

**SUBJECT SPECIALISATION AND SUBJECT SPECIALISTS IN ACADEMIC LIBRARIES,
WITH PARTICULAR REFERENCE TO THE UNIVERSITY OF ZAMBIA LIBRARY**

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DECLARATION

This work has not been accepted in substance for any degree, nor is it being submitted in candidature for any degree other than Magister in Scientia Bibliothecaria of the University of Wales.

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STATEMENT OF ORIGINALITY

The conception, research, organisation and writing of this dissertation is the independent work of the candidate, MARY MATILDA ZULU. It has been carried out at the College of Librarianship Wales, Aberystwyth, under the supervision of Malcolm F. Tunley, M.A., F.L.A.

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ABSTRACT

The study presents definitions of subject specialisation and the subject specialist. The roles, qualifications and duties of the subject specialist are discussed and the term 'subject approach' is identified as the preferred terminology. Advantages and disadvantages of the subject approach are outlined. Two brief case studies of university libraries practising the subject approach are given. University libraries are discussed with regard to their recent developments and current trends. An overview of the University of Zambia Library is presented. The study concludes with an outline of proposals, implications and recommendations for adopting the subject approach in the University of Zambia Library.

INTRODUCTION

1. Purpose of study

The concept of subject specialisation in university libraries has been applied widely in both America and Europe. Most of the under-developed countries have not been able to adopt this concept due to reasons such as the acute shortage of qualified manpower and finance. The purpose of this study is to examine the underlying reasons for and views of subject specialisation and its development, and to see how far this concept can be applied to a particular academic library in a developing country, the University of Zambia Library.

2. Scope and limitation

Although subject specialisation was first adopted in Germany the study looks at its development in Britain from 1960 onwards and how it is practised in British academic libraries, particularly in universities. The coverage of developing countries is limited to Africa.

3. Methodology

A variety of published and unpublished materials has been used in the writing of this study. The majority of the unpublished sources have been obtained from the University of Zambia. A literature search was carried out to locate published literature using in particular the LISA (Library and Information Science Abstracts) CD-ROM 1969 to 1988 and Library Literature 1985-1988. Sources have been acknowledged in the references wherever they have been used.

4. Structure of the study

The study consists of 4 chapters. In Chapter 1 the terms "subject specialisation" and "subject specialist" are defined. Special reference is made to university libraries. Chapter 2 looks at how the organisation of university libraries has developed from a traditional hierarchical structure to a subject approach which leads to a 'flatter' organisational structure. The major influences that brought about this change in Britain and in developing countries are discussed. Chapter 3 gives an overview of the University of Zambia Library and its organisational structure, staffing distribution and services. Chapter 4 provides some proposals, implications and recommendations for the adoption of the concept of the subject approach in the University of Zambia Library.

CHAPTER 1

SUBJECT SPECIALISATION AND THE SUBJECT SPECIALIST

1.1. DEFINITION

Subject specialisation is a relatively new movement in academic library staff structures whose main direction is towards making more appropriate use of staff by re-examining the allocation of duties and organising staff on a subject based pattern in the institution.

The philosophy of subject specialisation has been fully discussed by many writers, amongst others are British writers like Coppin (1974)¹, Humphreys (1967)² and Guttman (1965)³, Biskup (1977)⁴ from Germany and Scrivener (1974)⁵ from Australia.

Although subject specialisation has a generally accepted meaning in Germany, Biskup (1977)⁶ noted that in the English speaking world different libraries use a variety of titles to describe it. There are five varieties, these are hybrid, grafted, pure, subject division and area. (These will be discussed in later sections).

A survey carried out by Woodhead and Martin (1982)⁷ found that most of the respondents had difficulty in defining the term subject specialist. This is evident from the comment of one respondent who stated that:

... subject specialist is indeed a Humpty Dumpty word and means whatever the user wants it to mean.⁸

Further the survey revealed additional terms:

we call our people subject librarians now... since they cannot be real specialist in every aspect of every subject they handle...⁹

In spite of the confusion reflected in the terminology a number of writers have attempted to define the term. Humphreys (1967) saw a subject specialist as:

a member of a library staff appointed to develop one or more aspects of a library's technical or reference service in a particular subject field. Although he would normally already have some experience in his field and would commonly have obtained a first or research degree in the subject. It is not essential that he should have qualifications in the subject when he is appointed. Nor ... would he necessarily spend all or even the major portion of his time on book selection.¹⁰

Guttsman (1965) considers that subject specialists should be responsible in their subject areas for book selection, bibliographical enquiries and giving user instruction. He states further that:

They also classify, but do not catalogue, all books in their subjects and assign subject entries to them. In addition, they share a range of administrative tasks.¹¹

Holbrook (1972)¹², on the other hand was concerned that the Humphrey definition lacked clarity because he singled out aspects of the library that is the technical services and reference services. In his definition Holbrook expands and redefines the term. He indicates that the main emphasis should be in subject training and points out that the subject field may either be narrow or broad. He says:

... a subject specialist is a member of the library staff appointed to organise library services in a particular subject field. This subject field may be fairly narrow, or, more typically, be broad enough to cover an umbrella of related disciplines contained in a faculty/school/departmental structure. The subject specialist's responsibility for developing the services and maximising the use of the library's resources in his area implies a wide variety of duties. The subject specialist would normally have obtained at least a first degree in the subject concerned, this supplemented by a post graduate course in librarianship...¹³

Holbrook further states that the subject specialist should "be a policy maker, an educator, an academic and a manager".¹⁴ The policy making role includes advising the academic departments on the effect on the library of new courses and informing the library of developments in the departments. This is done through membership of the appropriate faculty or departmental board. He also has an important role to play in the planning of the administrative policies in the university or polytechnic. As an educator the subject specialist should strengthen and maintain the user programmes which already exist as well as educating the faculty and the students of services available in the library. He has to make sure that the fullest use is made of the library's resources. As an academic he should keep abreast with developments in his own subject field so as to be accepted among the other academics in the university or polytechnic. The managerial role involves the management of his subject area which will include collection building and cataloguing. In addition this role includes the managing of staff. As Holbrook points out the subject specialist "must learn to become a manager of people, as well as materials".¹⁵

1.1.1. QUALIFICATIONS OF SUBJECT SPECIALISTS

Woodhead's (1974) survey of subject specialisation in three British university libraries showed that "only half of the specialists interviewed possessed first degree or professional qualifications in the subject they specialise in. Although almost all had first degrees very few had higher degrees".¹⁶ A view expressed by the specialists themselves regarding subject knowledge was that:

The need to call upon subject knowledge was not great; the important thing was to build up one's knowledge of the subject literature; even if a specialist knew virtually nothing about

this subject(s) to begin with (as many admitted was the case), he picked up information as time passed and gradually learnt about its history, terminology and great names.¹⁷

This view on the other hand is offset in part by the fact that some specialists who were responsible for subjects they had not studied in their first degree said that sometimes they felt unsure of themselves. This was more evident in the science subjects.

The qualifications in British libraries may be compared to those of the German 'Referent' discussed by Biskup.¹⁸ These form the higher grade or the 'Hoehere Dienst'. For this grade a doctor's degree is normally required in addition to professional qualifications.

Coppin (1974)¹⁹ writing on the Anglo-American concept of subject specialisation states that the minimum qualifications for a subject specialist is an undergraduate major in the subject plus the master's degree in library science. The optimum qualifications should include both undergraduate and master's degrees in the subject field, possibly actual experience in the subject field, and then the master's degree in librarianship. She stressed that:

The degree in librarianship is required because many librarians are not ready to accept as librarians anyone who does not have this degree.²⁰

This view is also held by a correspondent in College and Research Libraries (1973) who stated that:

a mere possession of a MA or PhD degree certainly does not qualify the holder as a subject specialist librarian.²¹

Humphreys (1967) had suggested that the subject specialist "would have commonly obtained a first and a research degree in the subject"²² but makes an important reservation when he points out that it is not essential that he should have qualifications in the subject when appointed.

Sandhu (1975) tried to identify the primary characteristics of the person required to play the role of subject specialist:

He should have an outgoing personality and be able to get on well with and earn the confidence of various kinds of people. He should always be flexible, courteous and approachable.²³

This point will be further developed when the liaison role of the subject specialist is considered in (1.2.2.). It will be seen that in addition to necessary subject and professional qualifications personality, drive, commitment and good communication skills constitute an important requirement in the character of the subject specialist.

1.2. DUTIES OF THE SUBJECT SPECIALIST

The role of the subject specialist can encompass a variety of functions and duties. This directly relates to:

- (a) the size and physical layout of the library;
- (b) range of subjects taught in the institution; and
- (c) number of subject specialists available.

Harris (1974)²⁴ lists fifteen vital duties of the subject specialist in a polytechnic:

1. liaison with teaching staff
2. assistance to students
3. course co-ordination and planning

4. subject teaching
5. internal and external contact on subject work
6. literature searching
7. periodical scanning
8. production of current awareness services
9. production of profiles for research workers
10. book selection
11. stock editing, including withdrawal policy
12. consultation on classification problems
13. publication of relevant lists and guides
14. staff training
15. surveys and research within subject areas.

Fairhurst (1978) provided a list of duties for a typical university library subject specialist. The list amounts to a good job description for a subject specialist. He sets out the major objectives of such a member of staff:

1. to get to know personally the teaching staff in subject departments and to be aware of their scholarly interests;
2. similarly to know as many of the research students as possible;
3. to be aware of the course currently taught in the department and of plans for the development of new courses;
4. to be responsible for book selection and stock building (and, in the future, stock relegation) with or without the active cooperation of teaching departments;
5. to be available to give bibliographical help and to handle all detailed reference enquiries in the subject from any library users;
6. to design and conduct courses in library use, subject bibliography and literature search techniques for undergraduates and postgraduates as and when these appear to be needed;

7. to prepare library guides in the subject and to develop current awareness and information services.²⁵

Holbrook (1984) added one role which he termed as "the great unwritten role"²⁶ and that is of keeping an eye on the appropriate floor. By this he meant to ensure that the floor is under supervision by the subject specialist and his staff.

Bundy's (1984)²⁷ study The role of Subject Librarians in British Polytechnic and Australian Institute of Technology Libraries revealed that job descriptions of most of the polytechnics were similar in their content although some were found to be more comprehensive like the Liverpool Polytechnic job description which states that the subject specialist will:

1. Sit on relevant departmental boards and committees in order to keep in touch with current planning and course development.
2. Advise on the impact on the library of academic developments and changes in student numbers and courses.
3. Be aware of changes in teaching methods.
4. Take part as a member of the senior library management team in library planning (for the subjects served).
5. Advise on policy decisions concerning readers services, classification and cataloguing and reader instruction programmes.
6. Liaise on, and provide, in conjunction with other subject specialists, reader instruction programmes, self-instruction programmes, staff training programmes, faculty induction programmes etc., in order to raise users from a status dependent on library staff to a status independent of the library staff.
7. Publicise the library.
8. Liaise with other senior staff on the provision of SDI and current awareness services, bulletins and other publications (including computerised literature searches).

9. In conjunction with other library staff continually monitor the performance of the library via failure surveys, cohort analysis etc., in order to identify users' needs and assess effectiveness of the library.
10. Meet academic staff concerned with his subject area.
11. Produce a 'profile' showing the position of his subject throughout the polytechnic (e.g. not assuming that, say sociology is only taught/studied in one faculty).²⁸

The writers on the concept of subject specialisation (see 1.1.) identified that subject librarians have roles to play in liaison, current awareness, policy and planning, cataloguing and classification, user education, collection development, selection, reference and bibliographic work.

The following sections will deal with the responsibilities attached to the different roles. It should be noted that unless the contrary intention appears, words bearing the masculine gender shall include females.

1.2.1. USER EDUCATION/READER INSTRUCTION

Harris (1982)²⁹ emphasises the importance of user education and states that it is the only way that librarians can be able to direct users in the "information explosion". This can be in the area of teaching about the subject literature to the users and by giving library instruction.

Holbrook (1972) earlier stated that:

not only should the subject specialist feel professionally motivated to instruct readers, but he is also likely to be under pressure from academic staff to undertake some form of instruction.³⁰

Nancy Fjallbrant and Ian Malley (1984) in the book User Education in Libraries point out that the early attempts to explain why user education was necessary were based on the belief that knowing how to use a library was an essential part of "Education-for-life". They further add that this aspect is important because of four reasons:

1. The rapid growth of information places a great amount of demand on the ability to continue to learn throughout life. Students are encouraged to be more critical of the subjects they are studying. In order to do this they have to be taught to be independent and not only rely on pre-selected reading lists. This can only be achieved if the student has the knowledge and skill to find their own way in the library.
2. Recent trends in education have increased the need for helping the library user. The move from the teacher centred to the student centred type of education instruction has put an emphasis on the need for the students to find materials relevant to their needs.
3. Another factor pointing to the need of user education is the growth of inter-disciplinary courses. These courses cut across the traditional boundaries of subjects which may cause problems for the student who is trying to locate, select and organise the materials for study. Therefore the student should be assisted to find his way through the materials.
4. Another aspect of user education is for the need to instruct the user in the use of the new technologies in library development like on-line services.³¹

User education can take the form of orientation sessions for first year undergraduates. Thompson and Carr (1987) state that this is important as it is "a key element in creating the right sort of feeling about the library".³²

By carrying out user education activities, the subject specialist develops an understanding of the user information needs and any problems concerning the services he is providing. At the same time after assessing the value of user education he will receive feedback on

user satisfaction, and should subsequently be able to devise better programmes reflecting new and changing user needs.

