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# THE Future of the Academic Library Serials Collection

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the receipt of electronic resource requests from selectors and track electronic resources through the entire workflow process.

### Using Mantis for Receiving Resource Requests

**Cornell University** is an extremely complex organization, consisting of both private and land-grant colleges that reside across New York State, from the main campus in Ithaca, New York, to the agricultural experiment station in Geneva, New York, and the medical school in New York City and Doha, Qatar. **Cornell University Library** consists of twenty libraries, including branches for the agricultural experiment station and the medical school. Thus, in many cases, **Cornell University Library** selectors can not just walk across the library to hand a technical services staff member a request for an electronic resource. For several years, **Cornell University Library** has recognized the difficulties encountered by widely dispersed selectors in communicating requests for intangible items. In the past, it had used something called a **Networked Electronic Resource Form**, or **NERF**, which was included in the Library Technical Services (LTS) Website and utilized by selectors any time they needed to request a new resource. The **NERF** asked selectors for several pieces of information about a resource, including the name of the resource, its URL, what federated search subject categories it should be included in, use restrictions, and payment information.

This form was not interactive, however, and selectors had to print out the form from the Website, fill it in, and send it through campus mail to library technical services. **Mantis** was used to not only make the **NERF** interactive on the Web, but also to tie the form into the **Mantis** tracking system. This way, selectors could not only use the new **Mantis**-based **NERF** to request new resources, technical services staff would no longer have to key the information into a Web form — it would be automatically added into the **Mantis** tracking system. In addition, selectors would be able to use the tracking system to see where in the workflow process any particular electronic resource was, thus reducing the number of email messages and phone calls back and forth between selectors and technical services.

### Using Mantis for Tracking Resource Workflow

The tracking system also enables LTS staff to monitor the resource as it goes through the process of being added to the **CUL** collection. LTS consists of four distributed units: Acquisitions and Cataloging, Database Management Services, Electronic Resources and Serials Management, and Metadata Services. The Electronic Resources and Serials Management staff is located in the **Albert R. Mann Library** on the university's agricultural quad, while the majority of the other LTS staff is located in **Olin Library**, the main campus library located on the university's arts and sciences

quad. Several LTS staff are also located in the smaller unit libraries across campus. However, despite this distributed nature, personnel from every unit are involved in electronic resources workflow. Centralizing e-resources requests in a Web-based client which is viewable by many LTS staff eases communication problems; a piece of paper is no longer passed from person to person and across campus.

Several steps are listed on the "checklist" included in the tracking system, although not every step is used for each new resource. Some of the steps include: licensing, ordering, local record creation or bulk-loading of vendor records, adding the resource to the **EZproxy.cfg** file, and creating openURL links. Some steps are very specific to **Cornell**, such as notifying the librarians at the **Weill Medical College** when a new resource has been added to which they are also allowed access.

The tracking system allows technical services staff to write notes as needed and to check off tasks which have been completed. The system allows for a great deal of flexibility; for example, a selector can upload a **Microsoft Word** document listing each title in a package of fifty electronic books, rather than submitting an individual **NERF** for each title. In addition, multiple communications between **Cornell** and a vendor can be recorded in the tracking system. The tracking system also allows technical services staff to forward electronic resources to one another once each person is done with his or her part of the workflow. Overall, the system is very flexible which is helpful since

no two electronic resources follow exactly the same pattern.

### Conclusion

In its investigation of electronic resource workflow, **Cornell University Library** staff created the model described in this article, which shows that acquiring, deploying, and evaluating electronic resources is not nearly as simple a process as it was for traditional, print resources. Other libraries considering electronic resources may find that this model helps in thinking about the various steps encountered in working with electronic resources. Those libraries that have already identified a workflow for electronic resources may find the **Mantis** solution developed by **Cornell** helpful in managing their workflow. Libraries may have developed other solutions to help manage electronic resource workflow, but **Cornell** has found that using **Mantis** has enabled its staff to effectively communicate with one another about electronic resources and keep abreast of the place of any particular resource in the electronic resource workflow. 🐘

### Endnotes

1. <http://www.niso.org/committees/SERU/>
2. <http://www.usefulutilities.com/support/overview.html>
3. <https://www.scholarlylists.com/>
4. <http://www.mantisbt.org/>
5. <http://www.mantisbt.org/manual/manual.about.mantis.history.php>

## The Future of the Academic Library Serials Collection

by **Barbara M. Pope, MALS** (Reference/Periodicals Librarian, Axe Library, Pittsburg State University) <bpoppe@pittstate.edu>

