The Inforum Collection at the Faculty of Information, University of Toronto

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**Introduction**

The Faculty of Information, the iSchool at the University of Toronto, is in the process of redefining its vision for the future, including the many roles played by the Information Services unit\(^1\) within the academic and professional life of the iSchool. Information Services is the umbrella term for three broad, but interrelated, categories of service provision: the Inforum, information technology, and web infrastructure.

**What is the Inforum**

As an integrated library and information studies laboratory, the Inforum was formed in 1997 by the Faculty, following the recommendations of the Task Group on the Info Lab. Appointed by the Dean, the task group membership consisted of faculty, a librarian, staff, and students from FIS, and a librarian from the University of Toronto outside of FIS. The task group consulted widely with constituent bodies of the Faculty over the course of eight months (Cox & Misiek, 1997, October 24; Cox, 1997) before presenting its final report to Faculty Council. The top two recommendations of the task group were:

**Recommendation 1:** That the primary focus of the Info Lab be the provision of appropriate high quality services to users, and that a strong service orientation inform the work of the Info Lab.

**Recommendation 2:** That a primary focus of the Info Lab be the provision of and access to relevant resources in a seamless manner (Task Group on the Info Lab, 1997, p. 3).

The Task Group articulated “the centrality of the FIS collection to the teaching and research mandate of the Faculty. The collection remains an integral part of the Info Lab, and continued support and access to the collection is essential” (Task Group on the Info Lab, 1997, p. 33). These recommendations were implemented with Faculty Council approval, and the union of strong service ethos, technology, information access, and space that formed became known as the Inforum.

The Inforum, now administered by the Information Services unit, continues to be an academic and community hub for students at the Faculty of Information, offering a variety of study spaces, an e-classroom, access to information resources through a variety of publication formats, and professional expertise in many aspects of the information and museum studies domain. In keeping with its tradition as a lab, the Inforum is a place where students can both receive the services they need from staff and observe service implementation in action.

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\(^1\) The Information Services unit was formed in 2008. It is staffed by 4 university-appointed librarians, 3 library technicians, a senior IT administrator, a senior web developer, a systems administrator, a systems technician, and a team of 7-10 part-time student information desk assistants. At the time of writing this report, one librarian is on medical leave, the senior IT administrator position has become vacant, and one library technician is on maternity leave, temporarily replaced by a technician hired on a casual contract.
History of the Inforum collection

The Inforum is one of 44 libraries and information centres that form the University of Toronto Libraries (UTL) system, and the only one that focuses its collection strategy specifically on the scholarly and professional literature of the information and museum studies disciplines. The purpose of the Inforum collection is to support the research and teaching activities of iSchool faculty and students, while also responding to the information needs of scholars and practitioners, who number among them, iSchool alumni, UTL librarians, and working professionals. Through inter-library loan and document delivery services, and our open stacks tradition, those based outside the Greater Toronto Area have also been able to consult, use, and benefit from the Inforum collection. The subject specialization and depth of the Inforum collection make it very much a special collection within the vast UTL system.

The UTL provides the Inforum with an annual budget for the acquisition of information resources. Ownership of the collection rests with the UTL, but the collection is held in trust by the iSchool (M. Misiek, personal communication, February 26, 2009). The Faculty has provided several forms of support for the collection over the years:

- **Space in the Bissell building for housing the collection on site.** From the building’s inception, parts of the 4th floor and the whole 5th floor mezzanine were designed to house stacks, with room 007 specially earmarked as the on-site storage for overflow material (Bassam, 1978).

- **Supplementary funds** to cover the costs incurred as part of the acquisition function, such as the annual subscription fee for staff to download copy records from OCLC’s Z39.50 server, and in previous years, the acquisition of additional electronic resources and the contracting of additional technical services help.

- **Ongoing human resources for managing the Inforum collection.** A librarian based at the Faculty, rather than a central UTL selector, has always made selection and management decisions regarding the collections, “to better allow for support of teaching and research” for our specialized domain (Faculty of Information Studies, 2003, p. 6-4). A senior library technician is responsible for implementing selection decisions and cataloguing the collection (the bulk of which are derived or copy catalogued). A second library technician assists with the ordering and receiving of information resources. None of these staff members are, however, 100% appointed to technical services (e.g., selection, acquisition, cataloguing, processing); instead, their time is split between technical services and public service responsibilities.

Additional information resources come to us through donations of gifts-in-kind. Notable donors to the Inforum collection have included important figures in the museum and information communities: Lord Cultural Resources; Lucy Suchman; Christine Bissell (wife of former University of Toronto President, Claude Bissell); David Bearman and Jennifer Trant; and the iSchool’s past and present deans and faculty members.

The Inforum collection builds on the legacy of the original School of Library Science collection that arrived at the Bissell building in 1971. In 1978, former dean Bertha Bassam called it “the best professional library collection in Canada. [...] Some have said that the Faculty of Library Science at Toronto is generally recognized as having one of the strongest professional collections on the
continent” (Bassam, 1978, p. 99). Today, the Inforum collection appears to be one of the few, if not the only, Canadian university collection focused specifically on information and museum studies.

The integrity of the Inforum collection rests not only in its depth of specialization, but also its breadth in capturing the evolution of the information discipline across more than eight decades of history. Like other aspects of the Inforum, the collection serves as a model for instructing students and professionals in training. It is a launching point for discussions about the creation and organization of bibliographic records, the development and management of working collections, the theory and practice of subject analysis and classification, user access, and reference services. Through our ongoing collecting practices, the collection acts as a representation of the history and evolution of the library and information science field; and when the Inforum integrated the former Museum Studies departmental collection into its own collection from 2006-2008, the integration exemplified the convergence of libraries, archives, and museums taking place in the broader cultural heritage sector.

Collection development at the Inforum

Selection decisions for the Inforum collection are very broadly guided by the Collection Development Policy (1994). Although written at a time when the Faculty’s research interests were narrower in scope, the introduction of the policy clearly states that the objective of the collection is to provide materials to support research and course work at the Faculty; as such, despite the date of the policy, its content neither restricts the collection to information studies literature, nor precludes collection growth into new areas of study. The intensity and depth of coverage is dependent on the subject area; many are collected at the “Research” level (i.e., adequate to support dissertations and independent research) and the “Instructional Support” level (i.e., adequate to support undergraduate, some graduate, and independent study) of the RLG Conspectus model. The 6 RLG Conspectus levels are: Out-of-scope, Minimal, Basic, Instructional Support (i.e., Study), Research, and Comprehensive (as cited in Library of Congress, n.d.). Since 1994, the Faculty library has not collected at the “Comprehensive” level for any subject area.

