

The Organization And Structure Of An Academic Library For Collection Development: University Of Jos Experience

APPROACH TO ORGANIZATION

Administration have always had to organize resources to achieve results. Various factors influence the types of organization chosen. As regards library administrators, finance is probably the most powerful factor involved in organization decision-making. In times of financial constraints, however, there are cuts in staff and materials - the two main pillars that support the library system. Such circumstances compel library administrators to take a second look at their approaches to organization.

A relatively new approach to organization has been termed "Systems analysis" which means "a formal procedure for examining a complex process as organization, reducing it to its component parts, and relating these parts to each other and to the unit as a whole in accordance with an agreed upon performance criteria". This process involves a continuous review and modification of activities in a logical and strongly patterned approach.

To effect this logical approach it is necessary to begin with the central purpose of the agency and follow the hierarchy of purposes, goals and objectives. Myrl Ricking and Robert Booth's (1974) definition and chart throw light on this (See Appendix

(i) **Central purpose** is the broadest conceptualization of the reason or reasons for the creation and continuing existence of an agency i.e. its mission;

Goal is the general target or aim from which several objectives are derived;

Objective is an end result; a specific goal or target toward which effort is directed.

The central purpose must be formulated as a result of needs and as needs change, so the central purpose(s) must change. It should be emphasized that the needs indicate the types of services required. These requirements or programmes of necessity must follow rather than precede goals and objectives. They should emanate from two broad questions:

1. What services and resources are required to implement our objectives?
2. How successful are our current services and resources in implementing our objectives?

From the next chart it is also seen that tasks and jobs emerge from programmes, and careers are linked to programmes in a more fluid way. (See Appendix ii). Therefore library administrators must be aware that units within the library would not be static but would be determined by the changing needs of the community. This means that they should be flexible in organizing the units even though in the library system it may be difficult.

The result of this flexibility is that the personnel is exposed to the varied types of jobs as they move, not only from one job to another within a given section, but also from section to section, say, from

by



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cataloguing to orders or to circulation.

Administrators have a basic problem then of establishing organizational objectives which at the same time give scope for individual career objectives, both embraced within the overall goals which would be mutually desirable.

STATIC VS. INNOVATIVE ORGANIZATION

Consequently the overall organization should consider, inter alia, the capabilities of staff involved and their human relations, thus giving them adequate opportunity for achieving their goals and as it were, for satisfying their aspirations.

This opportunity can be more likely provided by the adoption of the innovative organization as is clearly shown by the chart on "Some characteristics of static vs. innovative organization. (See Appendix iii)

ADOPTION OF INNOVATIVE ORGANIZATION IN THE UNIVERSITY OF JOS LIBRARY

Indeed, Jos University Library has been trying to utilize some of these innovative characteristics within its organization by introducing a variety of procedures. Using the terminology from the chart, the following examples of "characteristics" shown against the relevant "dimensions" give an indication of the trend.

Dimensions	Characteristics
Structure	As a need arises, such as an abundance of books to be shelved or serials to be

- processed, especially among the junior staff, a group from one section can be requested to assist in another section for a few days, thus forming a task-force.
- Atmosphere** - An informal atmosphere has been maintained where all categories of staff intermingle. A small rest-room is provided where anyone can go for his/her break. A voluntary welfare scheme exists where each member of staff makes monthly contributions commensurate with his grade level.
- Management** - An in-service two weeks' training programme is held every long vacation towards the development of junior staff. Some senior staff are sponsored to attend professional conferences whenever possible. There is an interdependence among staff in solving professional problems e.g. a reference enquiry is often passed on from one librarian to another.
- Decision-making** - There is an attempt to encourage some form of participatory system through the monthly Cabinet Meetings of heads or sections followed by individual sectional meetings and the termly general meeting of all library staff.
- Communication** - Staff are kept informed as much as possible about campus and professional activities through memos, notices and routing of journals. This in turn of course provides them the data from which they can later add to in-put at staff meetings.

It is hoped that these basic elements so necessary for the realization of an institutions' objectives will continue to operate even when the library has increased its personnel, stock and physical plant.

UNIVERSITY OF JOS LIBRARY - ITS CENTRAL PURPOSE, GOALS AND OBJECTIVES

In continuance of this desire to maintain an innovative organization Jos University Library

realizes that its existing goals and objectives must be kept in view as guidelines for improving services and resources.