In the early days of American universities and colleges, the academic library was insignificant and "functioned as a storehouse" for non-curriculum related books, mostly donated, and those purchased with donated funds (**Johnson**, 4-5). The academic library did not support the curriculum, as universities did not emphasize scholarship (**Johnson**, 5). The **Morrill Act of 1862** created land-grant universities and obliged them to produce scholarly material, resulting in a scholarly emphasis and an increase in scholarly publication (**Johnson**, 5-6). Suddenly, "the academic library became a necessity" for obtaining needed research (**Johnson**, 6). Since then, the academic library has supported the university curriculum and research and continues to collect, organize, and provide access to information. However, due to increasing patrons' expectations, skyrocketing costs, and academic library budgets which fall behind costs, many of them struggle



to provide scholarly journals. This article will concentrate on the trend of academic libraries to provide journals through electronic subscriptions and databases, along with the effect this has on budgeting, staffing, and work flows. Whereas the academic library's activities were once separated into collecting, organizing, and creating access to resources by specific staff members, to some degree, the lines are blurred and those areas have become the responsibility of all staff. In order for electronic journal implementation to be successful, staff must be united in their efforts to accomplish the goal of providing access; without integration, access may be compromised and the value of electronic journals may be null.

In the face of enormous journal price increases and the desire to expand access, some academic libraries have eliminated print subscriptions in favor of electronic subscriptions.

*continued on page 24*

Other libraries, such as **Massachusetts College of Pharmacy**, have eliminated some or all print journal holdings. Computer savvy patrons like the convenience of obtaining articles where they are, indicating electronic journals eliminate barriers that existed with print. However, critics fear that electronic resources signal the end of the library and the librarian. Whereas **F. W. Lancaster** predicted a paperless society, others take a rational approach, emphasizing the need for balance. "The choice is not between ancient and modern, technology and books, [...] or any of the other dichotomies that bedevil us. It is, rather, about how to balance these factors and create something that has the best of each" (**Gorman**, 5). Most academic libraries have both print and electronic journals, providing a balance, but the academic library's desire to expand access must be tempered with knowledge, not assumptions, of users' needs. Electronic journals are not for all academic libraries; as with all library resources, they have advantages and disadvantages and, unlike print serials, require the efforts of all staff to make them a successful venture.

**Peggy Johnson** begins her text with a description of collection development as the "selection of materials in all formats" (2). Traditionally, this involved selection of serials and books in print format, and later, included microforms and media. While print serials collection development requires significant staff time, electronic journals have different demands for staff time. The increased presence of electronic journals has changed the notion of a serials collection and the collection development process, affecting all areas of the academic library and causing the need for changes in procedures, training, budgeting, duties, and need for integration of staff efforts. I have observed changes at **Pittsburg State University (PSU)**, including reallocating Periodicals funds to Databases to keep up with electronic resources costs. Instead of just calculating in-house use, we also download use data from Websites. In addition, we began using an open URL resolver about four years ago and just recently began setting up an ERM. We have also experienced a decreased need for student workers. **PSU** librarians communicate through email and blogs about electronic journal problems so that they may be resolved. Additionally, I communicate with the systems department about new resources so that implementation goes smoothly.

Due to the increasing amount of information being available electronically, the notion of a library is changing from "the brick-and-mortar library model into a virtual model" where patrons have access to material (*ARL Statistics 2004-2005*, 23). The effect has trickled down and affected the serials collection. For example, in the pre-digital world, the library was a storage place for journals. Access was limited because patrons had to come to the library to use them or make interlibrary loan requests. While some academic libraries have eliminated print subscriptions and holdings

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**people profile**

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**Barbara M. Pope, MALS**

**BORN & LIVED:** I was born in Fort Hood, Texas. I have lived in Kansas, Missouri, Texas, and Colorado.

**EARLY LIFE:** When I was three weeks old, I moved from Fort Hood, Texas to Missouri. I moved again to Colorado when I was about two years old. I moved back to Missouri when I was four years old. I spent the rest of my childhood in Missouri and since then, have bounced back and forth between Kansas and Missouri.

**FAMILY:** I live with my husband, **Vernon**. I have a father-in-law, **Clyve Pope**, and mother-in-law, **Helen Pope**, who live in Cherokee, Kansas. My brother, **David**, nephew, **Dustin**, and niece, **Danielle**, live in Springfield, Missouri. My nephew, **Matthew**, is in college in Rolla, Missouri.

**EDUCATION:** Bachelor of Arts, English, **Drury College**, Springfield, Missouri, 1993; Master of Arts, Library Science, **University of Missouri-Columbia**, Columbia, Missouri, 1995.