The Inforum collection is ultimately part of the much larger UTL collection, and as such, cooperation among selectors is an unwritten expectation, however informally implemented. With increasingly tight collection budgets across many UTLs, most selectors consciously choose not to duplicate other UTL’s holdings. The practices that most closely approach the concept of cooperative collection development at the UTL is seen in the acquisition, cataloguing, and maintenance of e-resources and e-journals, through cost-sharing ventures; meetings of the standing UTL committee, the Collection Development and Management Committee; and a generally unified approach to cataloguing, as reinforced by the UTL’s Cataloguers and Authorities Users Group. The table below summarizes the collecting relationship that the Inforum maintains with other UTLs.

Table 1. Broad subject areas covered by the Inforum collection

<table>
<thead>
<tr>
<th>Subject area/Field</th>
<th>Relationship with other UTL collecting practices</th>
<th>Collection level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library and information science</td>
<td>Inforum is the primary collector for UTL</td>
<td>Research and Study</td>
</tr>
<tr>
<td>Subject area/Field</td>
<td>Relationship with other UTL collecting practices</td>
<td>Collection level</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Archives and records management</td>
<td>Inforum is the primary collector for UTL</td>
<td>Research and Study</td>
</tr>
<tr>
<td>Information systems and design</td>
<td>Inforum acquires titles not available at the Computer Science &amp; Engineering Library or other UTLs</td>
<td>Research and Study</td>
</tr>
<tr>
<td>Museum studies</td>
<td>Inforum relies on ROM Library for the historical material, but otherwise collects actively in this area (ROM Library is open to ROM staff and iSchool students)</td>
<td>Research and Study</td>
</tr>
<tr>
<td>Critical information studies</td>
<td>Inforum tries not to acquire works already at Robarts or Kelly Library (St. Michael's College), but some overlap is possible due to the multidisciplinary nature of our academic programs</td>
<td>Study</td>
</tr>
<tr>
<td>Knowledge management and information management</td>
<td>Inforum acquires titles not available at the Business Information Centre (Rotman)</td>
<td>Study</td>
</tr>
<tr>
<td>Other analogous areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Book History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cultural Heritage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Research, Scholarly Communication, and Publishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New areas of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communication</td>
<td></td>
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</tr>
</tbody>
</table>

One question that has been raised is whether additional efficiencies can be introduced into collection development work at the Inforum—for instance, greater reliance on vendor-provided services. While the Inforum has a slips profile and discount program set up with the UTL’s preferred vendor, it does not subscribe to an approval plan for a number of reasons: the tendency for the vendor to duplicate slips to multiple libraries, or to send slips to the Inforum for titles already received on approval by other UTLs; the multidisciplinary perspective on information and museum studies undertaken by our predominantly graduate-level division that cannot be captured simply through automated filters; and the vendor’s classification of resources, which often differs from ours for topics that fall outside the 020 and 069 Dewey ranges. At least one other library within the UTL, with a much larger collection and broader user base than the Inforum, does not subscribe to approval plans.
To ensure the ongoing relevance of the Inforum collection, IS always welcomes user recommendations for new resources to add to the collection. As our own form of “patron-driven acquisitions”, anyone from the public can submit a recommendation form from the Inforum collections section of the iSchool website (http://www.ischool.utoronto.ca/collections), in addition to viewing recently acquired resources. The recommendation form is promoted from time to time through different venues of communication with iSchool students and faculty, including emails, social media, and word-of-mouth. As the collections librarian, I invite recommendations directly from faculty, consult course reading lists, attend talks, and browse the literature for titles not captured by vendor slips or recommendation forms. Our IS student staff also contribute regularly to collection development activities by monitoring reviews, association news, and publishers’ websites for new resource announcements; in addition to building up students’ knowledge of the literature through these activities, I provide feedback in order to offer them, the new generation of information professionals, a glimpse into the decision-making process of a selector.

Size of the Inforum collection

The Inforum collects information resources in a variety of formats. When a particular resource is available in multiple formats, I evaluate the benefits and limitations of each format, factoring in affordability, expected user base, and ongoing accessibility issues of each format. According to the latest complete year of statistics submitted to the UTL (May 2011-April 2012), the size of the Inforum collection was as follows:

- Books: 130,846 volumes
- Microform: 38,665 items
- Online e-resources (not including those counted centrally): 9
- Non-networked e-resources: 121
- Graphic material: 225
- Sound recordings: 462
- Film and video: 213
- Other (including kits, games, and realia): 51
- Total size of collection: 170,592

Only items that have been completely catalogued are formally counted as part of the collection. Statistics on the size and growth of the Inforum collection over the last 5 years are contained within the background document “Inforum Statistics”, submitted to the IS Task Force.

Description of “micro” collections within the Inforum collection

The Inforum collection is organized into smaller “micro” collections. Out of consideration for users’ ease of access as well as staffing, physical collections that need to be readily available are housed within the Inforum space. Most items in the Inforum collection have some form of bibliographic record in the UTL catalogue to aid in their discovery.
Table 2. Smaller “micro” collections within the Inforum collection.