As with all libraries attached to a parent institution, the University of Jos Library derives its central purpose from the university. It exists to provide a variety of resources, book and non-book alike and ancillary services which support and extend the university's programmes of instruction and research. Resulting from this, four goals have been described:

1. To ensure a high degree of relevance of its collections to the needs of the university community.
2. To ensure that maximum use is made of the resources and facilities it provides.
3. To give qualitative reference and information service to its Clientele.
4. To join its staff with their teaching colleagues in making the use of its resources an integral part of the education process.

Examples of objectives relating to some of these goals are delineated below:

Objectives for Goal (1)

- (a) To identify specific needs of faculty and students.
- (b) To find out actual courses being taught and research being carried out to secure relevant selection of materials.
- (c) To keep up with current trends in the subject and subject literatures.
- (d) Continuous weeding.

Objectives for Goal (2)

- (a) Keep users informed of new acquisitions
- (b) Organize materials in an accessible way.
- (c) Have long enough opening hours.
- (d) Instruct users in the ways of finding and using materials.

Objectives for Goal (3)

- (a) Provide sufficient qualified staff.
- (b) Organize such staff so that they are accessible.
- (c) Exploit all possible facilities both internal and external.

Objectives for Goal (4)

- (a) Have library representatives on Faculty and equivalent boards.
- (b) Collaborate with relevant lecturers to arrange Use of Library courses for students at the most appropriate time.

REORGANIZATION OF UNIVERSITY OF JOS LIBRARY STAFF

The needs of the Community emphasised so much in the goals and objectives of the library refer

specifically to information, the commodity which the library supplies. The complex task of finding out the actual information needs of users, which Peter Drucker likens to the marketing decision in a business organization, and thereafter the searching for and location of the required information all highlight the necessity for effective organization of qualified staff.

With this as a premise, the old arrangement of the library on functional lines becomes obsolete and inadequate.

The University of Jos library like many other Nigerian University libraries has had the traditionally functional departments — Administration, Acquisitions, Technical Processing, Serials and Documents and Readers' Services, all emphasising the processes through which materials pass.

As from October, 1980 however, a drastic change was made — a bold venture to strike out on subject division lines, in order to achieve the library objectives more effectively. This new organization lays much stress on reference and information services by specialists through which the needs of users are better satisfied.

The internal structure now consists of three units — Administration, Subject libraries and Support Services. These are illustrated in the chart at *Appendix (iv)*.

This organization allows for subject librarians responsible for collection development of individual subject areas. The fear of some library organizations that the subject librarians may become a group unconnected with the rest of the staff, as it were sticking out on a limb, is probably not so genuine. In their own right they are in line authority upwards with the Administrative unit through the Deputy University Librarian as coordinator for the whole of collection development. In addition they have functional authority with the assistants attached to them and even staff authority with the University Librarian himself as will be demonstrated later. Through these assistants they also have a link laterally with the Orders Section which according to Kenneth Jenson (1977) "goes a long way towards avoiding the idea of being in an ivory tower." Administratively too, it avoids double pre-order searching as the assistants attached to the subject librarians search in the public catalogue while those in the Orders Section do the next search in the on-order file. As in some systems the Deputy University Librarian may also do selection along with others.

COLLECTION DEVELOPMENT

Central to the ability of the library to meet its users' demands is the collection of materials upon which its users and staff alike will draw. To continue the words of G. Edwards Evans (1979) collection development is the process of identifying the strengths and weaknesses of a library's materials collection in terms of patron needs and community resources, and attempting to correct existing weaknesses, if any. This requires the constant examination and evaluation of the library's resources and the constant

study of both patron needs and changes in the community to be served.

Written guidelines have been compiled for subject librarians in Jos University Library suggesting a regular liaison with academic departments to facilitate this study of at least one area of patron needs. The Library with the approval of Senate has requested a library liaison lecturer from each department who would be the contact for the appropriate subject librarian.

Each faculty has been informed of the appointment of the subject librarian who would also represent the library at the relevant faculty board meetings.

