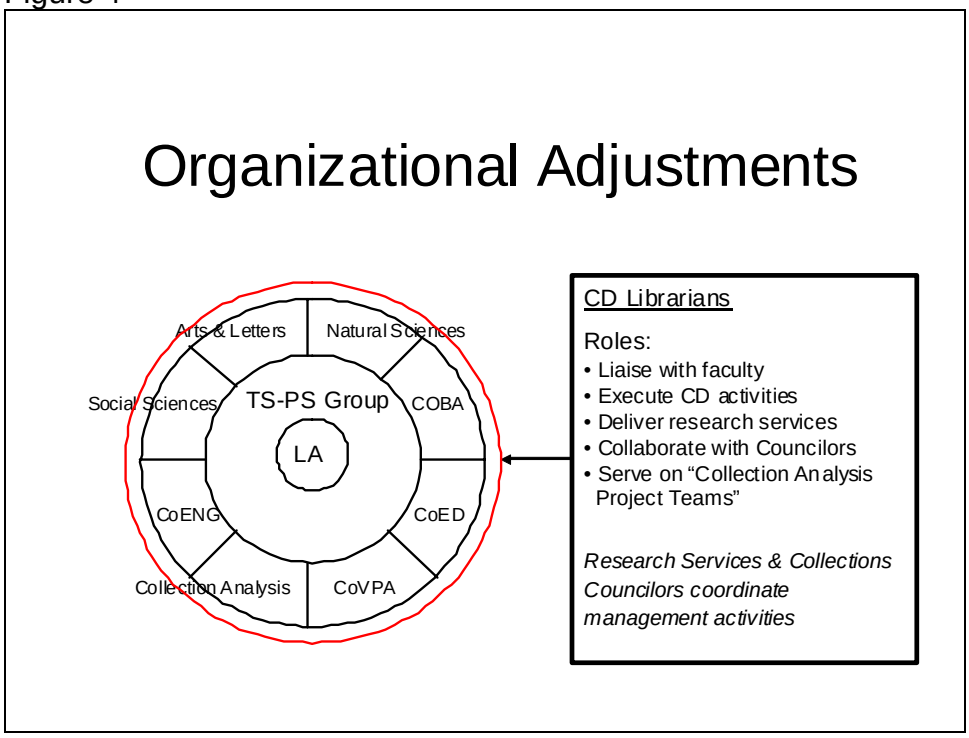

Organizational Adjustments
Arts & Letters
Natural Sciences
Social Sciences
TS-PS Group
COBA
LA
CoENG
CoED
Collection Analysis
CoVPA
CD Librarians
Roles:
• Liaise with faculty
• Execute CD activities
• Deliver research services
• Collaborate with Councilors
• Serve on "Collection Analysis Project Teams"
Research Services & Collections Councilors coordinate management activities

