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Buyer Beware: Using Interlibrary Loan Requests in Purchasing Decisions

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to anyone except the requestor, I promptly refer both students and faculty to PALCI. I explain to them how easy and expeditious the process is—certainly faster than most out-of-print searches, and encourage them to use it to obtain titles that we would either prefer not to purchase or would have difficulty doing so. Inevitably they have been pleasantly surprised at how much faster PALCI is than the traditional method of obtaining books from other libraries has become.

Books requested by Bloomsburg University, through PALCI

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Books requested by Bloomsburg University through traditional ILL method

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But more importantly, these figures also prove that while traditional ILL requests are slightly down, overall, more is being borrowed today than before due in part to the ease with which materials can be obtained. Patrons are better disposed to borrowing materials today from their desktop PCs than when they had to go to the library and fill out an ILL request form and wait for a book to arrive. The speed and efficiency of borrowing through PALCI has made many friends amongst our students and faculty.

In addition to direct-patron borrowing electronically through EZ Borrow, PALCI also offers reciprocal borrowing for faculty from member libraries. If a faculty member needs a particular book by tomorrow and if there is a member library who owns the title within a reasonable driving distance, they may go and pick it up. When the loan period is up, they can turn the book in to their own library’s Interlibrary Loan department who will return the item.

PALCI also offers a “no fee” for ILL photofacopy requests, which has simplified bookkeeping for member libraries, and has also helped to lower the costs of resource sharing, one of the aims of any consortium.

Another one of the goals of PALCI from the very beginning was to “secure for its membership discounts on electronic information products such as abstracting, and indexing services and electronic journals.” Smaller academic libraries would be unable to procure for its patrons the desired electronic information resources available today without the special pricing structures provided by consortia such as PALCI. Again, consortial purchasing has enabled a small academic library to purchase electronic resources that we would have not have been able to subscribe to otherwise. Our electronic resources collection is better, larger, and less expensive than it would have been without consortial agreements.

More importantly, are the effects that these consortia could have on the marketplace and consequently for collection development in the future. According to Allen and Hirshon, one of the agendas of a consortium is “to affect the future as to how information will be created, marketed, and purchased by libraries. Consortia are seeking not only to have an effect upon the national and international agendas concerning issues such as pricing policies and copyright laws, but also bring pressure to bear upon information providers (particularly commercial publishers) to reduce the rate of rise in the cost of information, and to bring down the unit cost of information.”

The effects of belonging to a consortium such as PALCI are many. It has obviously had an effect on Interlibrary Loan but also on Collection Development and Acquisitions in our Library. More importantly, it has affected the way students and faculty think about procuring information: no longer is the on-campus library seen as the sole provider, but accessibility to many collections has made them more aware that resource sharing can be to their advantage. According to Hirshon, “Library consortia will become even more important in the future by assisting libraries in implementing and managing the process of change...A library consortium with a broad understanding of how each of its members is coping with these issues has an ideal opportunity to explore these issues objectively, to understand and articulate trends as they are emerging and to create standardized methodologies that individual libraries can employ and customize at their own institutions.”

Buyer Beware: Using Interlibrary Loan Requests in Purchasing Decisions

by Jane L. Ingold (Assistant Librarian, John M. Lilley Library, Penn State Erie, The Behrend College, 5091 Station Road, Erie, PA 16563; Phone: 814-898-7278; Fax: 814-898-6350) <jli4@psu.edu>

"ILL requests represent a demonstrated need by the faculty and students for materials not in the library, and it is important for bibliographers to consider those needs when planning and evaluating collections. By providing information on items requested from other libraries, ILL data also helps identify areas of the collection that may need to be strengthened to support developing research activity and to pinpoint areas where collecting levels may be inadequate to meet interdisciplinary needs." — (Williams, et al 32)

It is not an uncommon practice for libraries to use interlibrary loan requests as a tool for collection development. In the past a fair amount has been written about the advantages of this technique. A flurry of activity took place in the early 1990's, highlighted by a 1991 review of the subject by F.K. Rottman. Some writers, including Jo Ann Lahmon, describe systems for tracking the information in a useful manner, while others such as Suzanne Ward describe purchase-on-demand programs. The Purchase Express program at The University of Virginia even aims to have the book in a patron’s hand within seven days. (Clendenning 16) Atkins and Weble used data on unfilled ILL requests to assess lost materials in their own collection at University of Illinois at Urbana-Champaign. Yontz and others studied the problem of patrons attempting to interlibrary loan locally-held materials.

In her Library to Library column Mary continued on page 32

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Jackson discussed three main areas in which ILL statistics can aid in collection development. She maintains that they help us to identify missing items, to select possible journal additions, and to purchase appropriate monographs. In the latter case she suggests sharing copies of original ILL requests or summarizing titles ordered in certain disciplines and sharing them with collection development staff. Alternatively, she proposes that bibliographers physically examine ILL materials when they arrive. (Jackson 88)

This third option has been our library’s approach. Though done in quite an informal manner, the task can be more complicated than it seems. Often, I will notice a large order on the same topic. I believed I was finding a weakness in our collection. Yet, when I performed a subject search I would find that we already had what I considered an adequate collection of books on the topic. In one instance, a patron ordered about a dozen books on homelessness, a topic that by my estimation is already covered in our collection. My question then was twofold: are they looking at a specific aspect of the topic that I am not recognizing, or are they simply bypassing our library altogether and ordering from another campus?

