DEVELOPING AND MANAGING INFORMATION COLLECTIONS FOR ACADEMICS AND RESEARCHERS AT A UNIVERSITY OF TECHNOLOGY: A CASE STUDY

by

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SUMMARY

This study examines the efficacy of collection development and management practices, policies, guidelines and standards in universities of technology to meet the information needs of academics and researchers at such institutions. In South Africa, as in Australasia, technikons or polytechnics have been upgraded first into degree granting institutions and then, at the beginning of the 21st century, into universities of technology. The researcher was concerned that library collections in South African universities of technology have not grown to meet the research and teaching needs of academics at the level of universities offering instruction up to a doctoral level. As research funding, government grants and the general prestige of the institutions depend on the research output of the institutions, it is essential that academics and researchers find the information resources they require in their institutional libraries. Case studies of universities of technology in New Zealand and South Africa reveal that, while Auckland University of Technology has been successful in extending its collection to meet the increasing demands placed on it, the collection development policies, standards and guidelines in a South African university of technology need to be upgraded in order to meet the information needs and information behaviour of their researchers and academics. Current levels of funding for the acquisition of information resources in South Africa lag behind those found at the New Zealand university of technology. The university of technology that was the object of the South African case study needs to bring its collection in line with that of similar institutions worldwide. This entails adapting goals and objectives stating how the collection is to develop, evaluating the collection and the needs of users, changing the Collection Development Policy to reflect the direction collection development will take and ensuring that the institution and the government back this project financially. To this end, a model Collection Development Policy has been drawn up that can be adapted to the local requirements of South African universities of technology to assist with the process of developing and managing library collections that will be worthy of such an institution.

Key terms:

University of technology libraries; Collection development policies; Information needs; Information behaviour; Auckland University of Technology; Scholarly communication; Materials budgets; Library collection size; Traditional information resources; Digital information resources; Library funding.

FOREWORD

To Heather Jenks and other members of staff from the Auckland University of Technology, I offer my sincere thanks for all the time and effort you put into ensuring that I received the information I required as quickly and thoroughly as possible. This study would have been impossible without your friendly and professional assistance.

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To the Unisa Library, and to Mrs Tucker in particular, thank you for reacting so swiftly to every request I sent your way. Your friendly competence is much appreciated.

ACRONYMS USED

ACLS - American Council of Learned Societies

ACRL – Association of College & Research Libraries

AHCI – Arts & Humanities Citation Index

ALA – American Library Association

ARL – Association of Research Libraries

AUT – Auckland University of Technology

CAUL – Council of Australian University Libraries

CCD – Collaborative Collection Development

CCI – Current Collecting Intensity

CDP – Collection Development Policy

CMC – Computer-Mediated Communication

DCI – Desired Collection Intensity

DOI – Digital Object Identifier

E-book – Electronic Book

ECS – Existing Collection Strength

E-journal – Electronic Journal

Email – electronic mail

E-resource – Electronic Resource

EWU – East Washington University

FTE – Full-Time Equivalent

GAELIC - Gauteng and Environs Library and Information Consortium

HDI – Historically-Disadvantaged Institution

HEQC - Higher Education Quality Committee

HTML – Hypertext Markup Language

ICT – Information and Communication Technology

ILL – Interlibrary Loans

IT – Information Technology

JCR – Journal Citation Reports

KFUPM - King Fahd University of Petroleum & Minerals

LAN – Local Area Network

NZQA – New Zealand Qualifications Authority

OCLC – Online Computer Library Center

OPAC – Online Public Access Catalogue

PDF – Personal Document Format

POD – Print-on-Demand

R&D – Research and Development

RLG – Research Libraries Group

SCI – Science Citation Index

CERTEC - Certification Council for Technikon Education

SMT – Science, Medical Sciences and Technology

SPARC - Scholarly Publishing & Academic Resources Coalition

SRC – Student Representative Council

SSCI – Social Science Citation Index

SUNY – State University of New York

TOC – Table of Contents

ULANZ - University Library Aotearoa New Zealand

UNLV - University of Nevada, Las Vegas

URL – Uniform Resource Locator

UTK - University of Tennessee at Knoxville

WAN – Wide Area Network

WLN – Washington Library Network

WWW – World Wide Web

XUT – X University of Technology

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In the social and life sciences, a case study is a research method involving an up-close, in-depth, and detailed examination of a particular case. For example, a case study in medicine may examine a specific patient a doctor treated, and a case study in business might study a particular firm's strategy. Generally, a case can be nearly any unit of analysis, including individuals, organizations, events, or actions. The process of researching and writing a longer essay (2,000â€“5,000 words) 273. Example essay 275. Self-assessment exercises Glossary Index.Â I Decide if the following ideas about time management are true or false: (a) Essay deadlines are often several months after the course starts. (b) The best way to plan an assignment is to use some kind of wall chart. (c) Reading and note-making often take longer than writing. (d) The best time to study is after midnight. (e) Itâ€™s a. good idea to make time every day to relax with friends. (t/f) (t/f) (t/f) (t/f) (t/f). In fact, all of these are true except for (d): itâ€™s better to study during the day and then get a good nightâ€™s sleep. The key point is to schedule the work for each task week by Case studies of universities of technology in New Zealand and South Africa reveal that, while Auckland University of Technology has been successful in extending its collection to meet the increasing demands placed on it, the collection development policies, standards and guidelines in a South African university of technology need to be upgraded in order to meet the information needs and information behaviour of. their researchers and academics. Current levels of funding for the acquisition of information resources in South Africa lag behind those found at the New Zealand university of technolo...