1.2.2 LIAISON ROLE

The foundation of the liaison role is based on adequate communication between the subject specialist and the user community. The library can only be said to have achieved its goals if the users of the library are satisfied with the services provided. The library services should be made aware to the faculty and students according to their particular needs. There are several services that a subject specialist can carry out:

- (a) assisting in finding information and materials needed;
- (b) placing materials on reserve for classes;
- (c) giving library tours;
- (d) explaining the use of library's resources;
- (e) preparing bibliographies on well defined topics;
- (f) checking class reading lists to be sure that material is in the library;
- (g) aiding in the selection of materials in a field;
- (h) putting the book on 'hold' if it is in circulation;
- (i) locating and making available less commonly used materials not in the library through interlibrary loan services.³³

The subject librarian in this respect has the responsibility of selling the library as a learning resources centre to both the faculty and the students. This can be done by actively seeking out the users and potential users. This public relations work must also be directed to those who are not library-minded.

Initial contact by the subject librarian with the users personalises the services of the library. Early contact with students is important as their academic work will be centred around the services provided in the library. First impressions usually persist and can determine student attitudes towards the library and its services.

In creating a close relationship with the faculty he will be able to demonstrate his level of efficiency and effectiveness. In this way the faculty will come to recognise and accept him as a colleague who can offer assistance and his specialist skills at the appropriate time.

The approach could be formal, for example being a member of the school, department or faculty boards. Harris (1974) emphasises the organisational links with teaching colleagues, because:

Subject librarians geared to faculty, department or course subject coverages can represent the library on departmental committees, staff meetings, and course committees. They will be integrated on the one hand into the teaching power structure, and on the other hand into the library structure.³⁴

He will thus be in a position to acquaint himself with new faculty members even before they join the institution. This is important as the librarian will get a clear perception of the new faculty's interests and field of research. When the new faculty member arrives he should personally show him around the library and the parts of the collection of most interest to him. On the other hand the initial contact can also be informal like over tea and lunch breaks. If possible the subject specialist should get on first name terms with the faculty.

By effective communication the librarian can learn of his readers' interests and in advance know the likely demands to be made on his services. It will also ensure that the development of the library matches the development of the teaching and research programmes in the university or polytechnic.

1.2.3. COLLECTION DEVELOPMENT AND SELECTION ROLE

The traditional role of academic libraries as supporters of study and research programmes in their respective institutions has made it inevitable that a wide variety of materials should be acquired.

J. Periam Danton (1967) expressed the significance of selection by saying:

a book cannot be ordered, catalogued, classified, shelved, borrowed, or used until someone, somehow has made a selection decision.³⁵

He continues:

selection is the most important and the highest professional task of the librarian.³⁶

The importance of subject specialists carrying out this role is expressed by Smith (1974) who points out that:

collection development is itself becoming so specialized and demanding that it is unmanageable for anyone except an expert who combines a knowledge of the field, with a speciality in its bibliography and in library practice.³⁷

Accurate selection decisions will determine the quality of the library's collection. Equally, quality combined with the size of the collection will largely determine user satisfaction with the library's services.

Selection should be carried out in consultation with the faculty. If subject specialists in their selection work take into account requests from the faculty they will develop a balanced collection containing important materials in the relevant fields which meet not only immediate needs but also future programmes.

Davis (1975) in emphasising the role the subject specialist in resource selection maintains that:

Stringent financial controls make it essential that librarians and academic colleagues work together on book selection. The lecturer will greatly influence the choice of stock for course studies, and the librarian has a particular responsibility to maintain a balance and plan for the longer term.³⁸

Another writer, Harris (1974) argues that:

It is essential that book selection, stock editing, and withdrawal policy should be firmly in the hands of the subject librarian. It is disastrous to give teaching staff authority ... You meet either academic inertia or academic over-abundance. The subject librarian must listen to his teaching colleagues and take their advice. But he must be in charge and seen to be in charge. The subject librarian is no office boy.³⁹

In selecting the materials the subject librarian should take into account the interests of the academic community, that is, the group of persons the library has been established to serve. This not only includes the active users' needs but also the potential users. By understanding their needs he will be in a position to formulate a selection policy that will enable him to skillfully select and identify priorities which will reflect the overall objectives of the academic institution.

Selection can be current and retrospective. The former can be done by perusal of scholarly journals, national bibliographies, publishers'

announcements and so on. Retrospective purchasing can only take place in the light of detailed consultation and the various processes of stock editing.

The subject specialist has the duty of identifying gaps in the collection and seeing that they are filled. In order to maintain a balanced stock he should by means of the liaison role [1.2.1.] keep up with new developments in his subject field and sub-fields within disciplines in addition to keeping in touch with the faculty and students.

Sometimes the subject specialist will have to establish whether there are enough copies of particular titles. In this case the faculty can inform the subject librarian when exceptionally heavy demand is put on a small number of titles required for projects or seminar work. The subject specialist will then be required to put such titles on a shorter loan period, thus influencing the overall selection process.

Since the subject specialist will be conversant with the collection he will be the means by which the standard of accuracy of student's reading lists may be improved, for example, if a member of the faculty approaches the subject specialist with the 'draft' before it is distributed it may be checked for faults.

Subject librarians will, as professionals make contact with other specialist librarians and will be aware of resources in other

institutions. Through the exchange of current awareness bulletins, accessions lists and other specialist publications a valuable source of selection can be established.

Just as book selection is a continuous process the subject specialist should make the weeding of the collection's outdated and worn-out materials continuous. This can be done with advice from the faculty.

1.2.4 REFERENCE, INFORMATION AND BIBLIOGRAPHIC SERVICES

Thompson and Carr (1987) listed examples of reference services as:

locating in the catalogue an item for which a reader has searched unsuccessfully, or confirming that the item is not in stock; showing a reader how to find from the subject catalogue what books the library has on a particular topic; taking a reader to the various printed indexes through which a particular periodical article can be traced; and telling a reader which work of reference should be consulted to discover a certain piece of information. This type of reference service can also extend to producing the actual information required as opposed merely to indicating where it might be found: answers to telephone queries are often of this nature.⁴⁰

The subject specialists can provide reference and bibliographical services to the faculty members and students. They have a responsibility to assist anyone who has a problem in the area in which they specialise. This role involves performing the basic function of finding or aiding in the locating of information.

Reader assistance is attained by the subject specialist by participating in the general enquiry desk service and by assuming responsibility for all enquiries concerned with his subject area which require more specialised attention than can be given in a short period of time by other members of staff.

The subject specialist can also be available to resolve any difficulties encountered by readers in his subject area concerned with the library's normal routines.

In information services the subject specialist can provide current awareness services in one form or another concerning new books, reports, periodical articles, etc. These services can be designed for individual members of academic staff.

In addition the subject specialist can carry out literature searches and compile bibliographies and reading lists.

1.2.5. CATALOGUING AND CLASSIFICATION

Crossley (1974) emphasised that the subject librarian's involvement with classification and cataloguing should be advisory, otherwise he is "tied down to routine work which absorbs a goodly portion of his time".⁴¹

Davis (1975) writing on collection development states that:

a subject specialist should act as a catalogue advisor... A total involvement in the cataloguing of all materials is probably not a good thing.⁴²

In this light the subject specialist acts as an advisor on problems concerned with the classifying and cataloguing of publications within his subject area. Further he should be in a position to help formulate policies for these processes within his subject area.

1.3. SUBJECT SPECIALISATION IN BRITISH UNIVERSITY LIBRARIES

Subject specialisation has a fairly short history in British university libraries. In the 1960's when Guttsman (1965)⁴³ and Humphreys (1967)⁴⁴ were advocating the concept in Britain, America and Germany had already adopted the concept in some libraries. Bryan (1979) noted that in fact at the time the subject divisional concept was emerging in Britain it was "sinking rapidly into eclipse on the other side of the Atlantic".⁴⁵

Subject specialisation in British libraries stemmed from the newer universities and polytechnics in the 1960's. The first was the University College of London which was faced with the problem of a rapidly growing collection and decided that the best solution was to treat the various parts of the collection as largely autonomous units.

In the old libraries subject specialisation stemmed from branch libraries which later led to changes in the main libraries.

Woodhead and Martin (1982)⁴⁶ stated that subject specialisation was adopted because of the need to deal with materials in particularly difficult areas, e.g. Japanese studies, Latin American etc. They also pointed out that this usually started from the cataloguing department:

Typically there would be an allocation of subject fields amongst staff, at first for cataloguing and classification, but later extended to liaison with departments reference work, reader instruction, etc.⁴⁷

One of the major reasons for adopting the subject divisional approach in British university libraries was the need for better liaison between the library and the academic departments.

1.3.1. FORMS OF SUBJECT SPECIALISATION IN BRITISH UNIVERSITY LIBRARIES

The form of the subject approach takes a variety of forms in British university libraries. Scrivener (1974)⁴⁸ in his survey identified four variations, the grafted, hybrid, three-tier and subject divisional. Woodhead and Martin (1982)⁴⁹ in their survey tried to classify British university libraries into these categories. The survey revealed that 18 libraries adopted the grafted, 20 the hybrid, 7 the three-tier and 2 libraries the subject divisional.

Subject specialisation in its purest form has been practiced in the University of East Anglia Library from its beginning. Guttsman (1985) the then librarian wrote that:

In starting afresh, and without a tradition, however venerable, to hamper one, it seemed possible to develop a pattern of university librarianship which on the graduate staff level would permit a combination of specific academic learning and skills with a variety of tasks. To do this one must, in turn, amalgamate functions in the library and have subject specialists working in a field of knowledge but covering in respect of it book selection, classification, bibliography and reference work. In place of a horizontal division of function you thus achieve a vertical integration.⁵⁰

By separating out his career-grade librarians from the senior library assistants, library assistants and clerical staff Guttsman⁵¹ established what was basically a three-tier structure. This is when a proportion of staff is allocated to work on a subject basis and the remainder continue to be grouped according to function. This type of arrangement is a compromise between a functional and purely subject approach. It gives some staff the opportunity to 'specialise' without

the encumbrance of functional responsibilities. Basically this three-tier structure consists of:

Tier One A group of academically well qualified librarians who are subject specialists responsible for functions like bibliographical work, selection, advising on classification and liaison with academic staff.

Tier Two Librarians who are professionally qualified but usually non-graduate librarians who are responsible for carrying out the library functions which require professional competence, but require no subject knowledge like descriptive cataloguing, acquisition procedures oversight of the circulation etc.

Tier Three Finally there are the junior assistant and clerical staff who carry out routine work under the direction of the other two tiers.⁵²

Another version of the three-tiered approach, developed from the University of East Anglia model, is that of the York University Library, sometimes referred to as the hybrid approach. The basic organisational structure is traditional in that there are identifiable acquisitions, cataloguing and readers' services departments, but superimposed on this is a scheme of subject responsibility. Staff are responsible for most of the cataloguing and classification within their own subject fields.

In some libraries the subject specialisation role is grafted onto a traditional functional structure. For example, librarians who are cataloguers, periodical specialists etc. also have within the subject area the duty to liaise with the appropriate academic departments and represent the library on departmental committees and generally familiarise themselves with the interests and research needs of the staff as well as the teaching programmes. Libraries that have adopted

this kind of scheme include Durham, Hull, Manchester, Strathclyde and Sussex.⁵³

A common system adopted in British university libraries is the creation of subject divisions within a library. This is usually adopted because of pressures due to the size of large libraries. These divisions, which sometimes operate at different sites, often have a large degree of autonomy and have their own support staff in addition to the subject specialist staff. There are a number of British university libraries who have adopted this approach. In the survey carried out by Woodhead and Martin (1982)⁵⁴ three are identified, Birmingham, Glasgow and London. A further survey identifies others like Southampton and Surrey.⁵⁵

1.4. SUBJECT SPECIALISATION IN AFRICAN UNIVERSITY LIBRARIES

The concept of subject specialisation in Africa is relatively new. As Avafia explains:

This is not due to lack of appreciation of the virtues of this system of organisation in a university library, but because there are not enough resources, either material or human.⁵⁶

One of the first writers on subject specialisation in an African library was Loveday in the mid-1960's in his papers presented to the University of Zambia Senate. Other writers, including Ogundipe (1983)⁵⁷, Hansen (1978)⁵⁸ and Adelabu (1974)⁵⁹ all pointed out the advantages of adopting the subject divisional approach in African university libraries and advocating a change from the traditional function/form to the subject divisional system of organisation.