<table>
<thead>
<tr>
<th>Collection</th>
<th>Location</th>
<th>Type of user access</th>
</tr>
</thead>
<tbody>
<tr>
<td>General (Stacks)</td>
<td>Main area: Bissell, 5th floor mezzanine</td>
<td>Open stacks</td>
</tr>
<tr>
<td></td>
<td>New items: Bissell, 4th floor display</td>
<td>Open stacks</td>
</tr>
<tr>
<td>Audiovisual</td>
<td>Main area: Bissell, 5th floor mezzanine</td>
<td>Open stacks</td>
</tr>
<tr>
<td></td>
<td>Storage: Bissell, Room 007</td>
<td>By request, same day</td>
</tr>
<tr>
<td>Cataloguing Backlog</td>
<td>Bissell, 4th floor staff office</td>
<td>By request, 2 business days</td>
</tr>
<tr>
<td>Cook Bibliographic Control</td>
<td>Bissell, Room 007</td>
<td>By request, same day</td>
</tr>
<tr>
<td>Course Reserves (Short Term Loan)</td>
<td>Bissell, 4th floor information desk</td>
<td>By request, immediate</td>
</tr>
<tr>
<td>Juvenile (Children’s literature)</td>
<td>Bissell, 5th floor mezzanine</td>
<td>Open stacks</td>
</tr>
<tr>
<td>Library Annual Report</td>
<td>Bissell, Room 007</td>
<td>By request, same day</td>
</tr>
<tr>
<td>Microform</td>
<td>Bissell, 1st floor cabinets</td>
<td>By request, same day</td>
</tr>
<tr>
<td>Online Resources (including journals, abstracts and indexes, reference works)</td>
<td>Organized centrally, accessed through UTL catalogue</td>
<td>24/7 online, off-campus access requires an active UTORid</td>
</tr>
<tr>
<td>Periodicals (in print)</td>
<td>Back issues: Bissell, 5th floor mezzanine</td>
<td>Open stacks</td>
</tr>
<tr>
<td></td>
<td>New issues of selected titles: Bissell, 4th floor display</td>
<td>Open stacks</td>
</tr>
<tr>
<td>Reference</td>
<td>Bissell, 4th floor shelves</td>
<td>Open stacks</td>
</tr>
<tr>
<td>Subject Analysis Systems</td>
<td>Main area: Bissell, 5th floor mezzanine</td>
<td>Open stacks</td>
</tr>
<tr>
<td></td>
<td>Storage: Bissell, Room 007</td>
<td>By request, same day</td>
</tr>
<tr>
<td>Special Collection</td>
<td>Main area: Bissell, 4th floor Special Collections cabinet</td>
<td>By request, same day</td>
</tr>
<tr>
<td></td>
<td>Theses and dissertations: Bissell, Room 007</td>
<td>By request, same day</td>
</tr>
<tr>
<td>Off-site Storage</td>
<td>Downsview</td>
<td>By request via UTL catalogue, 2 business days, active T-card required</td>
</tr>
<tr>
<td>“Other” Collections</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Audiovisual (AV)
- Active AV and graphic materials are shelved in the stacks. They contain VHS tapes and DVDs. Course support is the primary driver behind the selection of resources for this collection, but occasionally, new titles are added if they are firmly within LIS, archives and records management, or museum studies.
- Overflow AV materials, and items requiring security, are housed in storage. They contain older formats for which we no longer have the technology to play back: tapes, cassettes, records, glass plates, film strips, film reels. We also store some realia here.
Cataloguing Backlog

- Currently, our cataloguing backlog occupies 20 shelves in the Inforum back office.
- Users can request that cataloguing be expedited for items in our backlog. To do so, users simply submit an online form, or speak to a staff member.
- We do all cataloguing in-house, with the majority of works requiring either derived or copy cataloguing.
- We do not subscribe to a shelf-ready program, as the specialized subject emphasis of our collection affects our subject analysis and classification decisions. We also make use of local note fields in our MARC bibliographic records for specific information retrieval purposes (e.g., our automated New Titles List requires staff to input a MARC 592 note).

Cook Collection on Bibliographic Control

- The Cook Collection is for researchers interested in the history of bibliographic control, including cataloguing, classification, and subject analysis.
- It is print-based, in order to allow researchers to trace the historical development of particular schemes and standards through fixed snapshots in time, in a way that is not yet possible with online bibliographic tools.
- The Cook Collection was donated by the family of C. Donald Cook, a professor at the Faculty from 1977 to 1989 (Williamson, 1998). Cook participated in the development of the major bibliographic standards that are still in use today, including ISBN, MARC, and the first and second editions of the *Anglo-American Cataloguing Rules*. He was founder of the journal *Cataloging & Classification Quarterly* (Williamson, 1998).
- The collection did not arrive with funds for future growth. The criteria that I have developed for future additions to the Cook collection (so as not to simply replicate the Inforum’s general and SAS collections) are as follows:
  - Works written/compiled/edited by Cook
  - Copies owned by Cook (annotated or marked with his name stamp/signature), typically standards related to descriptive and subject cataloguing if published in OR before 1989 (i.e., Cook’s last year of activity at the Faculty before retirement)

Course Reserves

- The size of this collection varies by term, based on the required readings assigned by iSchool instructors.
- Our policy is to add only the works that are not available online and that cannot be scanned for Blackboard use. Works must be required readings for courses listed in the iSchool course timetable.
- At term end, books, AV resources, and other materials that are no longer required for courses are removed from course reserves and returned to their home location. The majority of these resources return to the general collection.

Juvenile (i.e., Children’s Collection)

- The collection was primarily maintained for course support purposes.
- With the infrequency of children’s librarianship courses taking place at the iSchool, only a few new titles are now added to the collection each year. New additions tend to be
exemplars of unusual print formats, or books that serve to introduce young readers to libraries, museums, or information concepts.

Library Annual Report
- This is a legacy collection that we no longer continue to build. The annual reports were popular at a time when information about library institutions was not readily available online, and library institutions still produced annual reports in print. Nowadays, much of this information is made public by libraries on their institutional website.
- This collection will continue to be phased out.

Microform
- The collection is currently stored in cabinets on the 1st floor of the Bissell building.
- We no longer actively collect resources published in microform, although those that we already have in our collection continue to be maintained.
- The long term preservation of our microfiche collection is a very real challenge that we are facing. Some of our microfiche holdings are deteriorating due to the instability of the material on which they were produced, and the lack of environmental stability for the storage of the collection (as experienced through a series of moves from 2008-2010). As a result, we have been slowly de-accessioning microfiches that duplicate content available elsewhere, in the hopes of reducing the collection to a manageable size for preservation.
- Funding and space commitment will be required in order to implement a long-term preservation strategy for our microfiches. Alternatively, the microfiches should be given up to another UTL with the infrastructure in place to slow down the deterioration.

Online Resources
- Most online resources (be they e-books, e-journals, databases, or reference sources) are licensed centrally by the UTL. iSchool faculty and students have access to all of these licensed resources.
- On a case-by-case basis, the Inforum subscribes to some online resources on its own; these are usually titles within the collecting areas that are marked “Research” level (e.g., library and information science, archives and records management, museum studies).

Periodicals
- The collection holds most of the print periodicals to which we subscribe; the exceptions are those available only online through the UTL catalogue.
- Since 2011, we have been reducing the number of print subscriptions.
- We have also begun to send back issues of some print journals to Downsview for off-site storage. The criteria we consider before sending back issues to Downsview are: the completeness and stability of online access to the back issue, whether instructors ever assign entire volumes of the journal as required reading, and if reliance on the online volume would suffice to replace access to the print volume.

Reference
- The focus of the collection is to provide ready reference information that may not necessarily be faster or easier to find online, and that do not require lengthy engagement with the text.
• Resources that we maintain in the Reference collection are typically encyclopedias, dictionaries and subject-specific glossaries, style guides, and standards.