**FIRST JOB:** My first professional librarian job was at **Pratt Community College** in Pratt, Kansas where I worked from July 1997 to February 2000. I did reference, circulation, cataloging, processing, acquisition, Webpage design, and supervising student workers. I also had a host of other library jobs, like volunteering in Technical Services at **Bruce C. Clarke Community Library at Fort Leonard Wood**, Missouri, and being a practicum student in **Stafford Library at Columbia College**, Columbia, Missouri.

**PROFESSIONAL CAREER AND ACTIVITIES:** I am a member of **Kansas Library Association**, **CULS (College and University Section of Kansas Library Association)**, **American Library Association**, Treasurer on the **Friends of Axe Library** Board of Trustees, and member of the **Historical Information Committee on Colonial Fox Theater Foundation**.

**IN MY SPARE TIME I LIKE TO:** I like to watch movies and tv series on dvd, read, surf the Internet, and blog.

**FAVORITE BOOKS:** *The Color Purple*, *Go Down*, *Moses*, *Native Son*, and many others.

**PET PEEVES/WHAT MAKES ME MAD:** Ignorance, apathy, and those who don't see value in doing a good job.

**PHILOSOPHY:** Never give up.

**MOST MEANINGFUL CAREER ACHIEVEMENT:** My most meaningful career achievement was becoming a supervisor of 15 student workers at my current position. I had never supervised that many students before, so it was quite an undertaking.

**GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW:** I hope to publish a book on electronic journals management.

**HOW/WHERE DO I SEE THE INDUSTRY IN FIVE YEARS:** I see libraries heading into being more and more electronic with more resources having electronic access as an option or possibly even electronic-only. Patrons are used to having information when and where they need it and I think the industry is going to move in that direction. As librarians, I think we have to make up our minds whether we will be scared of what technology will do to the entire concept of a library and our jobs as librarians or we can figure out a way to reinvent ourselves and our jobs. 🍁

in favor of electronic access, most academic libraries, like **PSU**, are "hybrids" of digital and print journals. Collection development in the pre-digital world was often compartmentalized and emphasized ownership, place, control, and permanence (**Casserly**, 579-580). Specifically, many academic libraries divided up collection

development by discipline, type of resource, or one person selected all materials. After serials were acquired, catalogers cataloged them and the periodicals staff checked them in; while the process required significant staff time, responsibilities were clear. There was no need

*continued on page 26*

for integration of effort between library staff, because print serials were more predictable, stable, and did not require systems support.

Collection development for electronic journals, however, is different in that issues such as passwords, troubleshooting access, proxy servers, licensing, the number of concurrent users allowed, and who may use them, are involved. The electronic journals collection development process may involve more staff than with print journals, including systems, cataloging, reference, interlibrary loan, and instruction departments. At **PSU**, staff communicate about electronic journals in emails and blogs. Whereas with print resources, responsibilities for collecting, organizing, and creating access to information are clear, with electronic journals, the lines are blurred and administration may need to decide who is responsible for what. All public services librarians and systems staff affect patrons' access to electronic journals. For example, at **PSU**, public services librarians are involved in serials collection development, including the format purchased. After the journal is acquired, I create access by adding it to the **Serials Solutions** profile and our systems librarian downloads marc records from **Serials Solutions**. Different libraries seem to have different personnel for these tasks, depending on their decision. The systems manager sets up proxy access to allow off-campus and troubleshoot access. At **PSU**, publicizing resources is also important and is done by a public services librarian through blogs and newsletters, whereas instruction may be done by regular bibliographic instruction sessions or with an individual patron. Whereas some libraries assign additional duties, necessitating training, others may hire electronic resources staff. For example, when **PSU** implemented an ERM, some public services staff received training. All of these factors influence access and require staff to understand their roles and integrate their efforts to accomplish the library's mission; if anything is neglected, access to journals may be compromised and their value is lost. "Collections librarians in libraries of all types will be comfortable functioning in a dual environment — one that is simultaneously digital and print-based" (**Johnson**, 25).