Most African university libraries have subject libraries which are decentralized, for example the medical library and veterinary library at the University of Zambia (see Chapter 3).

A survey of seventeen African university libraries by Avafia (1981)⁶⁰ showed that only three of the libraries had adopted the subject divisional organisation, thirteen had the traditional functional structure and only one had both (table 1).

TABLE 1
A SURVEY OF AFRICAN UNIVERSITY LIBRARIES

University	Organisation function or subject
American University Cairo	Function
Cairo University	Function
Fourah Bay College	Function
National University of Lesotho	Function
University of Alexandria	Function
University of Benin, Nigeria	Subject
University of Benin-Lome-Togo	Both
University of Botswana	Function
University of Ghana	Function
University of Jos	Subject
University of Lagos	Function
University of Ivory Coast, Abidjan	Function
National University of Zaire, Kinshasa	Function
University of Port Harcourt, Nigeria	Subject
University of Zambia	Function
University of Zimbabwe	Function
University of Khartoum	Function

(Source: Kwami E. Avafia p. 185)

1.5. ARGUMENTS FOR AND AGAINST SUBJECT SPECIALISATION

1.5.1. ARGUMENTS FOR SUBJECT SPECIALISATION

One of the main advantages of the subject specialist approach in academic libraries is that it ensures that a person knowledgeable in a subject handles most of the library operations relating to the subject.

Through his involvement with collection development, classification and cataloguing processes the subject specialist becomes familiar with most of the materials that are available in the library in his subject field. As a result he is in a favourable position to carry out satisfactory information service to his clientele. In fact, Holbrook (1984) with regard to collection development says:

It is difficult to envisage anyone other than the subject specialist making meaningful decisions on guiding, relegation, withdrawal and the future accommodation of texts and subjects.⁶¹

The subject specialist can be an asset to the library as his advisory role in classification and the choice of subject headings are likely to be very accurate and related to actual user needs.

The liaison role that the subject specialist undertakes creates a cordial relationship to the faculty and students in his subjects therefore generating among them a greater awareness of the services in the library. In addition the library will be in a position to meet adequately the new demands placed on it by changes in educational methods.

Bastiampillai and Havard-Williams (1987) point out that an important outcome of the subject specialist system is that:

... academic libraries will be able to attract staff of high quality. If an honours graduate is able to work usefully in a library and at the same time maintain his academic connection with, and academic status in a certain subject, then he is more likely to be attracted to librarianship as a profession.⁶²

Although some writers on the subject imply that the subject specialisation organisation is costly and wasteful, Guttman (1973)⁶³ noted that since library salaries formed 40% of his total expenditure compared with the more usual figures of 50% then found in British universities, the system could hardly be regarded as wasteful in terms of staff. However, he also adds that the system probably best fits universities with a student population between 3,000-8,000 and with a fairly unified library system.

Holbrook (1983) points out that since 95% of the collections in the University of Bath are on open access the subject specialist adjacent to the book stock is:

a much preferred alternative to a likely scenario of deserted and poorly guided shelves, an enquiries desk two or three floors away and functional sections unknown to the average user and unaware of his needs.⁶⁴

Greater job satisfaction is achieved by librarians who operate within the subject divisional system. They are exposed to a wide range of library duties which offer a variety of interests. Independence in arranging one's daily duties to meet needs gives satisfaction. A subject specialist sees his job in terms of continuously extending and developing his knowledge as well as making creative use of it.

Intellectual satisfaction is thus achieved by the librarian who is able to satisfy the academic needs of his clientele.

The trend towards subject specialisation is seen to be of greatest advantage as in it there is "the strongest rationale and evidence of the professional and academic nature and status of librarians in academia".⁶⁵

Another advantage is that more efficient user education is achieved by a librarian who has specialist knowledge in the literature of a subject area. Subject librarians working with students in their subject area can effectively teach library literacy, thus supplementing formal classroom lectures.

1.5.2 ARGUMENTS AGAINST SUBJECT SPECIALISATION

Thompson (1977) in his article in ARLIS Newsletter writes that:

... all over the world apparently, libraries are experiencing difficulties in applying the principle of subject specialisation. To start with, there are a number of ways of doing it, and none of these work in every context.⁶⁶

One of the drawbacks of the subject arrangement structure is that specialists run the risk of being kept aside from the main promotion stream through lack of opportunity to prove general administrative ability. Bastiampillai and Havard-Williams referring to the University of East Anglia Library note that:

No matter how long a senior library assistant is employed at the University of East Anglia Library, he or she will never become a librarian in a proper sense.⁶⁷

Scrivener (1974) analysing and commenting on the problem revealed in his survey made the following suggestion:

... providing an enlarged promotional range for assistant librarian grade and granting promotion on the basis of excellence in subject work. At the same time the subject librarians are given an overseeing and consultative responsibility for one or other of the functional areas to afford them some measure of experience in administration. Despite these provisions there is still apprehension among some of the staff that they are at a disadvantage when competing for promotional positions in other libraries.⁶⁸

Woodhead and Martin (1982)⁶⁹, both members of Leicester University Library, explained that the reason for their abandoning the subject specialist organisation was due to the fact that the graft of subject role onto traditional functions was found too cumbersome for a smooth and reasonably efficient co-ordination of work. Such an arrangement brought about disunity and confusion.

Holbrook (1983)⁷⁰ notes that the sheer volume of scholarly literature makes it impossible for the subject specialists to function as specialists in all but narrow fields. Further in a library with many subject areas the subject specialist can be loaded with several subject areas thus preventing him performing effectively in any or concentrates on those that interest him and may let the others go by default.

Another disadvantage identified by Holbrook is that by having freedom on the job the quality of service is heavily dependent on individual motivation which can lead to the establishing of a group of professional elite senior staff.

Winkworth (1979)⁷¹ points out that by placing the subject specialists on public display they are forced to answer some trivial enquiries that are not related to their subject area.

Although earlier Guttsman⁷² tried to justify the subject approach as cost effective, it can be an expensive scheme to adopt. It is almost impossible to create posts to cover new subjects or to fill gaps. Holbrook (1983)⁷³ points out that the disappearance of professional mobility makes it difficult when a vacancy is created.

When subject specialisation is simply grafted onto a function-based structure there is frequently a conflict of interest between the two structures. Thompson (1987) says that:

The difficulty with this kind of subject specialisation is that in a functionally arranged library, functions must come first, and any kind of subject responsibility not only comes a poor second at best but is also likely to be foregone completely in times of pressure.⁷⁴

The creation of subject divisions may create some difficulties. Firstly, any rigorous division of a library into self-contained subject areas is impossible. Secondly, the different rates of growth of the various divisions can create some difficulties in planning their physical accommodation over the years. Thirdly, there will be a conflict between each division and the library as a whole in the matter of the location of catalogues and bibliographies.⁷⁵ Another difficulty of the subject approach is that it can create an imbalance in the collection. This may reflect the differing levels of competence and enthusiasm of the subject librarians. The subject areas tend to have different expansion rates as the growth, pace and efficiency of a

division rest almost entirely on the abilities of its librarian. Guttsman (1973)⁷⁶ points out that, as subject specialists stay in their positions for a long time, their personalities are reflected in their work and thus a variety of individual library systems, which might not be compatible with the overall library pattern, would begin to show up. Occasionally one finds the subject librarian anxious to provide the best possible service for his intimate specialist clientele, even at the cost of the uniformity of the system and, at times, contrary to the library regulations and objectives.

1.6. BRIEF CASE STUDIES OF SUBJECT SPECIALISATION IN TWO UNIVERSITY LIBRARIES: SURREY (UK) AND JOS (NIGERIA)

1.6.1. SUBJECT SPECIALISATION AT THE UNIVERSITY OF SURREY

The University of Surrey was originally established as a technological university when it was granted its charter in 1966.⁷⁷ Previously it had been the Battersea College of Technology. Although it has now got a broader subject base it still has a strong bias to pure and applied science. Until 1975 like most university libraries in Britain the University of Surrey operated along functional lines. Earlier in the 1970's it was affected by the economic recession and cutbacks. There was concern that staff were not being used to their full capacity. This was stressed by the Southern Universities O & M Unit which laid particular stress to deploy the senior staff to better positions.⁷⁸ The result was the re-deploying of senior staff on subject lines.

The adopted scheme is between full scale subject specialisation and the traditional arrangement. Because of the imbalance of staff at that

time it was not possible to adopt total commitment to subject specialisation.

Subject librarians, as they are referred to at the University of Surrey Library, are not expected to have subject qualifications in the areas they deal with. This is evident because in spite of its bias to the sciences in 1979 only "two out of the nine available professional staff (sub-librarian and assistant librarians) were qualified in science subjects".⁷⁹ By 1980 only one of the eight subject librarians was qualified in the sciences.

1.6.1.1. DUTIES OF THE SUBJECT LIBRARIANS IN THE UNIVERSITY OF SURREY

Each professional staff is given a group of departments to service. In addition he/she also carries out some functional roles. Lord (1979)⁸⁰ gives an example where he (being the librarian) manned the philosophy and psychology departments as well as operating the enquiry desk in the humanities and social sciences floor. The duties of the subject librarian at the University of Surrey are as follows:

1. Liaison: he must keep in touch with both staff and students in his departments, so that he is aware of current research, course content, and the latest trends in the disciplines. Most departments nominate a member of their teaching staff to act as a library representative who liaises with the subject librarian.
2. Stock selection and editing, and classification on the basis of his knowledge of his department's activities, the subject librarian has to build up and organise a stock which mirrors the users' interests, yet is also not unbalanced. The acquisitions and cataloguing functions are both centralised, but the subject librarian alone is responsible for selection and classification in his subject area.
3. Stock exploitation: on the basis of his knowledge of the literature and the needs of his users, the subject librarian can handle detailed enquiries, and offer a literature-searching service to members of the teaching staff.

4. Teaching: to supplement the information function, subject librarians offer courses of instruction (and also individual tuition) to students and staff, on the efficient use of the library. They also produce information sheets and guides to their collections.⁸¹

1.6.2. SUBJECT SPECIALISATION AT THE UNIVERSITY OF JOS, NIGERIA

The University of Jos was opened in 1975 and like many other university libraries in Nigeria it had the traditional functional departments. These were administration, acquisitions, technical processing, serials and documents, and reader services, all emphasising the process through which materials pass. In 1980 the University Librarian successfully convinced his colleagues and the Senate Library Committee on the merits of a library operating on subject divisional lines. The decision was taken at Senate level and a bold venture to strike out on subject division lines took place with an objective to achieve the library's goals more effectively.⁸²

The new organisational structure lays more emphasis on reference and information services by specialists through which the needs of users are better served and satisfied.

This internal structure consists of three units, administration, subject libraries and support services. The support services division embraces departments like orders, technical processing, bindery etc., and is generally responsible for the procurement and processing of all library materials. The subject libraries consist of seven service points and correspond roughly to the number of faculties in the university. The subject librarian who is located near his subject collection, processes (catalogues, classifies and subject-indexes) all

materials in his subject areas irrespective of the format. Duties of the subject librarians include:

1. Collection development - all the subject librarians are responsible for collection development of individual subject areas.
2. Liaison with faculty - written guidelines have been compiled for subject librarians in Jos University Library suggesting regular liaison with academic departments. The library with the approval of Senate has requested a library liaison lecturer from each department who would be the contact with the appropriate subject librarian. In addition the subject librarian represents the library at the relevant faculty board meetings.⁸³

Furthermore, the subject librarians also have roles in reference and bibliographic services, user education, supervision of staff and other duties connected with the library personnel, and finally in study and research.

C

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CHAPTER 2
UNIVERSITY LIBRARIES: THEIR RECENT DEVELOPMENT
AND CURRENT STATE

2.1. THE LIBRARY IN THE UNIVERSITY

A large amount of literature exists on the roles and functions of university libraries, but even at the risk of stating the obvious these shall be briefly discussed.