Figure 5

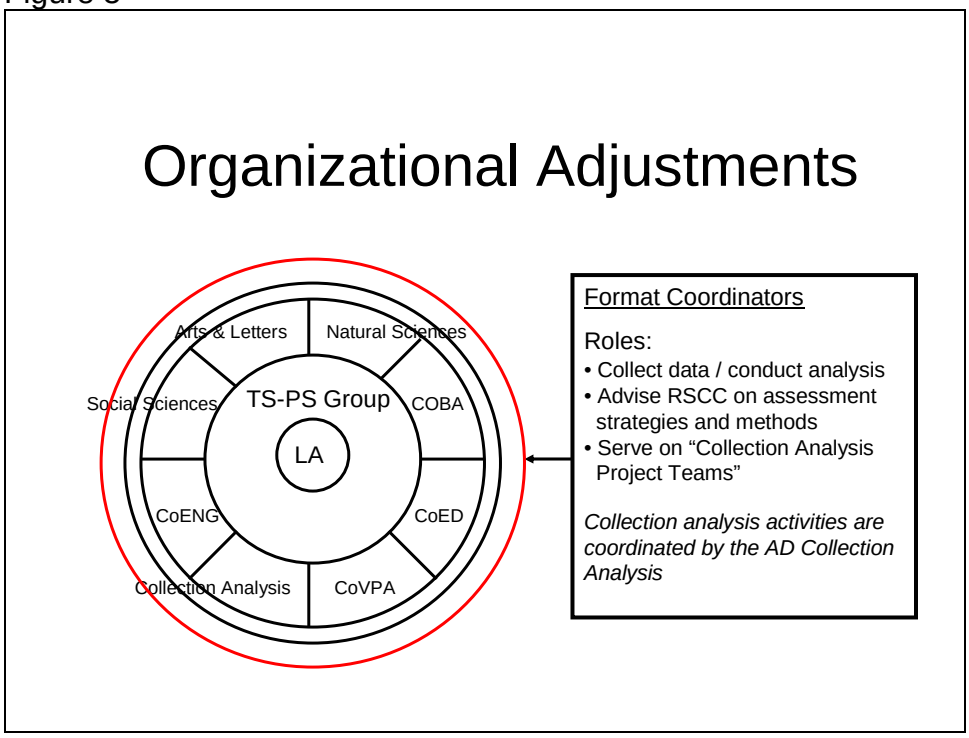

Organizational Adjustments
Arts & Letters
Natural Sciences
Social Sciences
TS-PS Group
COBA
LA
CoENG
CoED
Collection Analysis
CoVPA
Format Coordinators
Roles:
• Collect data / conduct analysis
• Advise RSCC on assessment strategies and methods
• Serve on "Collection Analysis Project Teams"
Collection analysis activities are coordinated by the AD Collection Analysis

Figure 6

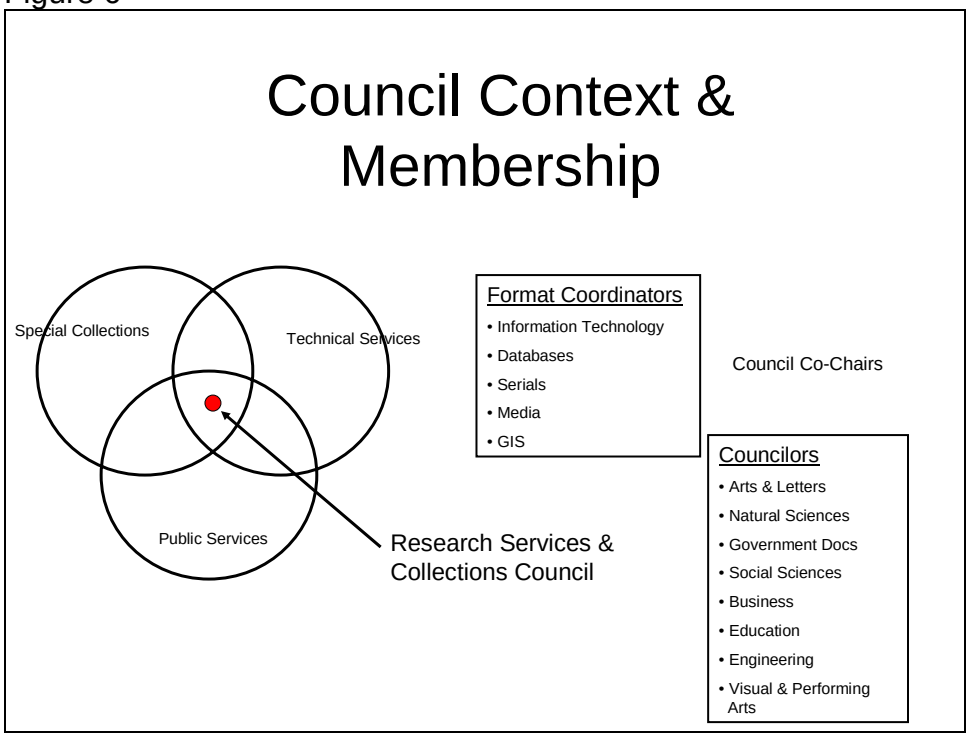

Council Context & Membership
Special Collections
Technical Services
Public Services
Research Services & Collections Council
Format Coordinators
• Information Technology
• Databases
• Serials
• Media
• GIS
Council Co-Chairs
Councilors
• Arts & Letters
• Natural Sciences
• Government Docs
• Social Sciences
• Business
• Education
• Engineering
• Visual & Performing Arts