To carry out their duties effectively vis-a-vis collection development; subject librarians must be fully aware of the various aspects of it described by G. Edwards Evans as a self-perpetuating cycle consisting of six definable elements: community analysis, policies, selection, acquisition, weeding and evaluation. These can be further grouped into three main areas to form the equation described by J. Baughman (1977):

Collection Planning + Collection implementation
+ Collection evaluation = COLLECTION
DEVELOPMENT

His definitions and diagrams give a vivid picture of the structural approach to collection development. (See Appendix V)

Definitions

Collection planning is a design for accumulating documents that belong together as determined by needs, goals, objectives and priorities of a library.

Collection implementation is the process of making documents available for use.

Collection evaluation involves examining and judging with respect to goals and objectives.

COLLECTION PLANNING

Included here are community analysis and policies. On the surface the university community appears fairly homogeneous consisting mainly of lecturers and students. However as C. Aguolu rightly points out "the fundamental problem of developing adequate information resources in a university results from the need to meet the highly varied but unpredictable bibliographic and information requirements of users with diverse academic and limitless research interests."

In order to obtain some information about those interests and in an attempt to satisfy them, subject librarians have been advised to compile profiles of lecturers. These could then be utilized to even anticipate lecturer's requirements by providing a current awareness service.

It must be noted here that the projection of needs should not only be determined by studies of current use, but potential use must also be considered. Because of this, and the fact that users use materials in terms of a subject and its literature, librarians must take into account the structure of subject literatures

(a way of seeking relationships) to understand the literature's *behaviour* and *properties* as opposed to its actual *intellectual content*.

The *behaviour* of subjects has been investigated through bibliometrics showing the way in which the subjects change at a particular point in time or over a period of time. The *properties* refer to the way the subject is organised.

Three parameters are useful in getting some insight into these two aspects of subject literatures.

1. Associated subjects. This involves (i) consideration of other subjects related to a particular subject being studied; (ii) Consideration of relationships within a specific topic of the subject. From this study librarians gain knowledge for collecting materials for multidisciplinary courses.
2. Form - This relates to the way in which the subject literature is reported, whether more in books than in journals. Librarians can use this information to decide where the concentration should be in a specific subject collection.
3. Publishers - There is a need to find out whether a few core publishers are responsible for most of the literature in a particular subject area.

Bradford's law which treats core journals has been applied in research on monographs by Dennis Worthen (1975) to find the answer to the possibility of core publishers. J. Baughman has shown that social science scholars cite non-serial literature more frequently than serial literature. Thus collection development librarians need to consider in particular, monographic units in social sciences collections. He has also found that in Sociology, half the cited books taken from a selected number of citations of scholars in journal articles were accounted for by only 12.6% of the publishers. This existence of a core group of publishers is useful to librarians in their selection of materials.

With this basis subject librarians can further develop existing written collection policies. These may be quite detailed and even be provided for each subject area. Some libraries use Library of Congress numbers to indicate the depth of coverage required.

However, as already said, when needs change, the central purpose and objectives must change. Thus subject librarians must monitor possible collection changes in relation to time, subjects, types of materials, volume of material and location. It then goes without saying that the collection policies too will be subject to change.

All the above necessitates delving into the literature in professional and specific subject areas and therefore the need for time is emphasised. This has always been shown to be at a minimum because of the **organizational pattern that concentrates all librarians on routine "house-keeping" chores. The new organisation should however afford subject librarians that time, once they have reoriented themselves to the novel situation and literally drawn up a working time-table.**

Another aspect that forms part of planning finance which includes development of budget requests, management of funds for current and retrospective buying. In Jos University Library the last two have been executed by the Deputy University Librarian, as coordinator for collection development while the first has been done by the University Librarian in conjunction with the Deputy University Librarian.

Retrospective buying perhaps needs special mention in the situation under discussion since the Library is just eight years old with a book collection of 52,000 volumes and about 1,500 current serial titles. Quite a large part of the budget has been spent on backsets of serials in the last three years, but this has not been systematic enough. Subject librarians will now be expected to treat this aspect systematically so that the serials collection will be more balanced.

Regarding retrospective buying of books this usually occurs when new courses are introduced, reprints of old classics become available or specific research requests from Faculty and Postgraduate students are received.

Decisions to be made on these aspects of the budget can be arrived at more accurately with the input provided by subject librarians through their findings culled either from statistics of the actual situation or from the literature.

