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The Surprising Truth about Faculty Perception and Use of Collection Development Opportunities: One Library's Case Study

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BORN & LIVED: Born in Den Haag, Netherlands and lived there until I was 9. I have lived in North Carolina since immigrating to this country.

EARLY LIFE: Growing up in a different country gives one a unique experience! I had a whole other career as a student services administrator before becoming a librarian and pursued my MLS when I finally figured out what I wanted to be when I grew up. I attended the same undergraduate institution as my co-author but never met her.

FAMILY: One brother, one dog named Scruffy and a cat named Angel, despite the fact she is not one. I am blessed with wonderful friends.

EDUCATION: BA in psychology; M Ed in education (counseling and administration concentration); MLS.

FIRST JOB: Reference Librarian.

PROFESSIONAL CAREER AND ACTIVITIES: I received my MLS in 1990 and started my first professional librarian job in 1991 at UNC Wilmington. I have been a reference librarian, interlibrary loan librarian and now am Head of Access & Delivery Services. I attended the 1999 Charleston Conference and am active in professional activities at the state level.

IN MY SPARE TIME I LIKE TO: Walk on the beach, cook-especially try new recipes and read.

FAVORITE BOOKS: Mysteries, particularly those with female protagonists.

PET PEEVES/WHAT MAKES ME MAD: People who leave their trash on the beach.

PHILOSOPHY: Live large and savor each day.

MOST MEANINGFUL CAREER ACHIEVEMENT: Becoming a librarian.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Becoming an even better librarian, one that continues to be open to change and flexible!

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS: Continuing to change and adjusting to new information seeking behavior.

The Surprising Truth about Faculty Perception and Use of Collection Development Opportunities: One Library's Case Study

by **Madeleine Bombeld** (Assistant University Librarian Coordinating Access & Delivery Services, Randall Library, UNC Wilmington, 601 S. College Rd., Wilmington, NC 28403-5616; Phone: 910-962-3278; Fax: 910-962-3078) <bombeldm@uncw.edu>

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William Madison Randall Library provides informational resources and services for the **University of North Carolina at Wilmington** community. **UNC Wilmington** is a comprehensive university that enrolls approximately 11,000 students, including more than 950 graduate students, and there are over 600 faculty. The university was ranked sixth in the 2004 *U.S. News and World Report* listing of the top public regional undergraduate universities in the south. Library collections include 3,600 current serial subscriptions, approximately 517,000 bound volumes, 800,000 microforms, 40,000 audiovisuals, 25,000 curriculum materials and 650,000 United States and North Carolina documents. The annual materials budget is \$1,871,000. There are approximately 21,200 Interlibrary Loan transactions a year, 12,500 borrowing and 8,700 lending.

During the summer of 2002, the Associate University Librarian for Technical and Collection Services and the Assistant University Librarian, Access & Delivery Services met to discuss how collaboration between Interlibrary Loan and Collection Development activities could enhance library services. The assumption was that ILL book requests represented patron needs, and therefore should be in the collection. A review of recent ILL book requests revealed that most were very relevant to **UNC Wilmington's** curriculum, and would be good candidates for a collection development project. Since recent changes in the book trade enables libraries to purchase materials very quickly using Internet vendors and credit cards, it was decided to initiate a project using ILL book requests as the "trigger" for acquiring materials for the library's collection. It was assumed that these books would likely circulate to other users after the Interlibrary Loan requestor had used the material.

A review of the literature revealed two similar projects. At **Bucknell University**, **Perdue** and **Van Fleet** (1999) describe a project that was designed to enhance the collection and reduce the ILL workload. The main goal at **UNC Wilmington** was to obtain ILL materials quickly and to enhance the collection, rather than to reduce the ILL workload. **Ward, Wray, and Debus-Lopez** (2003) report on collection development projects at **University of Wisconsin - Madison** and **Purdue University**. The goal of the **University of Wisconsin - Madison** was to obtain ILL materials rapidly that were not filled by the first

five libraries asked to furnish the item. **Purdue University's** project was similar to the **UNC Wilmington** project since their main focus was on collection development and purchasing materials that would circulate.