The library in the university is a centralised facility common to all universities without which these institutions would not be able to carry out their goals effectively. It should assist the university in its task of conserving the knowledge and ideas inherited from the past. The library should act as the departure point for research and teaching and provide the primary resources. The importance of resources is reflected in the City of London Polytechnic Library's aims and objectives. These can equally apply to the university library:

- (a) to develop the library as a learning resources centre responsive to group and individual learning needs;
- (b) to ensure that library resources are flexibly deployed to cater for a growing diversity of study modes;
- (c) to ensure that curriculum development is supported by library resources.¹

The library in the university should supplement and complement all that happens in the university. Shields (1988) in referring to academic libraries points out that:

Academic libraries are the major support service of the educational programme of learning, teaching and research in universities, polytechnics and colleges. Their main objectives are to develop their services in response to groups and individual

needs, to ensure that resources (including staff) are flexibly deployed and to use resources to support curricular development.²

A similar sentiment on the role of academic libraries in their institution was also stated in the Atkinson Report (1976) which opened

The library is the core of the university. As a resource it occupies the central and primary place, because it serves all the functions of a university - teaching and research, the creation of new knowledge and the transmission to posterity of the learning and culture of the present and past.³

The library should be regarded as a comprehensive and competent facility by the users providing them with an opportunity for independent work. Because information and literature are the fundamental raw materials of academic teaching and research, the academic's likely response to an inadequate library is the development of his own departmental collection. Arguments against the creation of departmental libraries in universities are well summarised by the British university librarians who pointed out that:

1. The aim in any university should be to provide a central comprehensive collection of books and journals, freely available for long periods.
2. Very few subjects are of interest only to one set of people: indeed, most subjects overlap departmentally, and many overlap between faculties. Consequently, it is wrong that one department should have sole use of materials which are of interest to other sections of the university community.
3. Such a central collection can be supervised and maintained more effectively than a departmental collection, both in respect of reader guidance and in plain security.
4. If it is accepted that it is wrong that unique items should be held in a departmental library, it follows that all items there should be second copies of main library titles. This therefore entails a considerable degree of wasteful duplication.

5. Departmental libraries similarly lead to wasteful duplication in respect of administration, staffing, processing and accommodation.⁴

It is important, therefore, that the stock of the library should be maintained at the highest possible level. At the same time there is a widely held view that the university library has a role in also providing for a wider circle of users in the community. It is also important to note that the user's recognition of the library's function comes about not through an appreciation of the official role of the library in the institution but through experiences of its services through its staff.

2.1.1. UNIVERSITY LIBRARY STAFF

The university library staff is composed of employees with different levels of education and responsibility. Professional librarians are the key members of staff in the university library. Typically they will be graduates, some will have higher degrees and a small number will have doctorates.

Stueart and Moran (1987) add that these professional librarians

serve in leadership roles, directing both the total organization and the various departments and sub units. They also provide the specialized expertise needed to fulfill the information needs of the library's patrons.⁵

In addition to the professionals there are the ancillary/support staff. They have a variety of skills from para-professional to clerical staff. The para-professionals bridge the gap between the clerk (or library assistant) and professionals. This group of library workers has

assumed a wider role in recent years, freeing professionals of much routine work. This is evident in British libraries where there has been an application of subject librarians in academic libraries.

2.2. **TRADITIONAL PATTERNS OF STAFF ORGANISATION IN UNIVERSITY LIBRARIES**

Like other organisations a university library is rationally designed to serve specific roles and objectives. McAnally describing the North American context stated that:

As recently as 1940 the average college or university library was organised along departmental lines. Work was divided among as many as thirty or forty departments, depending on the size of the library.⁶

In Britain Smethurst writes that:

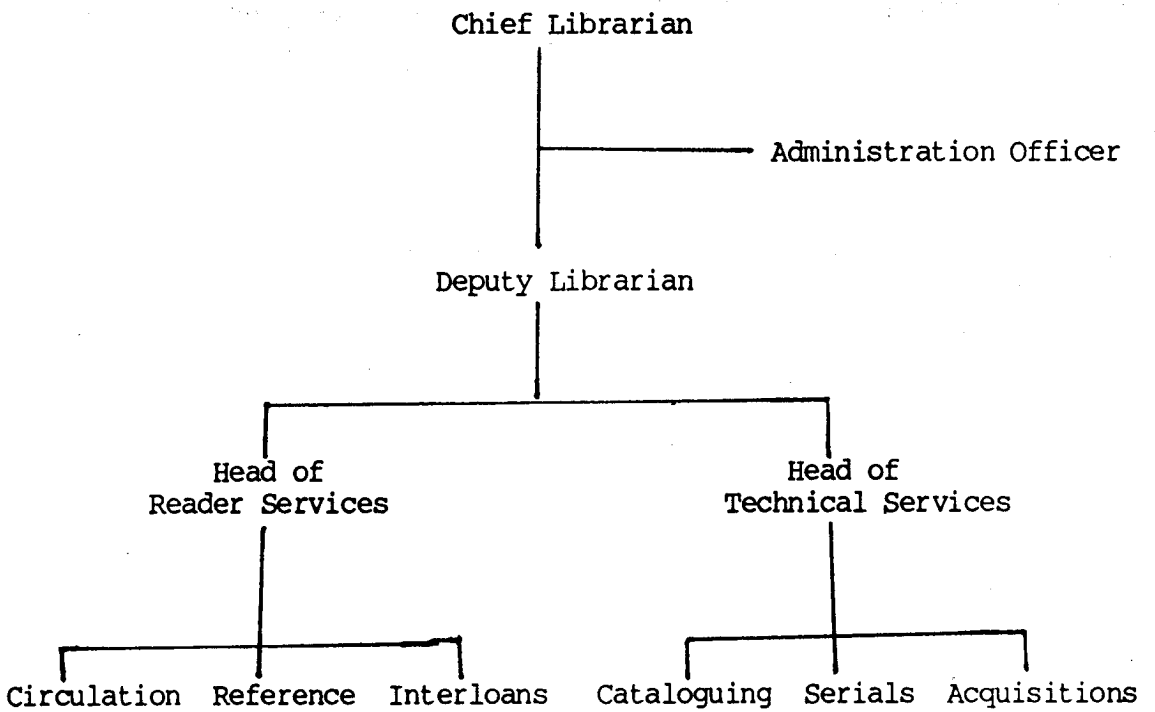
The university library of pre-war years, and indeed until the major expansion of the sixties, was in general a small undertaking run by a handful of staff.⁷

As departments increased there was a breakdown of administration. After the Second World War there was a conscious effort to control the organisation of the library. There emerged the functional divisional pattern based on the form of material being dealt with. This structure comprises of a pyramid of several horizontal levels. Figure 1 illustrates broadly the type of organisational and staff structure the university library generated.

At the top of the pyramid, the librarian is responsible for overall control-forecasting and planning, co-ordinating and general organisation. Below him is the deputy librarian, responsible for the day-to-day operations of the library. Below these two are the heads of the major divisions of the library: acquisition (or order) department, cataloguing department, reader services, special collections. Within each of these major divisions there will be a further hierarchy: a second-in-command, staff with special areas of responsibility, junior staff (library assistants) for routine and clerical operations.⁸

FIGURE 1

TRADITIONAL ORGANISATIONAL STRUCTURE



(Source: Mark Shields, p.15)

In this structure information is passed up and decisions are passed down.

The traditional functional system was, from an administrative point of view, very successful in that it got things done in terms of processing large quantities of materials. The routine processing duties are performed efficiently and expertly. This structure also reflected the traditional objectives of the library which was to:

acquire one copy of as many different titles as possible and to keep everything locally accessible for ever. It mattered little whether the books were ever read. The aim was to build up a record of knowledge as complete as possible in the belief that someone might one day require access to even the least promising items.⁹

A major advantage of the division by function on the staff side is that the rungs of career ladders are distinctly defined. For example, an assistant librarian only has to demonstrate his competence in the department's function to be promoted to the next level. "This position then permits him to gain administrative experience in managing a set of routines, in supervising a team and in producing results both in quality and quantity".¹⁰

Although this structure has its advantages it causes problems to the ever expanding large university libraries. (This will be discussed in 2.3).

Over the last twenty years there has been a change in attitude from the traditional emphasis on conservation to the exploitation of resources. Consequently this has led towards a movement of organising university

libraries and their staff by subject rather than by function. These structures "tend to be less hierarchical, more of a necklace rather than a pyramid, a string of subject specialists with the librarian as the central stone".¹¹ This structure can be diagrammatically expressed as in figure 2.

2.3. DISADVANTAGES OF THE TRADITIONAL PATTERNS OF ORGANISATION

In the traditional patterns of organisational structures the users of the library gain very little benefit from whatever subject skills or knowledge the library staff have. Bastiampillai and Havard-Williams (1987) give an example:

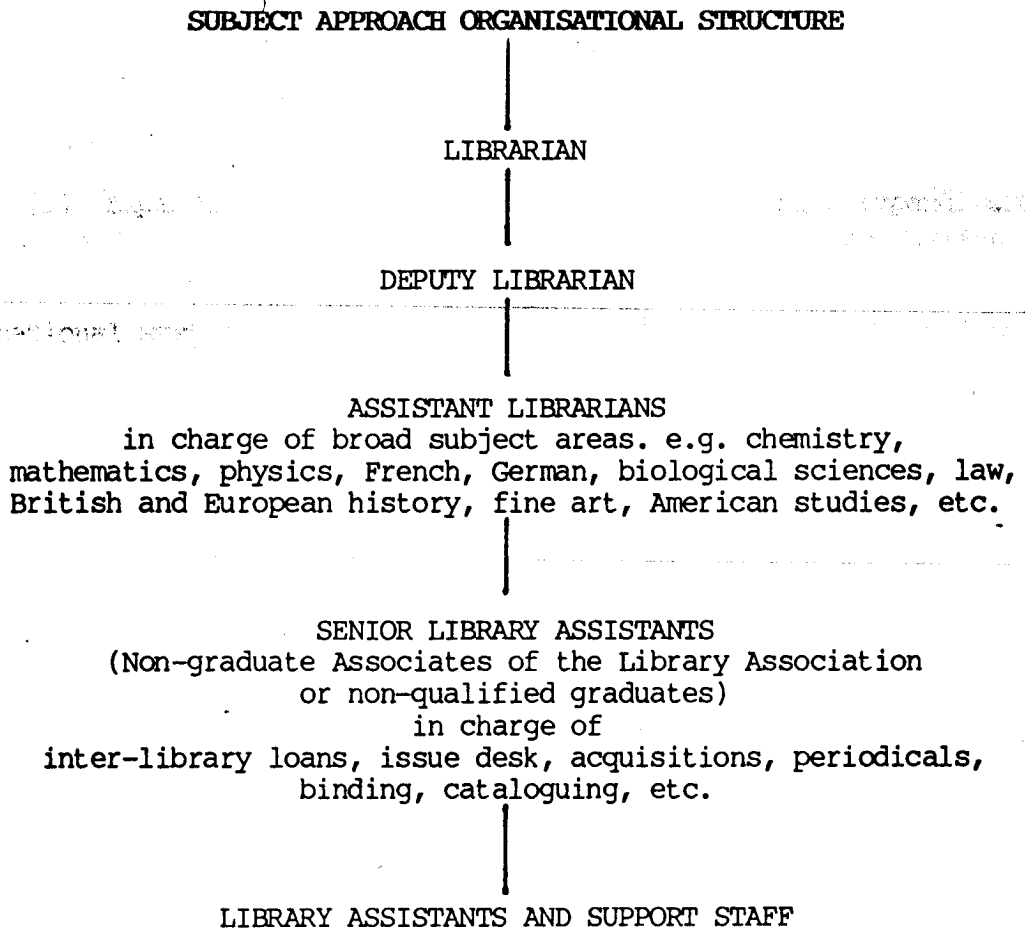
A cataloguer with a good personal knowledge of social sciences might be able to use such knowledge in cataloguing books in that field, but his opportunities for giving reference and bibliographic help to readers will be very limited. He is thus deriving very little benefit from and adding very little to his basic academic interests. To waste a first class honours degree to say, ordering routines is wasted indeed.¹²

Shields (1988)¹³ in his study of work and motivation in academic libraries points out that this structure creates stress and polarisation of staff attitudes and loyalties. This can lead to frustrated staff and inadequate services.

Slotting staff into departments tends to produce a rigid and inflexible structure. As a result the staff view of the overall library service comes secondary to the concerns of particular sections.