In fact they act here as staff specialists or advisers as it were to the Chief Executive in a business organization.

COLLECTION IMPLEMENTATION

This section involves selection and acquisition which can further be broken down into smaller tasks — processing recommendations, authorizing purchases, source selection, searching, orders and auxiliary sources (i.e. gifts and exchanges).

In the reorganization of staff in Jos University Library subject librarians are responsible for most of these except source selection which has been linked with the need for obtaining cataloguing kits from specified sources and orders and auxiliary sources which are handled by the Orders section. Some searching too is done in the Serials section to prepare serial orders.

An orders manual and written guidelines previously mentioned assist subject librarians in their duties.

COLLECTION EVALUATION

Collection evaluation is necessary to keep the collection useful and relevant. This implies continuous weeding *pari passu* with regular acquisition although in Jos University Library there has not yet been any regular weeding strategy. Although the need for this is clear, research has shown that several excuses have been put forward for the absence of this activity e.g. lack of time, putting it off, fear of making a mistake or reluctance to throw away a book. But evaluation also suggests value judgments. Problems are bound to arise where these very often abstract areas are involved. **A single item or a collection may be valuable for one or more of several reasons. It is therefore important to whom a**

book or a collection has a particular kind of value, for how long and in whose judgment.

Quantity vs. quality is another factor that arises and one has to remember that adequacy of the library collection cannot be judged in quantitative terms. In this respect Verner Clapp and Robert Jordan (1965) well-known in this field have listed several questions that need to be answered:

What are the tests of adequacy of an academic library?

What is learned from experience regarding the contents of our undergraduate collection of minimum adequacy?

How are these contents affected by variable factors such, as geography, curriculum, teaching methods, intellectual climate etc. What constitutes adequacy for particular kinds of materials at various levels of use — e.g. periodicals, government document? What correlation if any, exists between size of student body and that of collection? Is there a renewal or replacement cycle? What are its characteristics? Does it effect acquisitions, weeding or the estimates of cost of collection building?

What constitutes adequate resources for graduate work and research on various subjects and on various levels?

Much has been written about this and it is agreed that much research is still needed before it can assume its most useful role in collection development.

Four types have been noted — the impressionistic, checklist, statistical and usage methods.

The "usage" method first used by Lewis Steig (1943) has been recommended as the most helpful in weeding the collection to keep it useful and living but has as its greatest disadvantage a considerable amount of work necessary to collect the data.

Computerisation however would be a great advantage in carrying out such an evaluation.

Whatever the method used, should a complete evaluation be undertaken certain steps are recommended:

1. develop your own set of criteria for quality and value;
2. draw a random sample from the collection and examine the use of the items (shelflist sample);
3. collect data about titles wanted but not available (ILL requests);
4. keep a record of titles picked up from tables and in stack areas (in-house use);
5. keep a detailed record of inter-library loan activities;
6. find out how much obsolete material is in the collection (for example, science works over 13 years old and not considered classics);
7. if there are some checklists that have some relevance for your library, check them, but also check the use of these;
8. relate your findings to the Library's local goals and objectives.

Regarding these recommended steps it is possible for subject librarians in Jos University Library even now to attempt some limited implementation of steps 4, 6 and 7. 4 and 6 could be done as they supervise assistants' shelf-reading on specific bookstacks to which they have been allocated as far as possible in relation to their subject specialisation. Step 7 could fit into their normal selection routines.

Step 3 is already being done by the Public Service section and passed to Orders Section.

COLLECTION DEVELOPMENT AND COOPERATION

In spite of microforms and compact storage it is impossible for any library to own every document that its users need. The organization of the Library for collection development therefore still envisages some form of cooperation with other libraries. The inter-library loan system continues to operate on a community, local regional, national and international level. Maryann Dugan (1969) develops this further.

There would be a great improvement in this system in Nigeria if the National Library's Union Catalogue of books in libraries in Nigeria were published and all Nigerian University libraries not only contributed to it but used the location guides as well. Dorothea Thompson (1980) has proven that many inter-library loan requests are made on a hit-and-miss basis causing an uneconomical use of staff time in the loaning library.