Subject Analysis Systems (SAS)

• The SAS collection contains classification schemes, subject heading lists, thesauri and taxonomies across multiple disciplines, not only information studies.
• The SAS collection was begun by the Special Libraries Association to fill a gap in indexing terms that was not yet provided by the Library of Congress Subject Headings (N. Williamson, personal communication, January 25, 2012). The SAS collection later moved to Case Western Reserve University before arriving at the University of Toronto in the 1970s.
• Taken as a whole, the SAS collection can be seen as one representation of the rich history of classification theory, while also reflecting the socio-political shifts in thinking about the organization of information in various disciplines.

Special Collection

• Overflow material (including Master’s theses and Doctoral dissertations) are housed in Storage.
• We have small numbers of not-yet-processed collections waiting to be reflected in the UTL catalogue: gifts-in-kind (such as the Christine Bissell donation), historical IFLA papers, SAS duplicates, and former vertical files.
• We often collected official publications and major reports of the Faculty, including annual reports, dean’s reports, Faculty newsletters, alumni magazines, and accreditation presentations.

Off-site Storage (Downsview)

Downsview is the “high-density storage and preservation facility” of the University of Toronto Libraries (http://downsview.library.utoronto.ca/about-us). It is designed to house low demand print books and bound journal volumes, not items of frequent use. For several years now, the Inforum has taken advantage of Downsview for storing low use material due to the shortage of on-site storage space. The recall rate has been low thus far because the number of transfers we make are few, and IS staff undertake a careful selection process. However, Downsview should not be considered the answer to space pressures: in the interest of promoting open access for users, sending materials to Downsview should be treated as a last resort. Reasons are detailed below:

Downsview specifies that it can only accept:
• Print books and bound journal volumes
• For journals, only the first most complete set will be accepted for storage, regardless of which UTL location is sending the journal
• All volumes sent to Downsview must be catalogued and classified before it can be accepted
• All volumes must be in good condition (no fragile material, no insect-/mould-infested material)
Parts of the Inforum collection cannot be sent to Downsview due to the above restrictions:
- Non-print formats (such as microform and audio-visual formats)
- Works popularly demanded for course reserves

Accessibility issues:
- Downsview stacks are closed to the public.
- Requests to borrow specific titles and volumes must be submitted through the University of Toronto Library catalogue by users with an active T-card. Users wait 2 business days for their requested item(s) to arrive at 1 of 3 designated pick-up library locations: UTSC Library, UTM Library, or Robarts Library.
- Users must have an active T-card in order to borrow (blocked users would not be able to request Downsview items).
- For these reasons, we do not send journals that have not been indexed by a major indexing service, nor do we send reference titles that are most practicably used on-site, either due to size, number of volumes, or nature of use.

Additional staff time is required for preparing material for off-site storage:
- Due to the requirements set out by the Downsview policy, the process of selecting and preparing material for off-site storage is labour- and time-intensive for staff.
- Research is required, as is processing time.
- Depending on the implementation timeline and the scale of the project, staff may need to be dedicated entirely to the project, in addition to hiring extra help.

Course support and research impact:
- The more titles are sent to Downsview, the greater the chance that staff will need to recall a title from Downsview for reintegration into the Inforum collection.
- Faculty members whose area of research relies heavily on the historical material in our collection need to be consulted closely.

“Other” collections not owned by UTL (the Inforum acts as steward)
- Cataloguing Problems (Katharine Ball Cataloguing Lab collection). We provide storage space for the collection, as well as maintain the inventory of problems associated with each title in the collection.
- INF1320/INF2171/INF2145 Cataloguing Tools. We provide storage space for the print collection, coordinate the distribution of the collection with course instructors, and handle licensing issues and subscription renewals for the online e-resources and utilities.

The role of the Inforum collection in reviews of the Faculty

The Inforum collection has been mentioned in all the major reviews of the Faculty’s programs that have been undertaken in the years since 1997. Library resources, including print books, journals, e-resources, and other formats, comprise a major section within the program presentation submitted to the ALA Accreditation process. In its 2010 program presentation, as with its previous presentations, the Faculty acknowledged the importance of maintaining its own library collection,
alongside access to the broader University of Toronto Libraries collection, stating that the Inforum “forms an important nexus of the Faculty’s intellectual community, integrating as it does print and other resources in service of the Faculty’s constituencies” (Faculty of Information, 2010, p. 5-3). The next ALA Accreditation review of the Master of Information program is scheduled for Spring 2017 (ALA, 2010). The FIS Self Study, a decanal review of the Faculty conducted in 2007, also mentioned the Inforum collection, describing it as “a world-class collection of print and electronic resources (open to the public)” and “one of the strongest in North America” (Smith, 2007, p. 15). The Quality Assurance framework also considers “adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students’ scholarship and research activities, including library support, information technology support, and laboratory access” (Ontario Universities Council on Quality Assurance, p. 12). The presence of the Inforum collection may be useful to the Faculty in its future reviews.

Inforum collection use

The Inforum collection continues to be used by the iSchool community, as well as by those outside of the iSchool and the University, although trends in usage are gradually changing. Usage statistics have already been forwarded to IS Task Force members. As captured in the statistics, the automated circulation figures for the Inforum collections have experienced a decrease over the last two years. The popularity of online resources, as well as the diminishing size of our physical course reserves collection, may account for the decrease. (We do not, unfortunately, have access to e-resource usage statistics.) Nonetheless, the presence of a physical collection within the Inforum continues to be an important idea to many iSchool students. Our own staff members also refer to the collection in order to inform our own work.

Many students have expressed appreciation for the availability of information resources. In the user surveys conducted by Information Services from 2010 to 2012 (Scheaffer, Webb, & McHodgkins, 2010; Scheaffer, Majonis &, McNiff, 2011; Scheaffer, McNiff, & Struthers, 2012), the Inforum collections are mentioned many times in the list of “Things Students Like”. The comments gathered reflect our users’ understanding of the breadth and depth of the Inforum collection, as well as the different modes of access to content:

- “Comprehensive resources” (2011, p. 8).
- “The collection is amazing” (2011, p. 8).
- “Unlimited access to most online journals from campus and via proxy” (2011, p. 8).
- “The journals and e-books are pretty much the only thing I use” (2011, p. 8).
- “It is also amazing to be connected to one of the best library school print and electronic collections in North America (or so I hear!)” (2010, p. 5).
- “The collection is fantastic. I cannot imagine how I would have gotten through my first year without it. Having these specialized resources readily available to me, whether I am searching for a specific book in the catalogue or browsing the stacks for inspiration as I begin researching for a project, has been a tremendous factor in my success this year” (2012, p. 9).