A draft of procedures was written for this project and it was reviewed several times until all known issues were addressed. All ILL book requests that met the following parameters would be purchased:

- Not already in the collection or on order
- Books published in 2000 or later
- Available from a vendor promising 24-48 hour shipping (Our Interlibrary Loan turn around time for books is nine days and it was important to ensure delivery to our patrons within that same time frame or faster.)

The project was implemented at the beginning of Fall Semester 2002. Funding came from the library's special project fund and \$2,500 was allocated since most special projects were assigned between \$1,000 and \$3,000. It was hard to predict how many books would be ordered and at what cost, so the 2000 publication date was selected to restrict the number of books purchased. It was also assumed that newer books might be more readily available from Internet vendors. Each library staff member involved in this project was trained to accomplish his or her part of this process.

The following steps describe the process **Randall Library** used for acquiring items from vendors versus borrowing them through Interlibrary Loan. Potential requests were automatically routed to a special custom queue in the **ILLiad** interlibrary loan system and ILL staff searched for them in the library's catalog.

Setting up this queue was fairly easy and was accomplished in the Custom Queues table of the System section of the **ILLiad** Customization Manager. This queue is named "Awaiting Acquisition Review" but any descriptive name works. The routing for this queue was also set up in the Customization Manager and the match string language created looked at each user's request to see if it was a loan with a publication date of 2000 or greater and if those conditions were true, that request should be routed to the "Awaiting Acquisition Review" queue. Most eligible requests were routed in this manner but requests without publi-

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BORN & LIVED: Born in Oakland, CA, also lived in Rome, GA, Arlington, MA, Greensboro, NC, Wrightsville Beach, NC, Chapel Hill, NC, and Wilmington, NC.

EARLY LIFE: I was fortunate to grow up in 3 geographically and culturally distinct areas of the country — California, the south, and New England. My co-author Madeleine and I were both undergraduate students at UNC Greensboro, and we both had our first library jobs in Jackson Library, UNC Greensboro, but didn't know each other until later.

FAMILY: Daughters Sarah, 23 and Jessica, 17. Marley (golden retriever) and Chloe (house cat).

EDUCATION: UNC Greensboro, BS Economics; UNC Chapel Hill, MLS.

FIRST JOB: At UNC Greensboro I had a part-time student job in the campus Computer Center. One of my duties was to type for the Systems Analyst who was working on the design of Jackson Library's first automated circulation system. After graduating I began working as a full-time library clerk in the Circulation Department at Jackson Library where I was responsible for staffing the Circulation Desk, processing holds, and searching for missing books.

PROFESSIONAL CAREER AND ACTIVITIES: Graduate student cataloger, North Carolina Collection, Wilson Library, UNC Chapel Hill, 1978; various positions at Randall Library, UNC Wilmington — Circulation Librarian, 1979-1983; Reference/Government Documents Librarian, 1983-1991; Head of Cataloging, 1992; Associate University Librarian for Technical & Collection Services, 1993- present. Professional activities include the North Carolina Library Association, the Innovative User's Group, and attending several Charleston Conferences.

IN MY SPARE TIME I LIKE TO: Read, of course, what librarian doesn't like to read? (Everyone who is not a librarian thinks that's what we do at work, right?) I also like to spend time gardening, knitting, and walking (especially on the beach).

FAVORITE BOOKS: *Fair and Tender Ladies* by Lee Smith, *Raney* by Clyde Edgerton. I'm a big fan of southern literature.

PET PEEVES/WHAT MAKES ME MAD: Students who think that don't need to use the library.

PHILOSOPHY: Borrowed from Ivy Row in *Fair and Tender Ladies* by Lee Smith: "...this is your life, and you are living it. Your life is not going to start later. This is it, it is now. It's funny how a person can be so busy living that they forget this is it. This is my life."

MOST MEANINGFUL CAREER ACHIEVEMENT: In 1990, being the first US Depository library in North Carolina to batch-load MARC records for depository documents into the library's catalog.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Retirement? Probably not, so I guess I should strive to continue learning at least one new thing each day and to still be having fun at work.

HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:

Electronic resources will still be vital and library systems will continue to evolve as a seamless interface to information. State legislatures must continue adequate funding for database purchases like NCLIVE to ensure that all citizens have equal access to information resources. We will still be buying books and people will still be reading books. The academic library's challenge is to create an environment that will continue to attract user's into the building.

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cation dates had to be routed manually.

Once that day's set of eligible requests were identified, they were saved in spreadsheet format, sent to acquisitions staff and added to the project spreadsheet. The project spreadsheet contained fields for the bibliographic information, requestor's status and department, date ordered, vendor used and date customer notified. Each daily list was searched in vendor databases and if they were available with quick delivery, an order was placed. Acquisitions staff inserted a "Rush" note in the order record and placed a hold on the book for the patron.

As soon as items were ordered, ILL staff were notified via email of the vendor selected and this information was added to the ILLiad system and to the database. When an item was not available from a vendor with a quick delivery promise, it was processed through ILL.

When items were delivered, the library acquisitions staff received them in the library system and sent them to cataloging staff for rush processing. These materials were cataloged within two working days and delivered to ILL with a flag identifying them as rush items for the ILL Acquisition Project. Then they were processed in ILLiad and checked out to the requesting customers. Each item was identified with a service slip that stated that their ILL request prompted the library to purchase the item they requested and, as a special service, had been rushed through processing. ILLiad's notification system sent an email to the patron notifying them of the item's status, either availability for pickup or in transit to the patron. The project's spreadsheet was updated with the date the customer was notified:

Transaction Number	Date	Loan Author	Loan Title	Loan Publisher	Loan Place	Loan Date	ISBN	Status	Dept	Vendor	Note	Date patron notified	total days
1													
2	2/19/00	B&H Jones	Mama learned us to work	UCH-CH Press		2002	007827469	GRAD	HST		not yet published recorded 4 from B&H on 8/13		
3	2/18/03	8/7/02	Rethinking Cold War culture	smithsonian	DC	2001		GRAD	HST	N			9
4	2/13/03	8/7/02	Look away! : a HST of the Confederate States of America /			2002		FAC	HST	B&H		8/15/02	8
5	2/17/00	8/12/02	Red Hat Linux 7.3 for Hungry Minds		NY	2002		GRAD	BIO	B&H	request sent out, not filled	8/28/02	0

Summary of Findings

A total of 194 eligible requests were submitted and evaluated for purchase. Near the end of Fall Semester the original \$2,500 allocation had been exceeded and another \$2,500 was added to the project. The project ended on January 21, 2003, when all funds assigned were expended. One hundred sixty-eight books were purchased at a total cost of \$5,066.31. Out of the eligible requests, twenty-eight were not ordered through this program because they were out of print, not yet published, or not available for rapid delivery. Those titles unavailable for any of the above reasons were routed back to the ILL queue and ordered through normal ILL routines. Prior to being evaluated for purchase, requests were searched in our local catalog and approximately 55 of the requested items were already in our collection.

Most of the requests processed through this ILL/Acquisition project were from faculty members, who generated a total of 80 requests. The next largest number was from graduate students who submitted 72 requests, and the smallest number came from undergraduate students with 42 requests. These numbers are fairly close to the breakdown of our ILL requests by patron category where graduate students order the most requests, followed closely by faculty and then undergraduates.

The project results showed that the average time it took to get a requested title to a patron was thirteen days. This average was calculated by looking at the amount of time it took from the date the book was requested through ILL to the date the book was delivered to the patron requesting it. This time frame includes processing the request, selecting the vendor, ordering the item, receiving the item and cataloging it for the collection. Although this average was indeed faster than the normal acquisition/cataloging process of four to six weeks, it was slower than the average turn around time of nine days for acquiring books through ILL. One factor that skewed the project's average delivery time was that twenty titles had to be re-ordered for reasons ranging from not available for rapid delivery from the chosen vendor to out of print and unavailable, to mention a few.

The majority of orders were placed with Amazon.com, Barnesandnoble.com, or Strandbooks.com, but a few orders were placed directly with the publisher. In a few instances an order was placed with a vendor who could not deliver and it

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had to be reordered from another vendor. If it had not been necessary to reorder some books, it might have been possible to achieve a turn around time closer to the ILL average of nine days.