Apart from the internal pressures which derived from the disadvantages of the traditional system there are other things which influenced libraries to alter their structure of organisation. These include

FIGURE 2

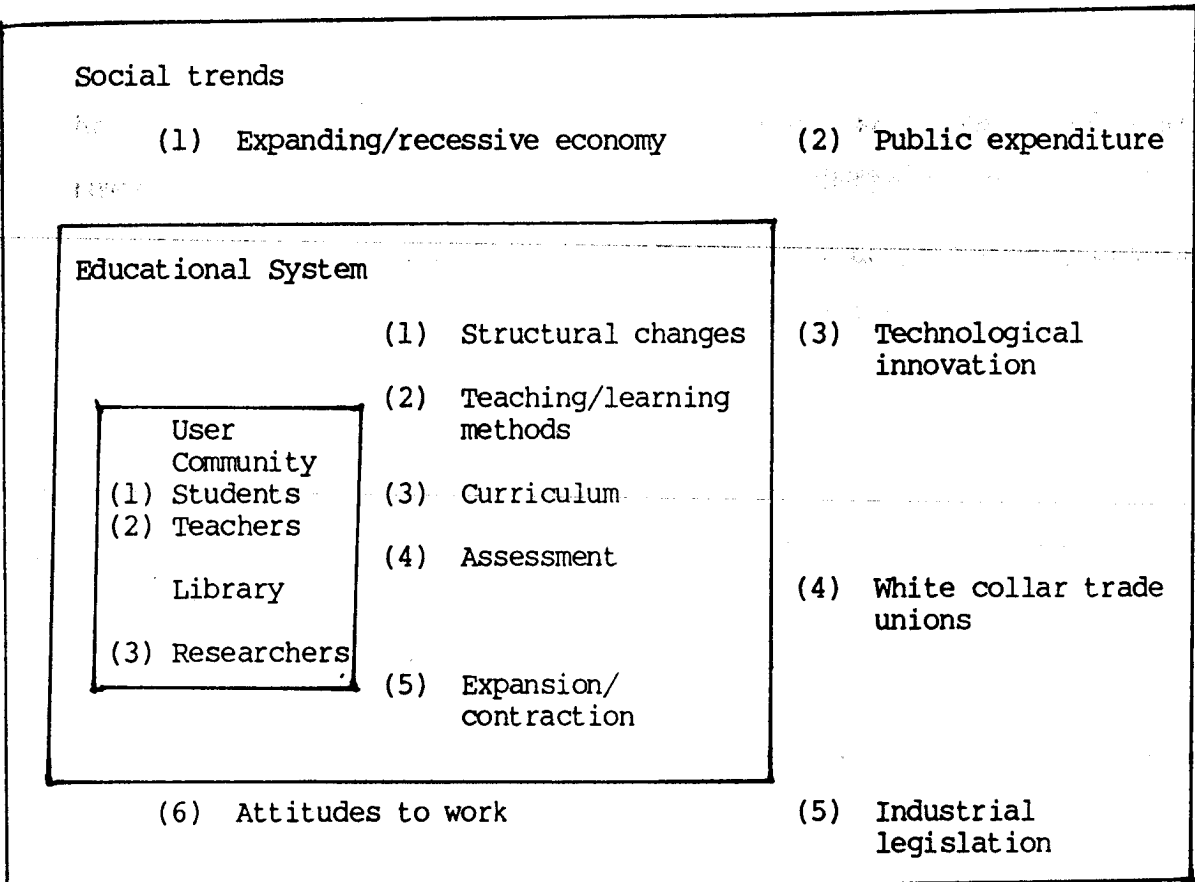


(Source: Malcolm Tunley, p. 46)

economical, societal, technological and institutional channels. Figure 3 gives a simplified form of the environmental influences and pressures that affect the academic library.

FIGURE 3

THE ACADEMIC LIBRARY ENVIRONMENT



(Source: Jones and Jordan, p.14)

2.4. DEVELOPMENTS IN BRITISH UNIVERSITY LIBRARIES

In the period 1945 to the early 1970's, British university libraries experienced several phases of development which changed the whole structure of organisation and administration. This was seen particularly in the 1960's. For example: after the Government accepted the Robbins Report¹⁴ which was dominating developments in

higher education in 1963, there came a period of unprecedented growth. Eight new universities (Sussex, Kent, Essex, East Anglia, York, Warwick, Lancaster and Stirling) were established and a number of colleges of advanced technology were elevated to university status (Aston, Bath, City, Strathclyde, Loughborough, Surrey).¹⁵

At the same time there was a marked growth in student and staff numbers.

In the larger and well-established civic universities, such as Birmingham, Leeds or Liverpool, student enrolments increased between 1950 and 1975 by a factor of about 2 to 2¹/₂, and full-time teaching staff by one of about 3¹/₂. In the same period, while bookstocks in their libraries grew, on average, to 3 times their previous size, library staffs multiplied by anything from 6 to 10 times.¹⁶

The University Grants Committee's Report of the Committee on Libraries, the "Parry Report" (1967)¹⁷ was very important. This report was very influential to libraries generally as well as specifically on university libraries because of its sympathetic and well-informed approach. The Report had a variety of terms of reference but its main objectives were

... to consider the most effective and economical arrangements for meeting the needs of the universities and the colleges of advanced technology and central institutions for books and periodicals, taking into account expanding staff and student populations, the possible needs of other users, the growth of research, the rising cost of books and periodicals and the increasing cost of capital accommodation; to assess how far greater use might with advantage be made of shared facilities, both between the institutions themselves and between them outside library systems and other institutions, and of modern methods of reproduction and to report.¹⁸

The other main development which took place during the 1960's was the marked growth of professionalism among the library staff. Its early

manifestation was the pressure exerted through the Library Association to establish new postgraduate schools of librarianship under university auspices first at Sheffield, and later at Belfast, Loughborough and Strathclyde to supplement the long established one at University College London.¹⁹ The College of Librarianship Wales (CLW) was also established in 1964 primarily to meet the staffing needs of the Welsh libraries.²⁰ It quickly established a close relationship with the University College of Wales, Aberystwyth and also expanded its role to become a large international library school. As a result of these developments there was an increase in recruitment of trained graduates on the library staff.

Meanwhile changes were occurring in the teaching methods in academic departments. Benefitting from an improving staff/student ratio, there was a much greater emphasis upon seminar tuition and student-centred learning and less upon the lecture as the favoured method of education. This in turn, required students to make greater use of library services. Two problems soon emerged. One was that many of the students were quite unskilled in the use of libraries and the other was that large numbers of students were found to be seeking the same materials at the same time. To meet these needs there was an establishment of special short-loan collections within the main libraries containing multiple copies of the books in most demand by the students. Another method was to limit the loan periods to a few hours instead of days.

By the 1970's there was a steady worsening of the economic situation in British libraries. This led to much thought being given to the pursuit

of cost-effectiveness. One development was the formation of the Library Management Research Unit (LMRU) in 1969, initially at Cambridge and later at Loughborough, where it became the Centre for Library and Information Management (CLAIM).²¹ The aim of the unit was to assist academic librarians to obtain the management information they required for ensuring the most efficient use of their existing services and for planning future developments.

In recent years there have also been changes in staff expectations and demands regarding their role in the library. Many professional staff are seeking increased organisational attention to their professional and personal needs. Staff are increasingly seeking job responsibilities which enable them to contribute more meaningfully to the goals of the institution. Most librarians are finding that the traditional authoritarian management styles and leadership assumptions are not effective. The growth of faculty status movements in academic libraries is one example of staff searching for structures that allow an expanded role for individual contribution. In this context, librarians have sought recognition of their contribution to the total education process by means of similar status to academic teaching colleagues.

The other major recent trend has been towards automation. Housekeeping routines like cataloguing, circulation control and acquisitions are now automated in most academic libraries. These technological innovations have affected the nature of the work in libraries. Although Shields (1988) points out that "the implications of this revolution are not yet clear"²² it has led to freeing of staff from repetitive work thus at

least enabling librarians the opportunity to redesign work organisation and devote more resources to personal services to users.

It is not surprising, therefore, to find that in the period of 1960-1970's a considerable number of university libraries started to change the organisational and administrative structures of the library. The extent of the changes is variable from library to library, but has not been limited to Britain; similar changes have taken place in developing countries as well.

2.5. DEVELOPMENTS IN UNIVERSITY LIBRARIES IN DEVELOPING COUNTRIES

The term 'developing countries' is applied to those countries which through no fault of their own, find themselves economically, socially, politically and scientifically less developed than others. These countries also constitute what is commonly referred to as the 'third world' and are sometimes also called 'underdeveloped countries'. These include most nations in Africa, the Caribbean, Latin America and the Pacific region.²³

Prior to independence most of the early universities in developing countries were either regional or served a very large national entity.²⁴

At independence most of the countries found that nothing or very little had been done to foster economic developments by their colonisers. The new state had little of a viable infrastructure and few skilled or

professional personnel. In many developing countries independence

... brought with it the need for a large number of educated men in several fields, which necessitated the need for an expansion of higher education.²⁵

There was an immediate need for trained manpower to meet the new demands. The result was the setting up of universities which were euphoric with their roles in higher education and as producers of qualified manpower. In countries where this move was considered as important to national development massive government finances were injected for the development of the universities and their libraries.

Most of the developing countries had no continuous university tradition so the planners of the new universities have as a result drawn their inspiration from and modelled their institutions upon foreign universities especially those of the ex-colonial powers.

Viewed against this background, the functions of an African university were redefined as follows:

... the emergent African university must, henceforth be more than an institution of teaching, research and dissemination of higher learning. It must be accountable to and serve the vast majority of the people who live in rural areas. The African university must be committed to active participation in social transformation, economic modernization and the training and upgrading of the total human resources of the nation, not just a small élite.²⁶

2.5.1. THE STATE OF UNIVERSITY LIBRARIES IN DEVELOPING COUNTRIES

Writers on the factors inhibiting the transfer of information technology in developing countries like Marghalani (1987)²⁷, Perez (1980)²⁸, Munn (1979)²⁹ have identified seven major causes for that.

These are namely economic, manpower, physiology, cultural, demographic, social, political and the existing information structure. Some of these factors have contributed to the present state of university libraries in developing countries.

Banjo (1987) writing on Africa says:

A critical look at the current state of library and information services in Africa would show that much of the optimism of the 1960's has given way to serious doubt and the impressive growth of the earlier times has been replaced by stagnation and in many cases in Africa severe economic recession and the debt problem.³⁰

The state of the economy in most developing countries has had a diverse effect on the university library development. There are cases in which the budgets of some of the libraries are so inadequate that priorities must be strictly determined in their purchasing policies if they are to meet the requirements of the curricular and research programmes of the institution. A few of these university libraries are even in the extreme position of being unable to acquire anything but priority materials.³¹

There are also factors associated with staffing. Most developing countries lack professionally qualified personnel. Phiri (1986)³² adds that most developing countries have no library schools of their own and therefore depend on overseas training which is both an expensive and a slow process. Adelabu (1974)³³ states the result is that the supply of well qualified librarians is insufficient to meet the demands for library services.

One other development of late is the high incidence of desertion of university libraries by professionals. In the University of Zambia, for example, between the period of 1986 to September 1987 five professionals left the library.³⁴

There could be two reasons for this professional drain, either the professionals concerned feel that they can no longer cope with the ever increasing demands imposed on the university libraries, or that they are probably offered better salaries and better conditions of service elsewhere.

The status of professional librarians is an issue which has been widely discussed in the university libraries of developing countries. Despite its educational requirements, librarianship has not been entirely accepted as an academic activity. Onyechi (1975)³⁵ says that much of the disenchanted picture stems from the approach that the librarians themselves have adopted towards their responsibility. That is to say, university librarians in developing countries still allow themselves to be saddled with much of the routine and clerical duties which could conveniently be left to the junior staff.

By adopting a bureaucratic organisational pattern most of the university libraries in developing countries have given their staff little or no professional independence. This has ultimately aligned the professional librarians with the non-academic staff of the university.

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CHAPTER 3

THE UNIVERSITY OF ZAMBIA LIBRARY: AN OVERVIEW

3.1. INTRODUCTION

In this chapter the organisational, staffing and management structures in the University of Zambia Library are presented. In order to put this into perspective the background of the University and its organisational structure will be discussed.

3.2. THE UNIVERSITY OF ZAMBIA BACKGROUND

Anticipating independence in 1964 the Committee of University Experts¹ was established in 1963 under the Chairmanship of the late Sir John Lockwood to look at the establishment of a University in the then Northern Rhodesia. Just as in many developing countries the establishment of a University received top priority at governmental level, partly for reasons of national prestige as well as for technological, social and economic reasons. This anticipated the demand for graduate manpower for Zambia after she had gained independence from the United Kingdom. This is reflected in the report's statement:

The starting point of our inquiry into the establishment of an University has been a two fold conviction: first that the University must be responsive to the real needs of the country; secondly, that the University must be an institution which on merit will win respect and proper recognition of the university world.²

This sentiment was echoed by the drafters of the University Act of 1965, who affirmed its importance and defined its mission as follows:

It shall be the general function of the University to encourage the advancement of learning and research throughout Zambia and

in Zambia, the Copperbelt University and the University of Zambia shall hold out to all persons whatever their race, place of origin, political opinions, colour, creed or sex the opportunity of acquiring higher education and for the purpose of carrying out such functions it shall be the duty of the University so far as its resources permit: (a) to provide facilities appropriate to a university of the highest standing for the pursuit of learning and research and for the acquisition of a liberal education responsive to the needs of Zambia; and (b) to make fresh facilities available on proper terms to persons as are equipped to benefit from the use of the facilities.³

The University's mission to provide more graduate manpower was of great importance as there were only about 100 university graduates and only about 1000 holders of high school certificates.

The 'Lockwood Report', as the Committee of University Experts' report became to be popularly known, recommended that student intake should open in the first year with 100 students and then reach a maximum of 600 by the end of five years.

The University Act of 1965 gave the Provisional Council authority to establish a Senate which was to become responsible for the academic affairs of the University. This Act was revised in 1969. This new University Act provided a definitive Constitution for the University by replacing the provisional council with a full university council. Later in 1975 it was decided by the Government that among other things the University should develop under the Federal structure. A new University Act (Act 17 of 1979) was implemented. Under this structure the University was to consist of three constituent institutions, one in Lusaka (the capital of Zambia), Ndola (in the Copperbelt Province) and Solwezi (in North Western Province). In 1987 the Act of 1979 was replaced by Act 19 of 1987. This new Act establishes two universities

in Zambia, the Copperbelt University and the University of Zambia. The Copperbelt University now comprises of the former University at Ndola and some Technology Institutions which have been up-graded to university status and the University of Zambia remains the same.