Despite the gradual transition of the Inforum collection from print to online format, some users have continued to express a desire for greater access to more and newer print material:
• “Print resources in the stacks seem older, out of date” (2011, p. 15)
• “I wish that the magazine collection (newest edition) could circulate for a bit before it’s bound into a monograph” (2011, p. 15)

Users (not necessarily students) have also expressed their need for access to an on-site print collection, in addition to access to e-resources. In the LibQUAL survey conducted by the University, one respondent wrote:

“We need to develop further the museum studies/museology print materials, journals, and online resources, as well as helping methods and expertise in staff to support academic use and student needs. Though we have a wonderful resource in the Inforum that we are building for our needs, more needs to be done to cover the field of study. Some online journals are not available” (University of Toronto Libraries, n.d.).

Challenges to the current state of the Inforum collection

The Inforum collection has supported the scholarly and professional needs of the iSchool community for many years. With the numerous changes taking place at the curricular level, and the increasingly multidisciplinary nature of research at our Faculty, however, I see a number of challenges confronting the current state of the Inforum collection:

Accessibility
• While the general collection is housed in open stacks, in reality, access to the 5th floor mezzanine is not wheelchair accessible and the space between rows of shelves is narrow.
• To mitigate the physical barrier, IS staff offers a stacks retrieval service, encourages users to use the “browse the shelf” feature of the UTL catalogue, and waives fines for users who are unable to return Inforum material on time due to mobility issues.
• To be truly inclusive of all users though, types of shelving and access to stacks should be reconsidered, as part of a larger scale renovation program for the Inforum and the iSchool.

Space
• Space is highly prized at both the iSchool and at the University. For those who have rarely or never used the Inforum’s print collection, the presence of the 5th floor stacks may seem like an obstacle to developing the mezzanine for other usages, such as laboratory, study, and/or social space.
• At the same time though, the proximity of the general, reference, and course reserves collections to the main areas in which students congregate makes it ideal to keep the collection within the Inforum space.

Communication and Outreach
• The interdisciplinary nature of information and museum studies means that from time to time, publications from major academic and professional presses held at the Inforum are also purchased by other libraries at the UTL. However, the Inforum collection also holds many unique works that are difficult to obtain elsewhere. Requests that come through our
interlibrary loan service are examples of this. More should be done to draw these unique works to the surface.

- While more resources are now available in an online format than ever before, publishers and libraries are still adjusting to this transition. How do we communicate to users that not everything is available online yet, and that the infrastructure for making online resources available through the library is not simply a matter of “buying a book” the way an individual private consumer might buy a Kindle book from Amazon?

- More could be done to highlight the special collection at the Inforum, and to promote these resources beyond the walls of our Faculty, including undertaking digitization projects, organizing exhibitions that include research and publication components, and integration into courses not only as readings, but as objects and artifacts.

Preservation

- As a model information centre, IS has a professional responsibility to experiment and implement theories and practices that the Faculty teaches to its students. IS also has a responsibility to be knowledgeable of the issues that matter to the professional community. One of these issues is the preservation and dissemination of knowledge.

- Having inherited a collection of resources that is tied tightly to the history of our Faculty, as well as to the history of information education in Canada, we have a professional obligation to ensure that the materials representative of these histories continue to be curated and preserved for future generations.

- Shortage of funding and staff time pose a major challenge to the ability for existing staff to embark on major preservation or digitization initiatives to protect and build upon this legacy.

Recommendations for the Inforum collections

**Recommendation 1.** IS should continue to maintain an on-site Inforum collection, as it is a resource upon which the information and museum studies community continue to rely. If space is an issue, however, the Faculty should provide capital funding for different types of shelving units that can make the collection physically more compact, while still maintaining them within the Inforum. Faculty funding and support is also required to improve the physical accessibility of the collection, as IS does not command a budget for space and facilities improvements.

**Recommendation 2.** IS should continue to look for ways to improve the intellectual discovery of unique works in the collection. Small-scale book displays, an online new titles list, and an online book review project have already been attempted as ways to bring the collection closer to our users.

**Recommendation 3.** IS should explore different methods of highlighting its special collection through digital and physical means. These can include the digitization of out-of-copyright works or the development of collection-focused, research-informed exhibitions. For IS to be able to embark on such projects, however, it will need to secure the human resources (e.g., partnership with courses, hiring of temporary staff), funding (e.g., through Faculty or grants), and infrastructure (e.g., physical and digital work space), in addition to building up a network of professional expertise.

**Recommendation 4.** Where journals are available in multiple formats, and a stable online version is one of those formats, IS should continue to favour the online format over the print. This has been
the practice since 2011, following the work of the IS Committee’s Print Journals Reduction Working Group. When such decisions result in the cancellation of an Inforum print subscription, the funds released should continue to be redirected towards developing the Inforum’s holdings in new areas of study.

**Recommendation 5.** IS should continue to advocate for more student participation in collections-related projects, be it through partnership with classes, internships, student assistantships, work-study programs, unpaid labs, or other initiatives not yet explored. These opportunities enhance the student experience, while at the same time, provide IS staff with new energy and fresh ideas. Student projects could revolve around issues already identified, such as preservation and promotion of the collection.

**Recommendation 6.** IS should continue sending to Downsview print back issues of journals that are available online on a stable server. IS should also continue sending inactive stacks and storage items to Downsview, following a careful selection process. The selection criteria should be informed primarily by the usage and future demand on the items, rather than the desire to reclaim space.

**Additional thoughts about the future of collection development**

For academic institutions, ownership of a library collection demonstrates a tangible connection to the university’s culture of learning and its dedication to the advancement of knowledge. In an increasingly digital world though, do physical collections matter anymore in libraries? As Freeman writes in *Library as place: Rethinking roles, rethinking space* (2005):

> “When beginning to conceptualize and plan a library for the future, we must first ask an obvious question: If faculty, scholars, and students can now obtain information in any format and access it anywhere on campus, then why does the library, as a physical place, play such an important role in the renewal and advancement of an institution’s intellectual life? The answer is straightforward: The library is the only centralized location where new and emerging information technologies can be combined with traditional knowledge resources in a user-focused, service-rich environment that supports today’s social and educational patterns of learning, teaching, and research” (p. 3).