Figure 7

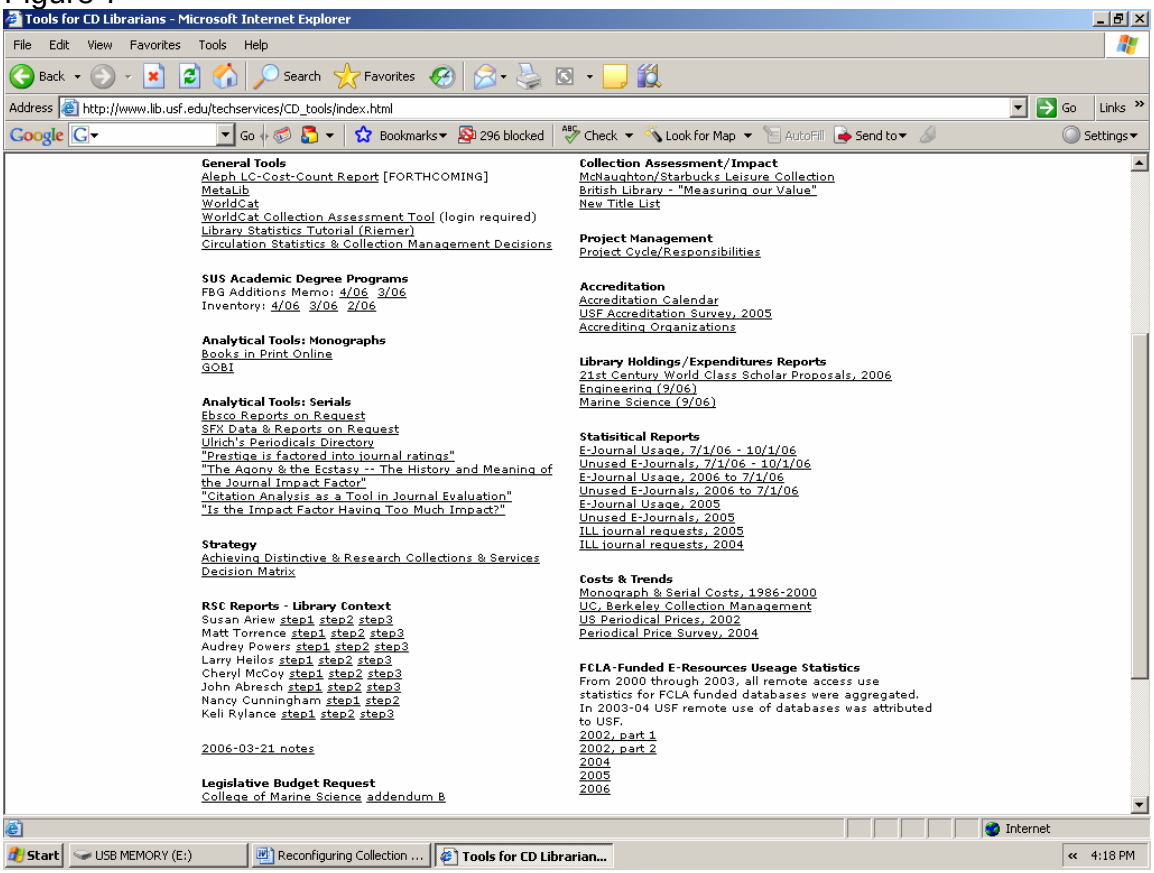

Tools for CD Librarians - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Search Favorites
Address http://www.lib.usf.edu/techservices/CD_tools/index.html
Go Links
Google Go Bookmarks 296 blocked Check Look for Map AutoFill Send to Settings
General Tools
Aleph LC-Cost-Count Report [FORTHCOMING]
MetaLib
WorldCat
WorldCat Collection Assessment Tool (login required)
Library Statistics Tutorial (Riemer)
Circulation Statistics & Collection Management Decisions
SUS Academic Degree Programs
FBG Additions Memo: 4/06 3/06
Inventory: 4/06 3/06 2/06
Analytical Tools: Monographs
Books in Print Online
GOBI
Analytical Tools: Serials
Ebsco Reports on Request
SFX Data & Reports on Request
Ulrich's Periodicals Directory
"Prestige is factored into journal ratings"
"The Agony & the Ecstasy -- The History and Meaning of the Journal Impact Factor"
"Citation Analysis as a Tool in Journal Evaluation"
"Is the Impact Factor Having Too Much Impact?"
Strategy
Achieving Distinctive & Research Collections & Services Decision Matrix
RSC Reports - Library Context
Susan Ariew step1 step2 step3
Matt Torrence step1 step2 step3
Audrey Powers step1 step2 step3
Larry Heilos step1 step2 step3
Cheryl McCoy step1 step2 step3
John Abresch step1 step2 step3
Nancy Cunningham step1 step2
Keli Rylance step1 step2 step3
2006-03-21 notes
Legislative Budget Request
College of Marine Science addendum B
Collection Assessment/Impact
McNaughton/Starbucks Leisure Collection
British Library - "Measuring our Value"
New Title List
Project Management
Project Cycle/Responsibilities
Accreditation
Accreditation Calendar
USF Accreditation Survey, 2005
Accrediting Organizations
Library Holdings/Expenditures Reports
21st Century World Class Scholar Proposals, 2006
Engineering (9/06)
Marine Science (9/06)
Statisitical Reports
E-Journal Usage, 7/1/06 - 10/1/06
Unused E-Journals, 7/1/06 - 10/1/06
E-Journal Usage, 2006 to 7/1/06
Unused E-Journals, 2006 to 7/1/06
E-Journal Usage, 2005
Unused E-Journals, 2005
ILL journal requests, 2005
ILL journal requests, 2004
Costs & Trends
Monograph & Serial Costs, 1986-2000
UC, Berkeley Collection Management
US Periodical Prices, 2002
Periodical Price Survey, 2004
FCLA-Funded E-Resources Useage Statistics
From 2000 through 2003, all remote access use statistics for FCLA funded databases were aggregated. In 2003-04 USF remote use of databases was attributed to USF.
2002, part 1
2002, part 2
2004
2005
2006
Internet
Start
USB MEMORY (E:)
Reconfiguring Collection ...
Tools for CD Librarian...
4:18 PM