In recent years, academic libraries have faced many challenges, including soaring costs and changes in patrons' expectations. These and other changes, in the "publishing industry, [...] telecommunication technology, copyright law, and scholarly communication are among the most significant" (**Johnson**, 9). While it is the academic library's mission to support research and education, and the trend has been to purchase print journals, they are expensive to catalog, process, and store without knowing their potential use. Libraries have seen increased demand for access to journals when and where patrons need them — and in fact, expect them (**Kaplan**, 387). Patrons want instant gratification; they are used to finding what they need on **Google**, downloading it, and

immediately using it. Academic libraries are continually challenged by wanting to fulfill this desire and stay on budget; however, making the change to electronic access is a cultural change for librarians who focus on ownership. "Attitudes toward collection development seemed to be changing significantly under the financial pressures of double-digit price increases [...]]" (**Kaplan**, 391). Electronic journals meet these needs, because patrons can access them anywhere and sometimes for less. Access is becoming increasingly important and will likely be obvious in the future at **PSU** and other academic libraries. Currently, some libraries are cancelling print subscriptions in favor of electronic for as little as 80% of the print price (*ARL Statistics 2004-2005*, 12). At **PSU** in FY2006-2007, with the support of public service librarians and faculty, we cancelled 28 subscriptions to psychology and social sciences journals in print and microfilm and subscribed to the full text of those journals. All reports from faculty and students have been positive, emphasizing access and ease of use, and the full text is getting quite a bit of use. Skyrocketing subscriptions prompted **ARL** libraries to adjust budgets to accommodate serials costs, increasing an average of 6.4% annually since 1986 (*ARL Statistics 2004-2005*, 16). Total serials expenditures nearly doubled from 1995 to 2005 (*ARL Statistics 2004-2005*, 10). The amount **ARL** libraries spent on electronic serials increased by 30 times from 1994-1995 to 2004-2005 (*ARL Statistics 2004-2005*, 21). These trends will very likely continue for **PSU** and other academic libraries; a journal's format and location will be less relevant while access will be paramount to a library's overall success in providing access to resources. **Branin** "suggests that the structure of scholarly communications will change, local print collections will become less important than access [...] and librarians will manage resources in a global context" (**Phillips**, 274).

Along with challenges, academic libraries have also been given opportunities. The increasing availability of journals in digital format has opened up access for the **PSU** community and the proxy server has expanded that access to off-campus patrons. A federated search engine from **Serials Solutions** is a new product for us and while we do not have all problems worked out, patrons like it for time savings. The Open Access movement and similar trends have impacted the library's ability to provide access to government documents, electronic access that comes with print subscriptions, and Open Access journals, a trend which has increased annually at about 6.6% since 1986 and will likely continue (*ARL Statistics 2004-2005*, 12-13). **PSU** has jumped onto this bandwagon, and at last count, we have 16,000 electronic journals. When material is not locally available, patrons still request

interlibrary loans and often receive articles in a few days due to our use of **Ariel**. For such innovations to bear fruit, though, **PSU** coordinates their efforts to accomplish the goal of providing timely access to resources. For example, when a patron called and could not access a database from off-campus, I ran the patron through turning off pop-up blockers and confirming she is a student before calling the systems manager who quickly solved the problem. Whenever I add a title, I tell the systems manager so it can be added to the proxy server. In addition, I manage our open URL resolver which leads patrons to full text while doing database searches. I communicate with reference librarians and interlibrary loan staff as needed about electronic journal problems occurring at reference. Communication could

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***"Libraries continually search for ways to expand information access, try to anticipate needs, and also remain within budget — a precarious balancing act considering the volatility of technology."***

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take place in a number of ways, but at **PSU**, we communicate mostly by email and blogs. By working together, library staff can make an impact in their ability to expand access to resources and eliminate problems.

Librarians must be mindful of the library's mission and resources and determine what is needed to maintain their journal collections. The problems that academic libraries face today are not unique to this century, and have, to some extent, existed for years. In 1982, **Battin** "described academic libraries as beset by 'space constraints, soaring labor costs, [...] and continuing pressure from scholars for rapid access to [information . . .]'" (**Johnson**, 9). **Massachusetts College of Pharmacy** librarians analyzed interlibrary loan data and selected journal citations to investigate the need for retrospective journals (**Kaplan**, 388). The library needed to reallocate space for other purposes, but also maintain access to needed journals. As a result of their analysis, which confirmed that 80% of use was of journals less than ten years old, the library discarded many print holdings and retained those from 1982 to current (**Kaplan**, 388). While this action was drastic and not for all libraries, it was a staff coordinated effort which allowed the library to accomplish its goals. At **PSU**, in 2005, with the support of Chemistry faculty, we canceled **American Chemical Society** print subscriptions and subscribed to the full text. This action increased access to **ACS** titles and decreased funds needed for binding and the amount of needed space. All reports have been good since implementation. Once libraries determine their needs and goals, some may trim subscriptions, adjust budgets, and re-think staffing or work flows. "Materials costs and publication volume will continue escalating faster than library budgets. [...] Libraries will continue to be unable to acquire all the materials they would like to own locally

*continued on page 28*



[. . .]" (Johnson, 22). Electronic journals may or may not be part of the plan.