3.3. THE UNIVERSITY OF ZAMBIA AND THE COPPERBELT UNIVERSITY

The University of Zambia was opened in 1965 at the then Oppenheimer College of Social Services (now the house of the School of Medicine and the Centre of Continuing Education). The University started with three schools namely: (a) the school of education; (b) the school of humanities and social sciences and (c) the school of natural sciences. The first intake in 1966 was of 312 students including 50 who were studying for post-graduate degrees.⁴

In 1969 the University of Zambia moved to its permanent site on the Great East Road. As facilities developed and new needs were recognised new schools were added. The University of Zambia now has nine schools or faculties and several subject fields. In addition there are some research institutes located at both the Ridgeway Campus and main campus. Table 2 gives a breakdown of the schools and departments.

The student population for the University of Zambia for 1986 comprised 3705 full-time students and 114 part-time students.⁵

The now Copperbelt University opened in 1978 with 84 students. It was housed in borrowed premises at the Zambia Institute of Technology (ZIT) in Kitwe as the permanent site in Ndola was not yet developed. The courses offered included business studies, industrial studies,

TABLE 2**SCHOOLS AND DEPARTMENTS OF THE UNIVERSITY OF ZAMBIA 1987**

SCHOOL	DEPARTMENTS
School of Agricultural Sciences	Agricultural Engineering Animal Science Crop Science Rural Economics Soil Science
School of Engineering	Civil Engineering Electrical Engineering Mechanical Engineering Trade Development and Agriculture Unit
School of Education	Education History Literature and Languages Library Studies
School of Humanities and Social Sciences	African Development Studies Business and Economic Studies Mass Communications Philosophy Political and Administrative Studies Psychology Social Development Studies
School of Law	
School of Medicine	Anatomy Community Health Medicine Obstetrics Paediatrics Physiology Pathology and Microbiology Post Basic Nursing Psychiatry Surgery

TABLE 2 (contd)

SCHOOL	DEPARTMENTS
School of Mines	Geology Mining Engineering Metallurgy
School of Natural Sciences	Biology Chemistry Geography Mathematics Physics
School of Veterinary Medicine	Disease Control Clinical Studies Paraclinical Studies Biomedical Sciences
Research/Institutes/Bureaux/ Centres	Institute of African Studies Institute of Human Relations Education Research Bureaux Rural Development Studies Centre for Continuing Education Centre for the Arts

(Source: UNZA Calendar 1986-1987)

accountancy and finance. Now with the integration of the Technology Institutes the number of courses have increased.

The proposed University at Solwezi which was to specialise in agriculture and related sciences was never established.

3.4. THE UNIVERSITY OF ZAMBIA LIBRARY BACKGROUND

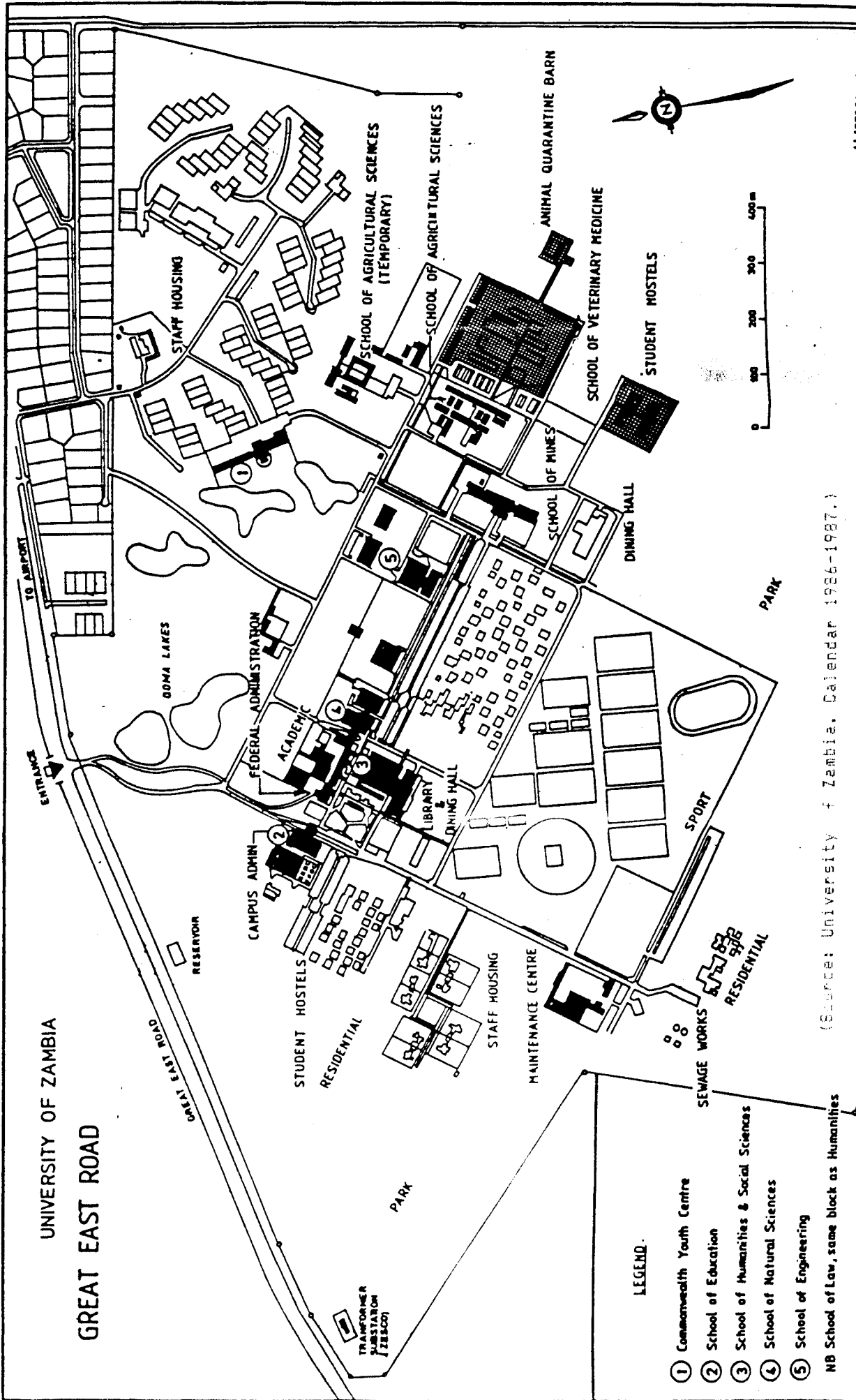
The library building according to the 'Lockwood Report' was to be constructed by building a tower stack to which floors were to be added upwards as the book/material and the student numbers increased. Basically it was to be an open modular building with levels which run off from a sloping ramp. In designing priority was to be given as much as possible to having an open access collection and to positioning the book stacks in closer proximity to the reading facilities. This was done in the hope that this interaction between the books and readers would stimulate reading and encourage curiosity to explore the collection.

The workroom was to be separated from the rest of the library by a wall but internal placing of the work areas was to be on an open-plan system.

When the library was constructed it was given a position of prominence within the University by being placed at its core (see Figure 4).

The library now has 300,000 volumes including over 4,000 periodical titles of which about 2,000 are on current subscriptions.⁶ The library has space for 1,650 users who include academic staff (teaching,

FIGURE 4
MAP OF THE UNIVERSITY OF ZAMBIA



(Source: University of Zambia. Calendar 1986-1987.)

- LEGEND.**
- ① Commonwealth Youth Centre
 - ② School of Education
 - ③ School of Humanities & Social Sciences
 - ④ School of Natural Sciences
 - ⑤ School of Engineering
- NB School of Law, same block as Humanities

research, senior administration, university staff), students (postgraduate and undergraduate).⁷

3.5. GOVERNANCE OF THE UNIVERSITY OF ZAMBIA,

The Governance of the University of Zambia is headed by the Head of State who is the Chancellor. He is also the Chancellor of the Copperbelt University. The other principal officers of the University include the Vice-Chancellor, Deputy Vice-Chancellor, Registrar, Librarian and the Bursar.

3.5.1. THE COUNCIL OF THE UNIVERSITY

The Council of the University of Zambia is charged with the authority of formulating policies for the University. The membership of the Council consists of a Chairman appointed by the Chancellor, the Vice-Chancellor, the Deputy Vice-Chancellor, four members of the academic staff of the University, and three students of the University. There are no representatives of the library on the Council. One of the main functions of this Council is to recruit academic and administrative staff of the University.

3.5.2. THE SENATE

The Senate is the supreme academic authority at the University. Its functions include organising, controlling and directing the academic work of the University and determining the academic policy. It consists of the members of the Academic Boards (see 3.5.3), the Librarian, Directors of the Centres, Institutes and Bureaux, members of the non-professional academic staff and the Vice-Chancellor who is also the Chairman.

The Senate's functions and powers include determining the academic policy of the University both in teaching and research and also regulating the programmes of instructions and structure courses within the University.

This Senate is also made up of several specialised committees which have special functions. An example is the Senate Finance Committee which is in charge of the University's financial affairs.

3.5.3. BOARDS OF STUDIES

Boards of Studies are established by the Senate for the purpose of organising the structure and content of courses of instruction and study in the respective disciplines and the co-ordination of studies within the schools in the University. Professionally qualified members of the library represent the library on each of these Boards. As of August 1 1987 there was a total number of 8 members of the library staff representing 13 boards of studies.

3.6. GOVERNANCE OF THE UNIVERSITY OF ZAMBIA LIBRARY

The governing bodies of the University include the Academic Board Library Committee, the Library Administrative Co-ordinating Committee (LADCC). In addition there is the Library Computer Committee which was formed in 1986.

3.6.1. ACADEMIC BOARD LIBRARY COMMITTEE

The Academic Board Library Committee reports directly to the Senate. The function of the Committee is to oversee the activities of the library. The members include the Librarian and representatives from

the different schools, the research institutes and senior library staff, that is the Senior Assistant Librarians.

3.6.2. LIBRARY ADMINISTRATIVE CO-ORDINATING COMMITTEE (LADCC)

This Committee is the library's supreme policy making body. It handles policy matters of the library before they are presented to higher bodies. Members include the Librarian, the Deputy Librarian, and some senior library staff.

3.6.3. LIBRARY COMPUTER COMMITTEE

This Committee was set up in 1986 to plan and co-ordinate library automation. The composition of this Committee comprises the Librarian and some senior library staff.

3.7. UNIVERSITY OF ZAMBIA LIBRARY: STRUCTURE AND MANAGEMENT

The organisational structure of the University of Zambia is based on the traditional structure of a pyramid. The University has two branch libraries. One is at the School of Medicine (Ridgeway Campus), the other branch is the newly opened School of Veterinary Medicine Library which is situated a short distance away from the main University Library. There is also affiliated to the main library the Documentation Centre in Munali, which is some two miles away. The Documentation Centre serves the Institute of African Studies, the Rural Development Studies Bureaux and the Institute of Human Relations.

3.7.1. UNIVERSITY OF ZAMBIA LIBRARY STAFF - ORGANISATIONAL STRUCTURE

Since the University Library is organised in the traditional functional staff structure the hierarchy of responsibility is departmentally

defined. At the top of the pyramid is the University Librarian who is responsible for the overall control, forecasting, planning and co-ordinating the general organisation. Below him is the Deputy Librarian.

Below these are the senior sub-librarians in charge of the medical library and the veterinary library. Below all these we have the heads of the divisions: Cataloguing and Classification Division (CCD), Collection Development Division (CDD), Readers' Services Division (RSD), Serials and Law Collection Division (SLCD) and the Special Collections Division (SCD). There are also the assistant librarians and finally the support staff (see Figure 5).