We calculated an average cost of \$30.16 per item acquired, based on the purchase price for the 168 items ordered, excluding labor costs. Although this figure is more than the mean borrowing cost of \$16.67 for US research libraries cited in table 6 in *Measuring the Performance of Interlibrary Loan Operations in North American Research & College Libraries* (Jackson, 1998), we did get the benefit of additional circulations from the items ordered.

Conclusions

First and foremost we learned that faculty members tend to use ILL to order items that could easily have been purchased through their departmental collection development account. It surprised us that faculty members were relatively uninformed of their collection development opportunities, despite our best efforts to spread the word. This project helped us realize that additional marketing of our collection development process needs to occur, specifically highlighting our ability to use credit cards with

Internet book vendors, which assures a faster acquisition process.

We also learned that ILL requests could serve as a valuable tool for collection development. Patrons place ILL requests for materials they need access to, and both collection development and ILL can help meet those needs. Our project results show us that many of the materials acquired for the collection fulfilled more than just one patron's research interests since 168 items had circulated 261 times as of October 2003. Checking circulation statistics for those titles again three months later revealed that they had circulated a total of 348 times, an increase of 33%!

From these findings it can be concluded that ILL requests should be considered as one of several collection development methods. Funds should be made available to support continuing projects like this so that materials requested through ILL can be acquired for the library's collection and we will try to incorporate similar projects into the library budget. However, staffing is equally important to materials funding. The project was not continued because the library had lost an acqui-

sitions staff position the previous year and the demands of a new project that required daily expedited ordering could not be sustained. Despite the lack of a formal project at this time, we plan to analyze ILL requests each year so we can purchase those titles that match our curriculum.

The ILL/Acquisition project was an excellent vehicle to use for some of our collection development activities. We learned a number of valuable lessons from this pilot project and also enhanced services to those who placed requests that were ordered as a part of this project. The library continually earns good will from its patrons and this effort only strengthens that perception.

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Using Interlibrary Loan Data as a Selection Tool : ILL Trails Provide Collection Clues

by **Camille Livingston** (Evening Reference Librarian, University of Houston Downtown)

and **Antje Mays** (Head, Monograph & A-V Acquisitions, Ida Jane Dacus Library, Winthrop University, Rock Hill, SC 29733)

Interlibrary loan (ILL) data can provide a goldmine of information for acquisitions and collection development. Both interlibrary loan and acquisitions support the library's mission of timely patron access to needed materials. While acquisitions is geared to supporting the core information needs of the library constituency, interlibrary loan complements this role by providing access to additional materials that are out of scope, beyond the library's purchasing power, or any combination of these factors. Interlibrary loan data provide a glimpse into what is being borrowed. When viewed from an ac-

quisitions standpoint, these data can point to gaps in the library collection and/or to specialized research in areas beyond the library's scope. By providing additional insights into library needs, ILL data can enable library acquisitions to provide greater customization of curricular support.

Data Analysis — What is the ILL Trail Telling Us?

The key to analyzing ILL requests is through use of a good interlibrary-loan software package that allows storage and manipulation of historical data mature enough to contain at least several years of interlibrary-loan history. The library may choose to use a standalone package such as **Clio**, **OCLC's ILLiad**, or the integrated library system's ILL module. Regardless of which system is used, the data elements needed to meaningfully track the requests include the department, requestor (faculty, staff, undergraduate student, master's level, doctoral student), lender, the item ordered, borrowing costs, and requests and return dates. Meaningful data elements facilitate analysis of sum-

mary data for a big-picture assessment of the overall situation.

Summary of the data by academic department/area of study provides an overview of subject areas, allowing for at-a-glance identification of the highest concentrations of borrowing. Additionally, detailed interlibrary loan data (including articles and monograph titles) reflect library needs from several vantage points with the help of needs-specific sorting variables:

- **By academic department/area of study.** This breakdown of data assists acquisitions librarians in identifying needs specifically by subject area.
- **By patron level.** When combined with title information, this reflects the level and purpose of the kind of work being accomplished with the borrowed material. For example, the borrowed material could be used by specialized faculty research in an individual area of interest that is not necessarily tied to the university's existing curriculum. Or items could be borrowed for students' course work and thesis/dis-

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