The primary forces influencing change in academic libraries are costs, space issues, technology, and patron demand. These factors have changed academic libraries' priorities for providing journals needed for university research and curriculum support, the notion of an academic library serials collection, and how collection development is done. Libraries continually search for ways to expand information access, try to anticipate needs, and also remain within budget — a precarious balancing act considering the volatility of technology. "Predicting the future is risky, especially in times of rapid change. [. . .] Suggesting how librarians and their libraries might and should seek to shape their roles in that hazy future is a combination of guessing and hoping, based on what is known now" (Johnson, 16). So, predicting the future of serials collection development would be difficult. However, in the face of increasing costs and patron demand, many academic libraries will continue to provide more electronic journals, but will likely continue to have print journals for years. Implementing electronic journals involves other issues and affects all areas of the library, and to be successful, staff members need to be involved and integrated in their efforts. The serials collection of the future will not be defined as much by location, format, and ownership as by access and function. The academic library is no longer just a building housing print journals and other resources, but is a gateway to resources designed to serve the university community.

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# Moving Beyond MARC: Initiating and Embracing Change in a Traditional Technical Services Department

by **Melanie Feltner-Reichert** (Metadata Librarian, University of Tennessee, Hodges Library, 1015 Volunteer Blvd., Knoxville, TN 37996-1000; Phone: 865-974-4127) <mfeltner@utk.edu>

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This article considers the process of integrating non-MARC metadata into our technical services department. We discuss the impetus for moving beyond MARC and the value traditional catalogers bring to the table. Sharing our strategies for start-up and sustainability, we confront the significant challenges inherent to this kind of integrative effort — from digital project and schema selection to getting traditional catalogers on board to final workflow and tool design.

## Why Integrate Metadata Into Technical Services?

At the **University of Tennessee (UT) Libraries**, the impetus for integration arose out of both internal and external cues. Locally, our Digital Library Center (DLC) redefined its mission, placing emphasis on digitizing materials from our own Special Collections Library. This redefinition meant a move from a project-centered, stop-and-start workflow, where seasons of demand ebbed and flowed; to a constant influx of materials being processed and digitized for online delivery. This shift in priority created an ongoing need for the cataloging of digital materials from our own Special Collections. This priority shift resulted in a demand to train permanent personnel, rather than relying solely on student and grant-funded personnel.

Externally, we saw our peers grappling with the same dilemma. A review of the literature reveals several factors that warrant the incorporation of non-MARC metadata work into technical services:<sup>1</sup>

- Decreased need for cataloging print resources. As digital resources increase, the ones in print decrease. The cooperative cataloging program and surge in outsourced cataloging also contribute to reduced demand for original cataloging of print resources.
- Increased allocation of original cataloging to paraprofessionals. In the last two

decades the organizational patterns of technical services departments have changed. Original cataloging is increasingly delegated to paraprofessional staff, leaving less material for professional catalogers to catalog.

- Exponential increase in digital content. The new demand for organizing and retrieving these materials increases the need for original cataloging of digital data. Additionally, cataloger job descriptions now routinely include metadata duties.
- Rapidly changing technology. To keep skills of technical services staff current and competitive, we must face the new challenges of the digital age. Cataloging departments need to keep up with the latest trends in organizing information.

## Why Bring Catalogers on Board?

Given their traditional role of creating bibliographic records, catalogers are uniquely suited to create descriptive metadata. With a little training in new descriptive schemas, their expertise in bibliographic description in the MARC world readily applies to cataloging digital objects in other schemas.

The catalogers' transition to non-MARC metadata schemas is coherent with existing commitments because metadata aligns with catalogers' core mission. Catalogers organize and describe information by assigning access points. As **Boydston** and **Leysen** state: "Metadata creation is a natural extension of the catalogers' existing skills, abilities, and knowledge."<sup>2</sup> While the content organized and offered by libraries is increasingly digital in format, the cataloger's role remains the same: to facilitate access to intellectual content.

Catalogers bring precision and speed to the metadata production process, accelerating the whole cycle of digital collection creation. At UT, processing materials for digital delivery begins in Special Collections and the DLC with (1) the creation of collection-level Encoded Archival Description (EAD) records; (2) selection of materials for digitization; (3) digitization and administrative tracking system entry; and (4) transcription of textual materials. (See Figure 1, page 30.) Once these processes are completed, the digital surrogates,

*continued on page 30*