Jos University Library for the past three years has been party to the planning of an inter-university Libraries courier service to be established for all the Nigerian universities. This national scheme has not come off the ground yet because of various unmitigating factors similar to those described by G. Edward Evans (1979). However on a more local level several of the university libraries have been running their individual courier services to other nearby universities e.g. Benin goes to Ibadan, Ilorin goes to Ibadan, Jos goes to A.B.U. It is immediately obvious that the younger developing libraries need to use the older more developed ones much more than vice versa.

At Jos an additional service has just been initiated to facilitate this cooperation/resource sharing. Lecturers and postgraduate students who wish to physically consult materials at A.B.U. are being taken there once a week by the courier service.

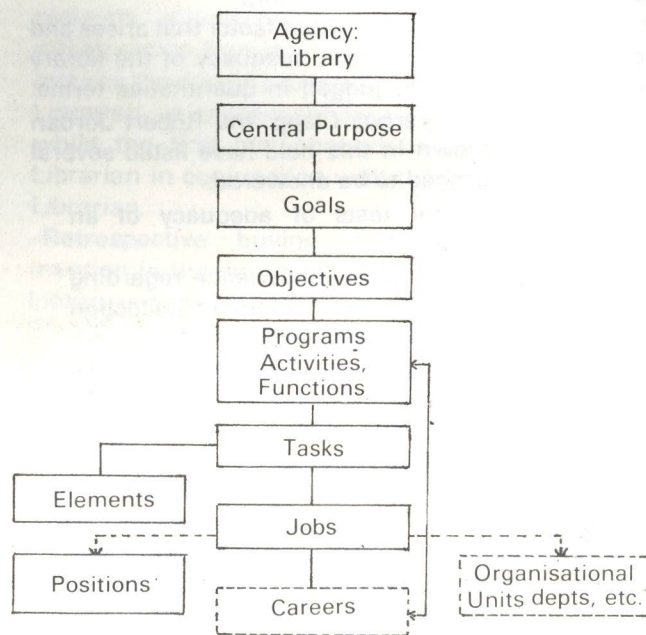
CONCLUSION

I have tried to show the organizational changes being carried out by Jos University Library in an attempt to achieve its objective of acquiring a relevant collection and ensuring its maximum use through improved service. In effecting these changes staff are being allocated as far as possible according to their capabilities. This should afford them the opportunity not only to participate fully within the library system but also to achieve job satisfaction. Future developments in technology will aid collection development by providing many more

information sources through shared computer networks. However as Elaine Sloan (1973) has clearly shown, these will probably not affect the organization and methods of collection development. The many aspects of this intellectually demanding activity should therefore continue to offer a rewarding and exciting career in librarianship.

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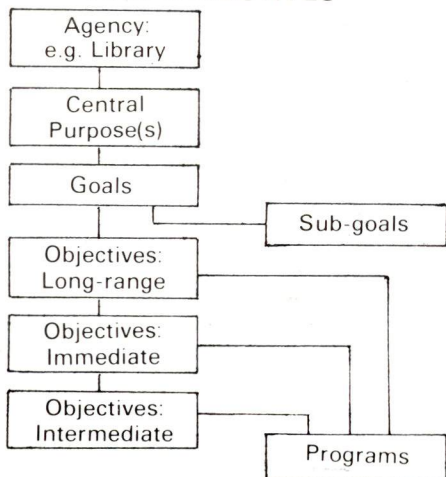


Appendix (iii)