Freeman further observes:

> “While students are intensely engaged in using new technologies, they also want to enjoy the library as a contemplative oasis. Interestingly, a significant majority of students still considers the traditional reading room their favorite area of the library—the great, vaulted, light-filled space, whose walls are lined with books they may never pull off the shelf” (p. 6).

R. David Lankes puts forward the following dichotomy: libraries must either continue to champion the need for a collection in order to provide information access, or else shift the information access model from one of ownership to that of leasing—which institutions may not be ready to do. He writes, “The artifacts and collections that we have built up are part of an existing social compact that cannot simply be voided in expectation of new roles within our communities” (2011, p. 157).
From my professional perspective, the effect of moving towards a leasing, rather than an ownership model, is three-fold, and all require financial and administrative backing from the institution. It is not a decision that a library or information centre, such as the Inforum, can make alone. The institution must be willing to commit to licensing e-resources; it must be willing to provide staff with the tools to negotiate with publishers and vendors, and to face the risk of publishers and vendors driving the terms of use and pricing model. The institution must enable staff to engage in a collaborative and consultative process to develop a meaningful collection development policy that explicitly states the preference for e-formats over other formats; the policy must also address what it will do with requests that cannot be met through e-formats. Finally, the institution must be committed to establishing, implementing, and maintaining the infrastructure for handling a variety of e-resource issues now and into the future.
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Appendix

FACULTY OF LIBRARY AND INFORMATION SCIENCE LIBRARY
COLLECTION DEVELOPMENT POLICY
Revision 1994

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INTRODUCTION

The Faculty of Library and Information Science Library is an academic library, with a specialized collection and a specialized primary clientele of students and faculty engaged in Masters and Doctoral studies and research in information studies. The collection serves the teaching and research needs of the Faculty and is the University’s research collection in many areas of information studies.

The Library’s objectives for the collection for its primary clientele are:

- To collect materials to support research in information studies.
- To provide books, serials, reports, and other information resources in information studies for course and general use.
- To provide materials in related areas required for course reading.
- To provide bibliographic and reference resources for information and teaching purposes.

In addition to its primary clientele, the Library acts as a resource for the University and others requiring information in information studies. Resource needs of these users will be met by the collection developed for the Library’s primary clientele.

This Collection Development Policy is designed to provide guidelines for the selection of materials and for the long term development of the collection.

GENERAL DESCRIPTION OF THE COLLECTION

The collection focus has varied somewhat over the history of the Library. For many years library science was its major focus and continues to be a primary collecting area. For some time, information science has been an additional primary collecting area. With developments in the Faculty’s programs, archival studies has become more important as a collecting area. Information systems completes the group of subjects which now form our primary collection areas. The addition of archives and information systems is a significant expansion of our collection scope and must be balanced by some contraction in the library science area and by reduced comprehensiveness overall. Throughout this policy the term ‘information studies’ is used to include library and information science, archives and information systems.

The collection is strongest in English language materials published since 1965. It includes a variety of forms and formats, predominately monographs (including reports) and serials, but also includes theses, electronic products, audiovisual materials and ephemera.

MAJOR COLLECTIONS

The General Collection includes books, theses, reports and other catalogued and classified material. Over 75% of all the titles in this collection fall within information studies (principally between 001 and 029.9 in the Dewey Decimal Classification: Generalities). This collection will also include documents in electronic format which have been "acquired" for the Library from various sources, and are stored on the Faculty’s network.

The Reference Collection includes reference works in information studies in various formats, including a growing collection of CD-ROMs, and selected bibliographic and reference works in other subject areas to serve as a "laboratory collection" and provide a basic working reference collection for library users and staff.

The Serials Collection includes journals, selected institutional and association newsletters, and annual reports, and calendars in information studies areas. Some journals and newsletters from other subject areas are also included. While currently serials are mostly in paper format, other formats such as electronic or CD-ROM will be acquired.
in accordance with the Collection Policy. Serials in electronic formats will be stored on the Faculty's network.

OTHER COLLECTIONS

The **Microfiche Collection** includes mainly ERIC, NTIS, and British Library Research and Development Department reports, plus other material available only in microfiche, including several important titles in our Reference Microfiche Collection. Many areas of information studies are covered, with emphasis on information technology.

The **Microfilm Collection** includes mainly doctoral dissertations in library and information science from North American universities.

The **Subject Analysis Systems Collection** includes classification schemes, subject heading lists and thesauri in a large variety of subject areas.

The **Audiovisual Collection** includes a small collection of audio-visual materials useful for information studies, in various formats.

**Children's Literature collections** (fiction, non-fiction and picture books) have been developed to support the curriculum. The **In Review** collection of Canadian Children's books is a historical collection for Canadian children's publishing and augments the general children's literature collections.

SUBJECT COVERAGE

Most information studies topics fall between 000 and 029.9 in the Dewey Decimal Classification (20th ed.); information science and information systems aspects in 004-006 and library and archival science in 020-029. A working definition of information science (Casey, *Compilation of Terms in Information Science Technology*) serves reasonably well for information studies in general:

> The study of generating, acquiring, processing, storing, retrieving, disseminating, and using information; the study of the properties, structure, and transmission of information; and the development of methods for the useful organization of data and dissemination of information.

These broad topics form the core collecting areas for all the program streams. Some material from other subject areas is acquired to support the curriculum. Some of these areas are computer science, linguistics, management, personnel management, general research methods, and statistics.
COLLECTION LEVELS

Definitions of the various levels of collection are taken from Guidelines for Collection Development, by David L. Perkins, ed. (Chicago: American Library Association, 1979, p. 3-5), with minor changes in wording to reflect our requirements:

Comprehensive: A collection in which the library endeavours, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms) for a necessarily defined field ... The aim, if not the achievement, is exhaustiveness.

Research: A collection which includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results and other information useful to researchers. It also includes all important reference works and a wide selection of specialized monographs, as well as an extensive collection of journals and major indexing and abstracting services in the field.

Study: A collection which supports course work, or sustained independent study, that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, or less than research intensity. It includes a wide range of important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

Basic: A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere.

Minimal: A subject area in which few selections are made beyond very basic works.