First, some background. The John M. Lilley Library is located at Penn State Erie, the Behrend College, one of 24 campuses of Penn State University. In addition there are 15 subject libraries located on the main campus at University Park. Our seven full-time and three part-time staff serve 3,600 students (FT). Our collection stands at 135,000 volumes while the entire Penn State system numbers 4.6 million volumes. The lion’s share of items requested through ILL come from another Penn State campus and are patron-initiated through our online catalog, the CAT. Within the last year Penn State has begun to use ILLiad for traditional interlibrary loan which allows the patron to request online but is staff assisted so that materials already available at Penn State are not ordered. Previously, there were several databases through which one could request materials, including OCLC WorldCat and VEL, the union catalog of the libraries of the Big Ten. Requests could also be made online or on a hard-written form.

For this article I developed and administered a survey on the interlibrary loan practices of our patrons. For purposes of this study I used both type—intercampus and interlibrary lending—using a definition put forth by Baker and Jackson; that is, “a transaction in which, upon request of the library lends an item from its collection, or furnishes a copy of an item, to another library not under the same administration or on the same campus.” (Baker 2)

I attached the surveys onto incoming ILL materials. These were mostly monographs although some were audiovisual materials. Photocopies are either mailed directly to the patron or delivered as a pdf file to an ILLiad account and are therefore not available for my perusal. I placed a questionnaire collection box on the circulation desk. A total of 131 responses were received.

The first question concerned the status of the respondent. There were seventy-five undergraduate and two graduate students, forty-nine faculty and staff members, and five community patrons.

The second question concerned the reason for their use of interlibrary loan. Forty-seven percent of the respondents were gathering information for a paper or other class assignment, while nearly twenty-five percent were borrowing items of personal interest. Faculty preparing for a course accounted for ten percent, while faculty scholarly research added another eight percent to the mix. Business purposes, “other,” and those citing more than one reason rounded out the survey results.

In the “Guide to the Evaluation of Library Collections, ALA’s Resources and Technical Services Division” states “Interlibrary loan requests are generally acknowledged to be indicators of unmet research demand on the part of the library’s users. These analyses may be used to identify areas where the collection is not satisfying patron needs.”

And farther: “Items requested on interlibrary loan represent a use of the collection because the requester has presumably (italics mine) checked the collection, found the item lacking, and decided that he or she still needs the item.” (Lockett 12)

Presumably, is the crux of question number three: “Before using interlibrary loan, did you try to locate materials in the Lilley Library?” I expected to see interesting results to this question and I was not disappointed. While all of the graduate students and community members responded yes, twenty-four percent of students and twenty-four percent of faculty and staff did not look for locally available materials first. Less than one percent answered that they didn’t recall.

Those who answered either no or don’t remember to question three were asked to end their questionnaires at that point. Question four asked those who did check our local holdings to indicate whether they had borrowed items on this subject from the Lilley Library. Half of those asked did indeed borrow some materials locally.

Those who responded no to question four were asked to complete question five which related to inadequacies in our collection. The following possibilities were offered as suggestions: the Lilley Library materials were: too broad or specific, in an undesirable format, too old, not on the shelf, don’t remember, didn’t look at any, and other.

Bibliography

The most common reply at fifteen percent was that the items were not on the shelf. The various other listed choices netted between less than one percent and about five percent. However, when I examined the results, one fill-in answer under “other” appeared repeatedly: that the Lilley Library had nothing on the topic. Variations on this theme made up thirteen percent of the responses. This information would have been more valuable if I had asked which subject they were researching, but I was restricted from asking this question due to privacy concerns.

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Consortial Circulation via Patron Placed Holds in the USMAI’s Shared Catalog and its Impact on Collection Development and ILL

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The University System of Maryland and Affiliated Institutions (USMAI) is made up of the fourteen campuses of the University of Maryland, as well as two independent state institutions, St. Mary’s College and Morgan State University. Among the USMAI schools are two law libraries, a medical library and the flagship University of Maryland Library at College Park. catalogusmai was brought up live in January 2003.

The previous CARL catalog had been shared by Morgan State University and all the USM (University System of Maryland) institutions with the exception of the Health Sciences and Human Services Library (HSHSL) at the University of Maryland at Baltimore. Patron Placed Holds (PPH) were easily done between campuses with the exception of requests for or from the HSHSL, which all went through ILL.

Patrons are now able to search the combined catalogusmai and request books online from any institution in the consortium. One of the unique features of the USMAI holds process in Aleph is that patrons are able to place title level holds in the OPAC rather than item specific holds. When a patron finds a title that they need, they are able to place a request without having to determine which individual copy is available to fill their request. The system evaluates the hold group and places their hold on the best available copy, or recalls an item if no available copy can be found. Each library receives an “outstanding holds” (pull) list daily of materials requested for pick-up at other libraries. The books are located, discharged and marked by the system as “in transit” to the location where it was requested for pickup. Materials are mailed or transported to the appropriate institution, on various schedules. Depending upon mailing method used, some campuses may have to wait a week to receive their materials, while other campuses receive their materials within a few days.

Impact on Interlibrary Loan

While USMAI patrons may place holds on books through catalogusmai, articles are still requested through Interlibrary Loan. The advantage of this arrangement is that the ILL staff at UMBC (the University of Maryland Baltimore County) can spend time on these article requests and requests from other institutions, rather than dealing with the 13,000 hold requests filled by UMBC for other USMAI campuses, and the 7,000 USMAI requests filled for UMBC patrons. While these requests would certainly boost ILLs statistics, the ILL staff would be overwhelmed by more than double the number of filled requests processed for both lending and borrowing. These statistics of course, don’t take into account the amount of time processing the titles that weren’t sent but were searched in the stacks.

In addition to sharing an online catalog, the USMAI has many consortially purchased online databases, which serve the research needs of many USMAI patrons. Other more specialized databases are necessary to some of the USMAI campuses, and so are consortially purchased only by those campuses with those programs to support.

At UMBC, even with the many shared full-text databases and over 4,000 total paper and e-journal subscriptions, we find that our continued on page 36

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