Figure 8

Category	Criteria	Dimensions	Definitions
Academic Performance / Student Support	Student Credit Hours	Undergraduate level Graduate level Graduate/Undergraduate Ratio	USF Factbook Office of Decision Support
	FTE	Undergraduate level Graduate level Graduate/Undergraduate Ratio	USF Factbook Office of Decision Support
	Graduate course profile	Graduate degrees (level, number) Graduate certificates Graduate courses	USF Graduate Catalog
	Accountability measures	Support for enrollment planning goals	Enrollment Planning (http://usfweb2.usf.edu/univsvcweb/EnrollmentPlanning.htm)
		Support for BOG SUS Goals	USF Performance for SUS Goals (http://www.ie.usf.edu/PPA/yaxis-usf.asp)
		Support for performance funding	USF Performance for FBOG Funding Measures (http://www.ie.usf.edu/PPA/BOGfundperf.asp)
		Support for accreditation requirements	Institutional Accreditation (http://www.ie.usf.edu/Accreditation/)
		Support for Academic Learning Compact goals	Academic Learning Compacts (http://www.ie.usf.edu/ALC/)
Faculty Support	Faculty profile	Size	USF Factbook Office of Decision Support Department Profiles (http://usfweb2.usf.edu/infomart/deptprofiles
		Research intensity	Citation analysis Department Profiles (http://usfweb2.usf.edu/infomart/deptprofiles
		Awards (individual)	Office of Decision Support CV review (FAIR system, Web of Knowledge) Office of Research Department Profiles (http://usfweb2.usf.edu/infomart/deptprofiles
		Grants	Office of Research
		Recruitment support	Departmental recruitment goals Office of Research Office of Decision Support
	Research Production	Grant dollars	National Awards, Databases, and Rankings (http://www.ie.usf.edu/links.asp)
		Awards (institutional)	
Operational Dimensions	Subject expertise	Advanced training in relevant area Level of assignment	Internal analysis
	Viability	Cost of collections Investment to complete assessment/CD work Resource availability	Internal analysis
	Level of interdisciplinary character	Number of programs supported	Internal Analysis
	Existing collection status	????	Collection assessment (WCAT, JCR, etc.)

Category	Criteria	Dimensions	Definitions
Development Potential	Support for capital campaign	Linkage to Academic Affairs agenda	*Academic Glory* (draft document)
Cultural Impact	Community impact	Audience activities Performance indicators Linkages to community	University Relations Local, regional, and national media Faculty CVs Alumni publications, performances, exhibitions (national and international)
	Institutional impact	Linkages to other educational units	Departmental reports/publications
	National/International impact	Linkages to national and international organizations	International awards, exhibitions, performances Faculty publications, performances, exhibitions (national and international) Non-academic awards, e.g. National awards, exhibitions, perform
Organizational Context	Strategic linkages	Linkages to USF Strategic Imperatives	*USF Strategic Imperatives* (http://www.ie.usf.edu/PPA/USFStratI
		Linkages to BOG plan	*BOG Strategic Plan, 2005-2013*
		Linkage to legislative imperatives	*Preparing for the Future* (Florida Council of 100)
	Institutional prestige/visibility	Comparison to peer institutions	Peer Comparisons (http://www.ie.usf.edu/Peer/)
		Comparisons to aspirant institutions/organization measures	NRC rankings AAU comparisons ARL comparisons
	Political context	???	???