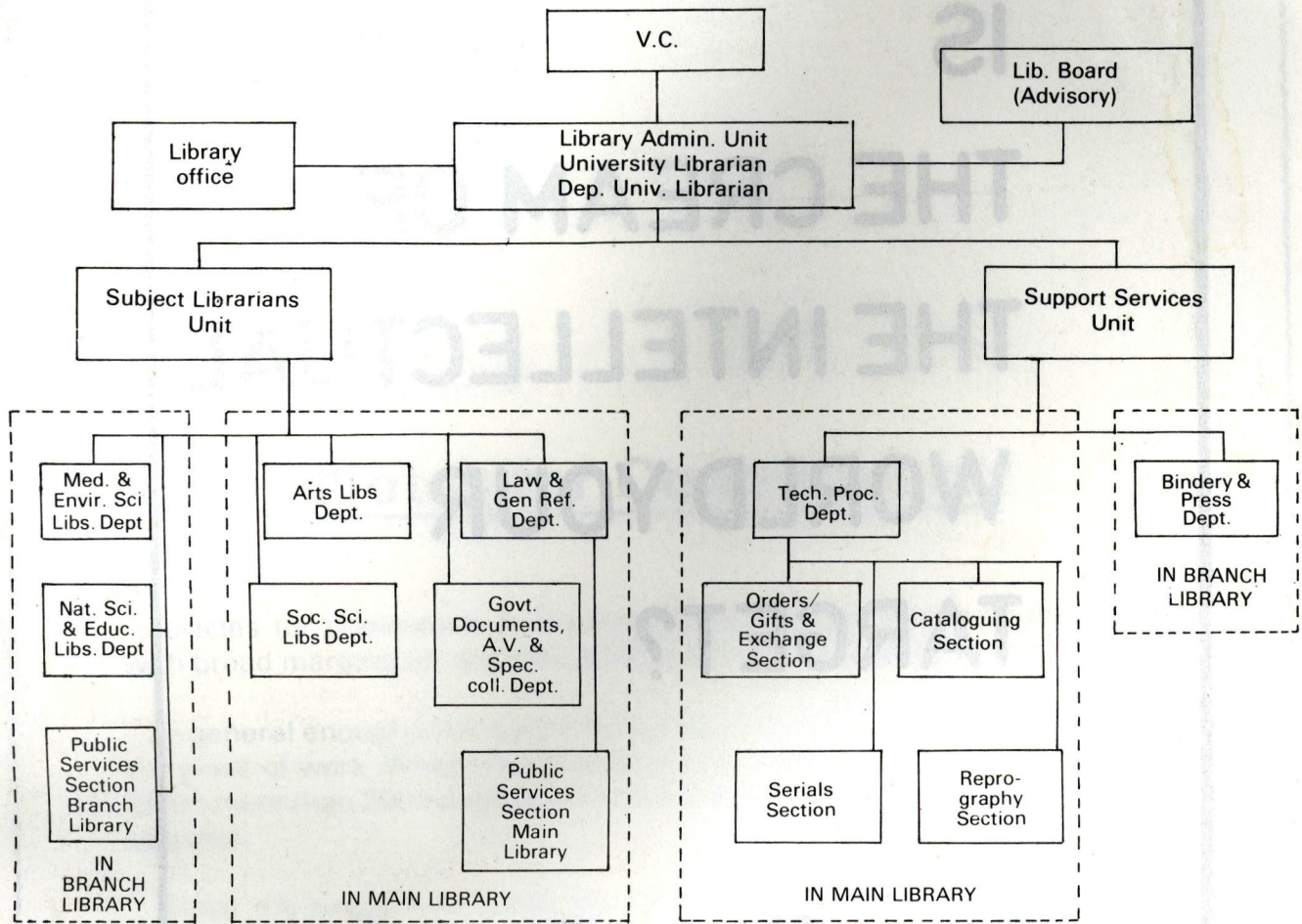
SOME CHARACTERISTICS OF STATIC vs. INNOVATIVE ORGANIZATIONS

DIMENSIONS	CHARACTERISTICS	
	STATIC ORGANIZATIONS	INNOVATIVE ORGANIZATIONS
Structure	Rigid Hierarchical Roles defined narrowly Property bound	Flexible - much use of temporary task forces easy shifting of dept. lines. Roles defined broadly
Atmosphere	Task-centered Cold, formal Suspicious	People-centered, caring warm, informal Trusting
Management Philosophy and Attitudes	Cautious - low risk-taking Emphasis on personnel selection Self sufficiency - closed system regarding sharing resources Emphasis on conserving resources	Experimental - high risk taking Emphasis on personnel development Interdependency - open system regarding resource sharing Emphasis on developing & using resources
Decision making and Policy making	High participation at top, low at bottom Distinction between policy making and execution. Decision making by legal mechanisms	Relevant participation by all affected Collaborative policy-making and execution Decision making by problem solving
Communication	Restricted flow One way Feelings repressed	Open flow - easy access Multi directional - up, down, sideways Feelings expressed.

Appendix (i) HIERARCHY OF CENTRAL PURPOSES, GOALS AND OBJECTIVES



JOS UNIVERSITY LIBRARY ORGANIZATION



COLLECTION DEVELOPMENT: A STRUCTURAL APPROACH