LANGUAGE/SOURCE LIMITATIONS ON COLLECTION

In all areas of the collection English language materials predominate, except for Canadian materials, which are collected in both English and French. Relevance and quality of materials are the main criteria for selection up to the study level. At the research level where quality is not a consideration, limits of source and language apply to make collection more manageable. Since the Library is the main research collection in the University for library/information science materials these source/language limits apply mainly to this area. The order of priority for language and source country:

<table>
<thead>
<tr>
<th>Language</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>French and English</td>
<td>1. Canada</td>
</tr>
<tr>
<td>English</td>
<td>2. United States</td>
</tr>
<tr>
<td></td>
<td>Great Britain</td>
</tr>
<tr>
<td></td>
<td>International (e.g. IFLA, FID, EC, ISO)</td>
</tr>
<tr>
<td></td>
<td>3. Australia/New Zealand</td>
</tr>
<tr>
<td></td>
<td>4. Other</td>
</tr>
<tr>
<td>Non-English</td>
<td>5. Western Europe</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>
SUBJECT CATEGORIES

The Library does not now try to collect comprehensively in any area. Material on most topics in the core areas of information studies is collected at the research or study levels, but some topics are covered less thoroughly. Specific levels are determined by teaching and research needs, and may change to reflect the changing needs of the Faculty and its curriculum. The following tables give a detailed, but not exhaustive list, of subjects covered with an indication for each topic of the collecting level. Material will be acquired in the most appropriate format.

Res. Study Basic Min.

Information Studies in general

- General treatments
- Research methods and reports (e.g. Bibliometrics, surveys, experimental studies)
- General research methods, statistics
- Standards
- Associations
- Professional education

Social Environment of Information

Information flow

- Social, behavioural, political aspects of information technology
- Political economy of information
- Information policies, standards, regulations
- Censorship, Freedom of/access to information
- Copyright
- Canadian government control of information
- Privacy, security of information (especially non-technical, non-legal)
- Economics of information
- Marketing of information
- Information brokers
- Mass communications
- Trans-border information flow, 'geopolitics of information'

Users, user behaviour and user services

- Information needs, information 'seeking' behaviour
- Information services
- Reference/information services
- Online searching
- User orientation and instruction
- Users by special characteristics

Libraries/Archives and the community

- Cooperation, e.g. information networks
- Promotion/marketing/public relations
- Government relations and legislation

Types of libraries and archives

- Archives/libraries in general
- History, comparative studies
- National archives/libraries
- Government archives/libraries
- Public libraries, community archives
- Academic archives/libraries
Res. Study Basic Min.

School libraries/Instructional Media Centres
Special libraries, specialized archives
Statistics of information organizations
Canadian national and provincial libraries/archives
Major American, British national libraries/archives
Other statistics

Representation and Organization of Information for Use

Taxonomy of information
Representation of information
Document representation (in surrogate systems, databases, text files)
Analysis and description, Access points
Bibliographic analysis and control
Descriptive cataloguing, types of catalogues
Database management systems
Normalization (control mechanisms, authority files)
Standards (e.g. MARC, RAD, NISO, ISO)

Types of information stores
Catalogues of individual libraries/archives
Bibliographic utilities
Databases, databanks

Organization of information
Methods of ordering
Natural and controlled vocabularies
Subject analysis and control
Classification, Classification schemes
Indexing and abstracting
Subject indexing
Linguistic analysis

Records management
Archival description and techniques
Museum methods and techniques

Organization and Management of Information Organizations
Administration, planning, finance, budgeting
Staff (e.g., personnel management, professional and technical staff)
Physical facilities, architecture, buildings
Management in general
Personnel management in general, industrial relations
Quality assurance, TQM
Decision making

Information Resources and Access
Documents and other forms of recordable information
Sources of documents and information
Electronic publishing
Electronic information products
<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microforms, reprographic methods</td>
<td>Audiovisual materials</td>
</tr>
<tr>
<td>Collection management in libraries and archives</td>
<td>Acquisitions, Collection development, materials selection, Reviewing and reviews of materials, Selection aids, Preservation/conservation of documents, Treatment of special materials, Document delivery systems, e.g. ILL, EDI, fax</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading interests and habits, general, literacy, Reading and other information use by children and young adults, Children's literature, Storytelling</td>
</tr>
<tr>
<td>Information Systems and Technology</td>
<td>Information theory</td>
</tr>
<tr>
<td>Information technology in general</td>
<td>Information technology in information organizations, Computers, esp. microcomputers and interactive systems, Computer software, esp. standard products, Artificial intelligence/expert systems, Automated language processing</td>
</tr>
<tr>
<td>Human/computer interaction, testing, evaluation</td>
<td>Human factors in screen design, User interface design, Design factors for OPAC, CD-ROM, multi-media, User performance, end-users</td>
</tr>
<tr>
<td>Information System analysis, design, and use</td>
<td>Systems analysis and design, methodologies (e.g. soft, user-centred, multiview), Information system modelling, models, object-oriented techniques, Performance measures, user participation, Social/behavioural factors in information system design, Database management systems, Database design, esp. conceptual, Information storage and retrieval, Online databases and other ISR systems, Search engines for databases, Distributed databases, User performance, Information industry, online database industry (esp. Canada and U.S.)</td>
</tr>
</tbody>
</table>
APPLICATION OF COLLECTION LEVELS

Electronic Information Resources

This Policy provides guidelines for collection by subject: resources falling within our subject areas, in whatever form or format, will be acquired for the collection or made accessible to users in other ways. Throughout the Policy we consider the "collection" of various types and sources of electronic resources which fall within our subject areas: CD-ROM products, online accessibility, and electronic journals and texts; other forms of materials which may become available in future will also be considered as they fit our subject emphases.

The availability of materials via the Internet opens a vast new resource. We will be actively searching and "collecting" text and other resources which fall in our subject areas. It is expected that most of these resources will remain in electronic form (that is, they will not be printed out for addition to the paper-based collections) and that most will not "reside" in FLIS space. In searching and locating relevant resources, we will also be looking at the most efficient method of making our users aware of these resources, whether by creating bibliographic records for them or other means.

GENERAL COLLECTION

Material acquired for this collection falls within the topics and collection levels specified in the Subject Coverage section with stated restrictions on language and source of publication.

Theses

Doctoral theses in library and information science produced in North America are acquired in microform on standing order. Other important doctoral theses are acquired through general selection procedures. Masters theses are not generally acquired. Two copies of FLIS doctoral dissertations and research stream major papers are deposited in the Library. For Ph.D. dissertations, microfiche copies are also acquired.

REFERENCE COLLECTION

Reference materials are acquired in print, microform and electronic format, as appropriate. Information studies reference materials are acquired according to the general collection policy. However, because of the high cost of many reference works it may not be possible to acquire every edition of every title. In other subject areas, collection levels are basic or minimal, and include basic reference works such as bibliographies, indexes, directories, almanacs,
encyclopaedias, dictionaries, statistical works, handbooks, manuals. Canadian materials are emphasized. Most yearbooks and frequently revised titles are acquired only periodically and when possible are acquired as gifts.