3.7.2. STAFF QUALIFICATIONS

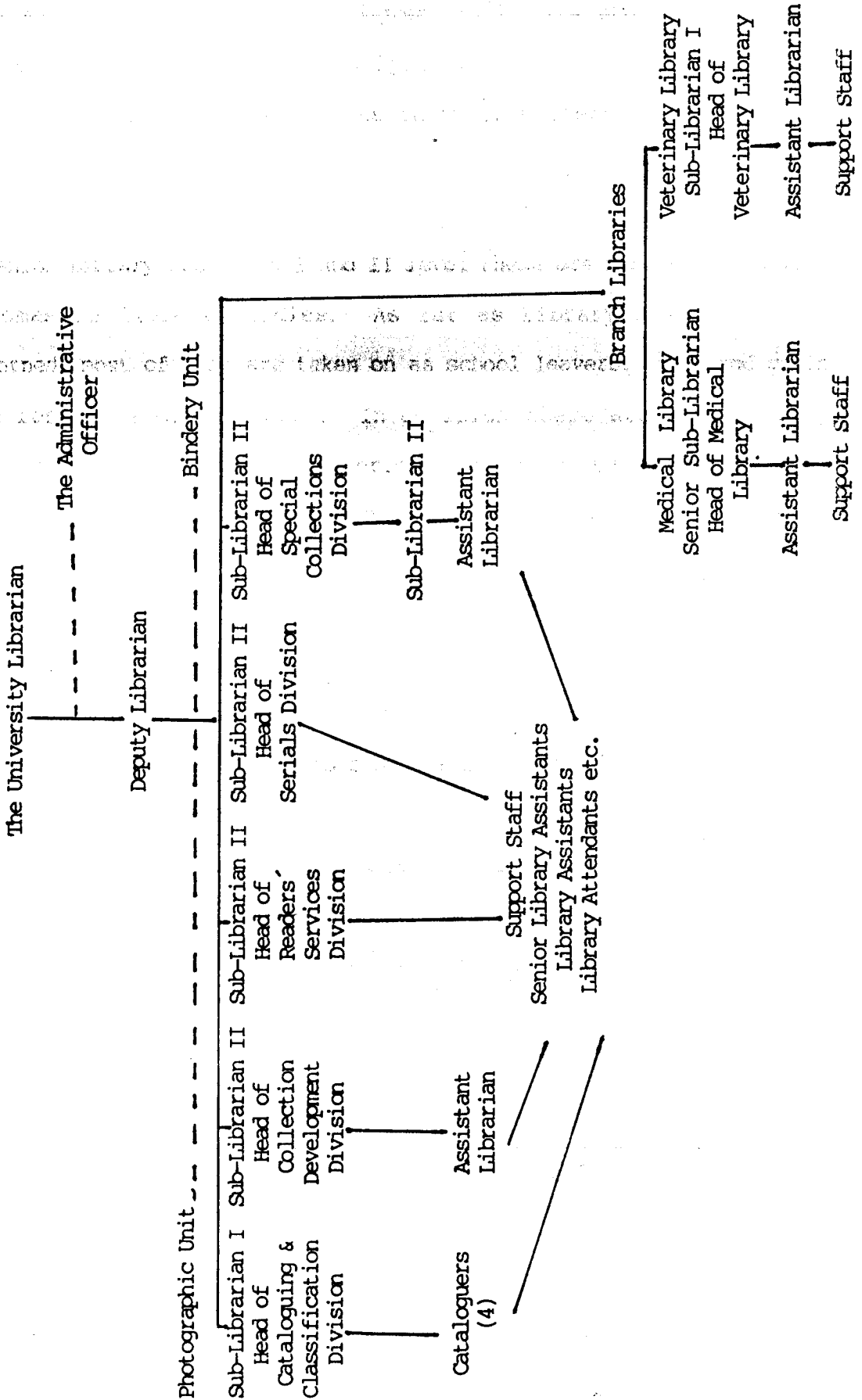
There are three main categories of staff of the University. These are the academic staff, administrative staff and other staff.

The 'professional' staff in the library have academically related grades. These are from the Librarian to the Assistant Librarian. (See Table 3 for designation of staff). All these members of staff have academic conditions of service but only in 1988 did the 'professional' library staff gain improved salaries close to parity with the teaching staff.

The University Librarian is a holder of a Doctorate Degree in Library and Information Science. The Deputy Librarian, Sub-Librarian and Senior Sub-Librarian all have professional qualifications but none have degree qualifications in academic disciplines.

FIGURE 5

UNIVERSITY OF ZAMBIA LIBRARY ORGANISATIONAL STRUCTURE



(Source: University of Zambia Library)

Assistant Librarians have first degrees in library studies or a first degree in any other academic discipline. In this category there are only two people who have degrees in other subjects, they are both holders of law degrees.

On Senior Library Assistant I and II level these are non-graduates with diplomas in library studies. As far as Library Assistants are concerned, most of them are taken on as school leavers: boys and girls with form five certificates. In addition there are also Library Attendants who do most of the clerical work and the secretarial staff. Finally there are also the technical staff (binders and photographers) and cleaners.

3.7.3. . **STAFF NUMBERS**

The table (3) summarises the various designated posts in the University of Zambia Library with the number of staff in each category for 1988.

3.8. **UNIVERSITY OF ZAMBIA LIBRARY DIVISIONS**

As already mentioned in section 3.7.1. and Figure 5 the University of Zambia Library has basically five divisions. A summarised breakdown of staff distribution in each division is given in table 4.

3.8.1. **READERS' SERVICES DIVISION (RSD)**

The Readers' Services Division comprises the reference section, the issue desk, short loan collection, inter-library loans and postal loans.

TABLE 3

TABLE 3

DESIGNATION AND NUMBER OF STAFF AT THE UNIVERSITY OF ZAMBIA LIBRARY

AS AT AUGUST 31 1988

DESIGNATION	NUMBER OF STAFF
<u>Professional Staff</u>	
University Librarian	1
Deputy Librarian	1
Senior Sub-Librarian	1
Sub-Librarian I	2
Sub-Librarian II	6
Assistant Librarian	7
<u>Ancillary/Support Staff</u>	
Senior Library Assistant I	3
Senior Library Assistant II	3
Library Assistant I	9
Library Assistant II	11
Library Attendant	17
Secretarial Staff	10
Stenographer	0
TOTAL	71

(Source: University of Zambia Library)

TABLE 4

SUMMARY OF STAFF IN POST AS AT AUGUST 31 1988

Division or Branch Library

POSITION	CCD	CDD	RSD	SD	SCD	MED LIB	VET LIB	TOTAL
Senior Sub-Librarian	-	-	-	-	-	1	0	1
Sub-Librarian I*	1	-	-	-	-	-	1	2
Sub-Librarian II	1	1	1	1	2	0	0	6
Assistant Librarian	4	1	-	-	1	1	-	7
Senior Library Assistant I	1	-	-	-	-	1	1	3
Senior Library Assistant II	1	-	1	-	1	-	-	3
Library Assistant I	-	1	4	1	1	-	2	9
Library Assistant II	1	2	5	1	1	1	-	11
Library Attendant	2	1	6	3	2	2	1	17
Clerk Typist	3	1	1	1	2	1	1	10
Stenographer	-	-	-	-	-	0	0	0
	14	7	18	7	10	7	6	69

* Excludes Sub-Librarian acting as Deputy Librarian and University Librarian

(Source: University of Zambia, 1988)

3.8.1.1. STAFF IN READER SERVICES DIVISION

TABLE 5

STAFF IN READER SERVICES DIVISION

	Established Posts	Posts Filled	Posts Vacant	Excess
Sub-Librarian I	1	-	1	-
Sub-Librarian II	1	1	-	-
Assistant Librarian	1	-	1	-
Senior Library Assistant I	1	-	1	-
Senior Library Assistant II	1	1	-	-
Library Assistant I	2	4	-	2
Library Assistant II	5	5	-	-
Library Attendant	10	6	4	-
Clerk Typist	1	1	-	-
TOTAL	23	18	7	2

(Source: University of Zambia Library)

The head of the Readers' Services Division oversees all the sections and arranges orientation programmes. She is responsible for maintaining reader assistance service and also sees that access to material on the open stack is facilitated by means of displays, sign posting and good shelf order.

The enquiries desk is also part of the division and is manned by a library assistant. He/she deals with general enquiries regarding the library and handles photographic and bindery charges.

(a) The Issue Desk

The Issue Desk handles circulation of materials from the open stack. A senior library assistant oversees the running of the issue desk and handles all reminders and queries for the desk. Professional staff take turns to assist serving readers during night duty.

(b) The Reference Collection

Reference materials can only be used within the library. These materials include abstracts, indexes, encyclopedias, handbooks, atlases etc. From the experience of the author it has been noted that very few students use the abstracts and indexes and the majority of that number are students of library studies carrying out assignments.

All reference queries are directed to the librarian who is in charge of the reference desk. Most queries are associated with the location of materials. From Tables 6 and 7 it can be noted that queries directed to this desk are few and far between. The reasons for the under use and under exploitation is discussed further in 3.9.

(c) Inter-library loans

The inter-library loan unit deals with requests for materials from outside the main library and from the branch libraries. Normally all those materials on the open shelves are available for inter-library loan.

TABLE 6
MONTHLY LITERATURE SEARCHES STATISTICS
DECEMBER 1985 TO NOVEMBER 1986

MONTH	TEACHING/POST GRADUATE	STUDENTS	EXTERNAL
December	-	-	1
January	-	11	-
February	-	2	-
March	-	4	-
April	-	4	4
May	-	6	4
June	-	2	-
July	-	-	-
August	1	-	-
September	-	-	1
October	-	-	1
November	-	1	-
TOTAL	1	30	11

(Source: UNZA Library)

TABLE 7

MONTHLY READY REFERENCE QUERIES ANSWERED
DECEMBER 1985 TO NOVEMBER 1986

MONTH	COUNT
December	21
January	33
February	28
March	27
April	31
May	56
June	73
July	66
August	25
September	53
October	47
November	40
TOTAL	500

(Source: UNZA Library)

(d) Postal Loan

This collection serves users who are pursuing studies under the University's distance learning programme. These users are scattered all over the country.

(e) The Short Loan Collection

All those materials which are heavily used are placed in the short loan collection section of the library. It is a restricted access area. A time limit of 2¹/₂ hours, 1 day, 2 days and 3 days is put on materials. This time limit is determined by the number of copies, number of students requiring the materials and demand.

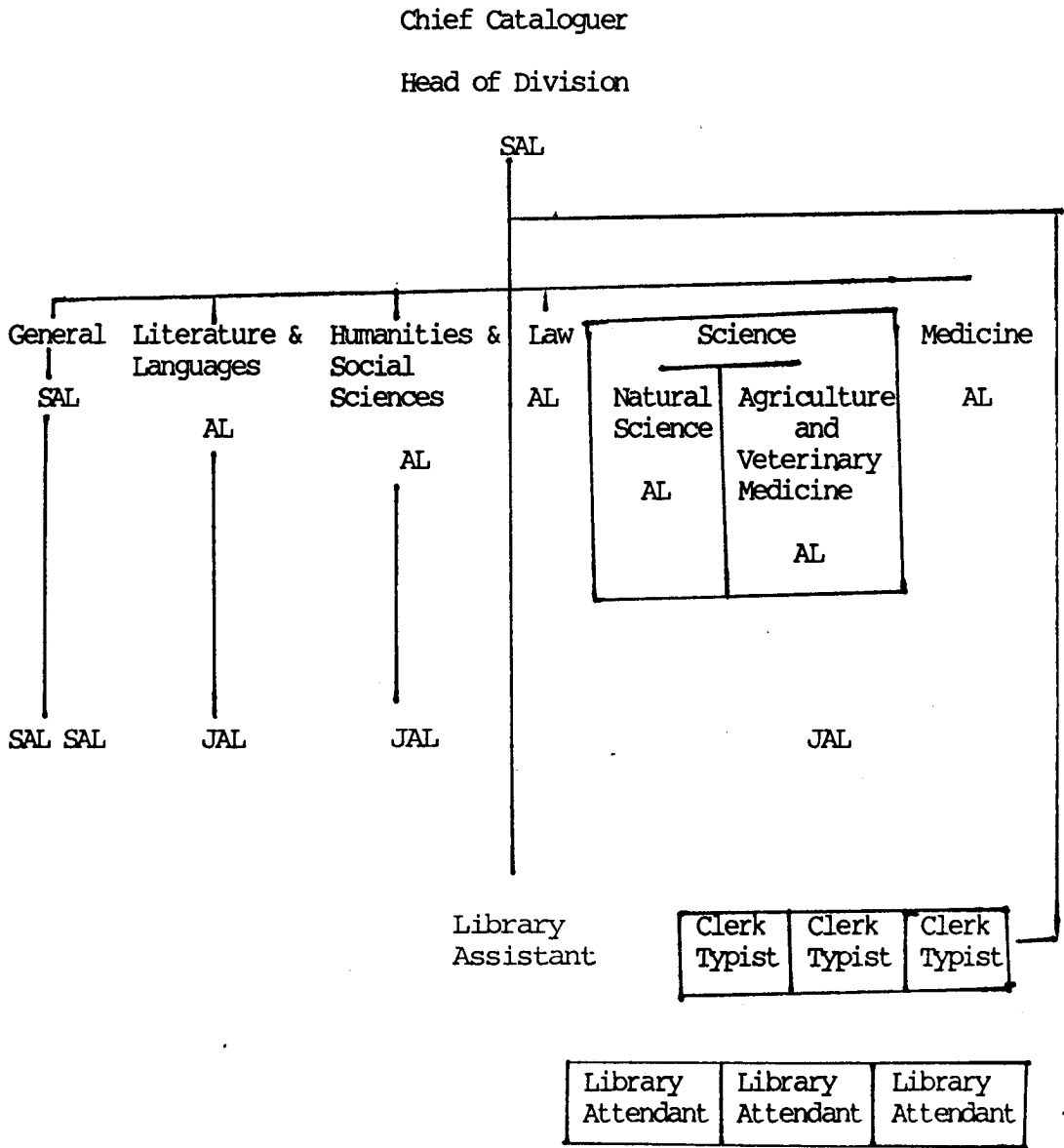
The academic teaching staff usually recommend those materials that should be placed in this section. This is done through liaison with the head of this division.