Access to major library-owned indexes in CD-ROM format is available to students and faculty outside the Library, on the FLIS network. Access to information beyond our own collection is available electronically through: DIALOG, Wilsonline, etc. (online bibliographic, numeric and text databases); on UTLink (UTCat, Medline, Wilson indexes, CIHM resources); and the Internet (library catalogues and a vast array of other information resources).

SERIALS COLLECTION

Selection of journals follows the general collection policy; for newsletters and annual reports of information organizations and associations, emphasis is given to Canadian materials. Calendars of North American information studies programs are also collected. Serials may be collected in paper, microform, electronic or CD-ROM formats.

MICROFICHE COLLECTION

Currently little is being selected from NTIS or the British Library Research and Development research reports; most new items are ERIC documents.

AUDIO-VISUAL COLLECTION

Because of the high cost of most audio-visual material, acquisition is much more selective than for print material. Most titles currently acquired are in videocassette. Acquisition is based mainly on potential instructional use and cost.

CD-ROM PRODUCTS AND MICROCOMPUTER SOFTWARE

CD-ROM acquisitions are principally databases in information studies areas. Core titles are acquired on subscription, some general titles are donated by the database producers, and selected non-serial titles are purchased. Network licenses are signed for some core titles which are mounted on the network. Microcomputer software includes both full versions and test versions. Acquisition is very selective; emphasis is on cataloguing, indexing and statistical analysis software.

SUBJECT ANALYSIS SYSTEMS COLLECTION

Classification schemes, subject heading lists and thesauri in all subject areas are acquired, principally in English, French material originating in Canada, and multilingual (including English). A few titles in other languages are included, principally to cover subjects not available in English. We request "deposit" copies of schemes from publishers, in accordance with our status as the North American "Clearinghouse". Growth of the collection depends on much material being acquired on deposit. Titles unavailable free are considered for purchase on the basis of their importance, potential use, subject coverage and cost.

CHILDREN'S LITERATURE COLLECTION

As a working collection of materials for elective courses, most selection is done by instructors of these courses, who are most familiar with the literature, new trends, and problem titles. Fiction, non-fiction, and picture books are selected for the age range from pre-school to high school, with emphasis on the up-to-12s. Subject coverage is intended to represent areas of interest to the age range and to reflect current publishing. The picture book collection includes a broad range of authors and illustrators, contemporary and classic. The collection is maintained at twelve sections of shelving.
COLLECTION MANAGEMENT

DUPICATES

Normally one copy only of each title is acquired for the collection. Duplicates are acquired very selectively, and generally only for titles which are required or recommended course reading. The “formula” for determining the number of duplicates to be bought:

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Required reading</th>
<th>Recommended reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>3 to 4 copies</td>
<td>1 to 2 copies</td>
</tr>
<tr>
<td>60</td>
<td>2 to 3 copies</td>
<td>1 to 2 copies</td>
</tr>
<tr>
<td>40</td>
<td>1 to 2 copies</td>
<td>1 copy</td>
</tr>
<tr>
<td>20</td>
<td>1 copy</td>
<td>1 copy</td>
</tr>
</tbody>
</table>

Acquisition of the larger number of copies depends on such factors as:
- cost
- the proportion of the book that is required or recommended
- how it will be used (e.g. will all have to read at the same time)
- the number of readings on the list
- number of courses for which it is listed
- past circulation patterns (with the automated circulation system, this factor can now be easily tracked)

ACQUISITIONS FOR NEW COURSES

A small amount of ‘seed money’ is made available for materials required for new courses, or for substantially changed courses. The amount is always limited because these funds have to be drawn from the general book fund, and will depend on other demands on the fund at the time.

REPLACEMENTS

Generally, missing volumes are not considered for replacement until they have been missing in inventory for three years. We try to replace, by purchase or other means, any core title for which we have only a single copy. For duplicates, replacement depends on the current level of demand for the title. In the case of titles needed for reserve, consideration is given to replacement in the year in which they are first missing. A title in heavy demand may be replaced very soon after it has disappeared from the collection. Missing titles in the non-information studies areas of the collection are replaced only if they continue to be used as required or recommended reading. Other holdings on campus are also considered in replacement decisions.

RETENTION POLICY

In the information studies subject areas, one copy of each title is retained; duplicate copies may be withdrawn when no longer required to meet course needs.

In other subject areas, titles are withdrawn when no longer required for course needs. Weeding is carried out in consultation with faculty teaching in these areas.

GIFTS

The Gift Policy is appended.
RELATIONSHIP WITH OTHER COLLECTIONS

Internet: Through the Internet we are able to access a large and increasing number of library catalogues and other resources. Both Library staff and users are able to search catalogues for titles of interest and for documents on topics of interest. Perhaps more than any other facility the Internet expands our ability to access resources.

National Library, Library Development Centre: The LDC collects more exhaustively in Canadian library and information science materials, particularly in ephemeral materials from individual libraries. We acquire this material more selectively, in accordance with our policy, and rely on ILL for access.

University of Western Ontario, School of Library and Information Science: Since each of our collections is designed to support Masters and Doctoral programs in information studies, there is substantial duplication in the collections.

University of Toronto Central Libraries: UTL’s collection in library/information science is largely trade books and standard journals also held by us. In recent years many of their journals have been discontinued. In archives and information systems each collection has some unique and some duplicate materials. Some materials useful to the Information Systems stream may be held only in the Engineering or Science/Medicine Libraries. UTL has some non-English language materials (mostly acquired via their Dealer Selection Order program) which fall outside our language collection policy. In non-core subject areas, much of the material used by FLIS students may be in the UTL collections, particularly bibliographical and reference material.

Other University of Toronto Libraries: In archives/library/information science, there is minor duplication of individual titles between our collection and other campus collections. In information systems, there is some duplication particularly with Computer Science and Management; some material useful to this stream may be held only in these libraries. In subject area studies, students are expected to use appropriate libraries for more extensive collections in their subject areas.

Requests for titles in marginal subject areas are routinely searched for holdings in campus libraries before an acquisition decision is made.

Collections not covered by this Policy

The Information Files contain material such as brochures, pamphlets, clippings and reports which are not suitable for cataloguing for the collection, on specific institutions, associations, and subjects. The Xerox File contains duplicate copies of periodical articles needed to support masters course work.