3.8.2. THE CATALOGUING AND CLASSIFICATION DIVISION (CCD)

The cataloguing and classification of all materials except for periodicals and some materials in the special collection is done in this division. There was no developed form of organisation for cataloguing and classification of materials for a long time. All the cataloguers worked on all subjects. This was changed in 1987 when there was a conscious attempt to move to a form of subject organisational approach with cataloguers designated to schools of the University. The new structure is illustrated in Figure 6.

FIGURE 6

THE CATALOGUING AND CLASSIFICATION DIVISION ORGANISATIONAL CHART



KEY:

- SAL - Senior Assistant Librarian
- AL - Assistant Librarian
- JAL - Junior Assistant Librarian
- SLA - Senior Library Assistant

(Source: University of Zambia Library)

3.8.2.1. STAFF IN CATALOGUING AND CLASSIFICATION DIVISION

TABLE 8

STAFF IN CATALOGUING AND CLASSIFICATION DIVISION

	Established Post	Posts Filled	Posts Vacant	Excess
Sub-Librarian I	2	1	1	-
Sub Librarian II	7	1	6	-
Assistant Librarian	2	4	-	2
Senior Library Assistant I	1	1	-	-
Senior Library Assistant II	1	1	-	-
Library Assistant I	1	-	1	-
Library Assistant II	-	1	-	1
Library Attendant	2	2	-	-
Clerk Typist	4	3	1	-
TOTAL	20	14	9	3

(Source: University of Zambia Library)

Ideally the cataloguers are expected to be trained librarians at assistant level or better with some degree in a recognised subject.

3.8.3. COLLECTION DEVELOPMENT DIVISION (CDD)

The long series of processes and routines concerning all additions to the library stock begins in the CDD. Recommendations are usually received from the members of the faculty and go through various processes before being finally ordered.

3.8.3.1. STAFF IN COLLECTION DEVELOPMENT DIVISION

TABLE 9

STAFF IN COLLECTION DEVELOPMENT DIVISION

	Established Posts	Posts Filled	Posts Vacant	Excess
Sub-Librarian I	1	-	1	-
Sub-Librarian II	1	1	-	-
Assistant Librarian	1	1	-	-
Senior Library Assistant I	-	-	-	-
Senior Library Assistant II	1	-	1	-
Library Assistant I	1	1	-	-
Library Assistant II	2	2	-	-
Library Attendant	1	1	-	-
Clerk Typist	1	1	-	-
TOTAL	9	7	2	-

(Source: University of Zambia Library)

Most routine duties have been designated to the support staff and the head of the division deals with all other duties including finance for book purchasing.

3.8.4. THE SPECIAL COLLECTIONS DIVISION (SCD)

The location of the Special Collections Division is separate from the open access stack. This is the main research area of the library. It also serves as a depository.

Materials in this division include documents of the United Nations and its specialised agencies, for example the International Labour Organisation (ILO), and government documents of Zambia. African government documents with a focus on Zambia, University collections (i.e. published and unpublished items of past and present members of the University and any of the departments and research institutes), theses presented to the University of Zambia and from other universities, student projects, tapes, cassettes, transcripts, microfilms, microfiches, gramophone records and rare books. Materials in this division are not borrowed outside the library.

The division also compiles relevant lists, e.g. guides to theses in the collection. In 1982 there were plans to compile lists of Zambian offprints, staff offprints, staff unpublished papers and a general guide to the special collections holdings. But due to a shortage of qualified staff and expertise few of these plans have been accomplished.

3.8.4.1. STAFF IN SPECIAL COLLECTIONS DIVISION

TABLE 10

STAFF IN SPECIAL COLLECTIONS DIVISION

	Established Posts	Posts Filled	Posts Vacant	Excess
Sub-Librarian I	1	-	1	-
Sub-Librarian II	2	2	-	-
Assistant Librarian	1	1	-	-
Senior Library Assistant I	1	-	1	-
Senior Library Assistant II	2	1	1	-
Library Assistant I	2	1	1	-
Library Assistant II	3	1	2	-
Library Attendant	2	2	-	-
Clerk Typist	2	2	-	-
TOTAL	16	10	6	-

(Source: University of Zambia Library)

3.8.5. THE SERIALS AND LAW COLLECTION DIVISION (SLCD)

The Serials Division consists of three sections/units:

- (a) Acquisitions: Ordering Invoicing Unit;
- (b) Acquisitions: Gifts and Exchange Unit;
- (c) Cataloguing Section.

The SLCD is mainly under closed access. Back issues are arranged by subject using the Library of Congress classification scheme. Current issues are on open access and are displayed on sloping shelves in front of the Division.

Acquisition of serials is done through recommendations from the departments of the University. All recommendations have to be approved by the Academic Board Library Committee before being added to the subscription list. Some of the serial acquisitions are through gifts and exchange.

3.8.5.1. STAFF IN SERIALS AND LAW COLLECTION DIVISION

All the sections/units are supposed to be run by qualified professional staff but due to a critical shortage of staff this has not been possible, as a result some responsibilities have been designated to support staff. Among other duties the head of SLCD deals with all correspondence and handles the accounts for subscriptions.

TABLE 11

STAFF IN SERIALS AND LAW COLLECTION DIVISION

	Established Posts	Posts Filled	Posts Vacant	Excess
Sub-Librarian I	1	-	1	-
Sub-Librarian II	1	1	-	-
Assistant Librarian	1	-	1	-
Senior Library Assistant I	-	-	-	-
Senior Library Assistant II	1	-	1	-
Library Assistant I	1	1	-	-
Library Assistant II	2	1	1	-
Library Attendant	2	3	-	1
Clerk Typist	1	1	-	-
TOTAL	10	7	4	1

(Source: University of Zambia Library)

3.9. EXPLOITATION OF RESOURCES IN THE DIVISIONS

The serials division works closely with the readers' services division by referring users to the Reference Librarian for counselling and assistance in information retrieval methods. The result has been an increase in the use of serials publications. On the other hand it has been the library's concern that most of the users do not know the role of the librarian on the reference desk. This is evident from the statistics for reference queries and literature searches for December 1985 to November 1986 in tables 8 and 9. This is further evident in the results of a user survey carried out in 1982 when the users were asked "Do you know that you can get help from the reference desk when you have a problem in using the library"?⁸ Out of 30 respondents 12 said "yes" and 18 said "no".

Materials in the special collections division are under-utilized because users are not aware of their existence. Chanda⁹ (a member of staff in the special collections division) made the following discoveries in his article entitled Did you know?:

- (a) That both students and members of staff are not aware of most of the materials that can assist them in study and research.
- (b) The use of audio-visual materials is not popular. This could be due to the lack of knowledge of the holdings in this area.
- (c) That because the special collections are not completely open access, people are not aware of the materials available in the Division.

3.10. READER INSTRUCTION

Reader instruction is offered through orientation programmes for first year students. The aim is to introduce the library to all the first year students. They are introduced to the different sections and

specifically to their appropriate subject areas. At this stage the classification scheme and the use of the catalogues is explained in general terms. The orientation is done only once in the life of the student at the University. From the author's experience it has been observed that the orientation sessions are not enough because

- (a) there are no follow-up programmes to monitor and evaluate their effectiveness;
- (b) most students still find difficulty in locating materials after the orientation.

The use of films to illustrate the library's services during reader instruction have been discussed, but due to the shortage of finance this has not been possible.

3.11. **DEPARTMENTAL LIBRARIES**

As mentioned in 3.7 the University of Zambia Library has two departmental libraries, the Medical Library and the Veterinary Library.

3.11.1 **MEDICAL LIBRARY (RIDGWAY CAMPUS)**

The medical library serves not only the staff and students in the School of Medicine, but also the senior medical and para-medical staff at the hospital. It holds 10,000 volumes and currently receives 290 periodical titles by purchase or by regular gift. In addition, it also acts as a depository for the printed official documents of the World Health Organisation.

All materials in the Medical Library are acquired, catalogued and classified in the main library. Recommendations for book acquisitions are also received from the medical staff.

3.11.1.1. STAFF IN THE MEDICAL LIBRARY

TABLE 12

STAFF IN THE MEDICAL LIBRARY

	Established Posts	Posts Filled	Posts Vacant	Excess Staff
Senior Sub-Librarian	1	1	-	-
Sub-Librarian I	-	-	-	-
Sub-Librarian II	1	-	1	-
Assistant Librarian	1	1	-	-
Senior Library Assistant I	1	1	-	-
Senior Library Assistant II	-	-	-	-
Library Assistant I	-	-	-	-
Library Assistant II	1	1	-	-
Library Attendant	1	2	-	1
Clerk Typist	-	1	-	1
Stenographer	1	-	1	-
TOTAL	7	7	2	2

(Source: University of Zambia Library)

3.11.2. VETERINARY LIBRARY

Being a new library the statistics of the holdings are not available as the collection is still increasing. All materials are acquired and processed in the main library.

3.11.2.1. STAFF IN VETERINARY LIBRARY

TABLE 13

STAFF IN VETERINARY LIBRARY

	Established Posts	Posts Filled	Posts Vacant	Excess Staff
Senior Sub-Librarian	1	-	1	-
Sub-Librarian I	-	1	-	1
Sub-Librarian II	1	-	1	-
Assistant Librarian	-	-	-	-
Senior Library Assistant I	1	1	-	-
Senior Library Assistant II	-	-	-	-
Library Assistant I	2	2	-	-
Library Assistant II	-	-	-	-
Library Attendant	1	1	-	-
Clerk Typist	-	1	-	1
Stenographer	1	-	1	-
TOTAL	7	6	3	2

(Source: University of Zambia Library)

3.12. SCHOOL DEPARTMENTAL LIBRARIES

Although departmental libraries in the various university schools are not encouraged, a lot of autonomous departmental libraries have been set up. Most of these libraries are in the school of natural sciences and acquire their materials through gifts. These departmental libraries are usually manned by secretarial staff or administrative staff in the schools or departments. This has been of great concern to the main library who feel that materials should be in a central place.

The formation of these school departmental libraries has also affected the students attitudes towards the main library. The students feel that they (departmental libraries) offer more in their subject areas than the main library.

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CHAPTER 4

INTRODUCING SUBJECT SPECIALISATION IN THE UNIVERSITY OF ZAMBIA LIBRARY: PROPOSALS, IMPLICATIONS AND RECOMMENDATIONS

4.1. INTRODUCTION

Increased attention to higher education and other fundamental changes discussed in earlier chapters are taking place in the country of Zambia as a whole and the University of Zambia in particular. Professor Kas~~ika~~ Mwauluka, the Vice Chancellor of the University, announced recently that Zambia's demand for trained manpower has necessitated an increase in the 1989/90 academic year student intake from 960 to 1,300.¹

New schools at the University have been opened, for example, the School of Veterinary Medicine. New courses leading to undergraduate degrees have been added, for example, philosophy and mass communications. In addition there is an increase in the introduction of post graduate programmes, for example, the Masters of Mineral Sciences in the School of Mines.

Present day university curricula has shifted emphasis from the formal to the informal method of education. The trend is towards self-investigation and self-reliance even for undergraduate students.

The total effect of these factors will be the need for fundamental changes in the organisation and staffing of the University of Zambia Library if it is to meet the changing demands placed upon it.

This chapter will propose two ways the University of Zambia Library may adopt the subject approach and recommendations will be discussed.

As earlier chapters have shown there are a number of possible ways of adopting a subject approach, but the two selected are those considered most appropriate in the local circumstances. For example, to adopt a "pure" approach with primary divisions of senior staff by subject, would be difficult because subject expertise would not always be available locally.

The first approach considered is where staff are organised by function but also have a subject responsibility. As has been discussed this is a relatively common approach adopted elsewhere, especially in Britain. The second approach is a version of a subject divisional organisation which again is commonly found elsewhere.

4.2. **FIRST PROPOSAL**

The library would retain its functional structure such as the different divisions (as previously outlined in Figure 5) and the present staff, but will have several modifications and changes.

One of the modifications would be towards staff development which would aim at "redressing any deficiencies on the part of staff, be it educational or attitudinal, which have prevented that staff from performing at a given level or in a given circumstance".² An example would be an introduction of in-service training for the non-professional staff. This could be used as a means of evaluation for

promotion and would encourage the staff to learn more about the total operation of the library.

There is at the moment a lack of appreciation regarding the services provided by the librarians on the part of the academic staff and the university administration. This has created a negative attitude among the members of library staff. The library would have to work towards changing this image. Partially, this has already been achieved by the professional library staff by winning their battle to have salaries close to parity with academic staff.

The third change is the allocation of duties to professionals, para-professionals and support staff.

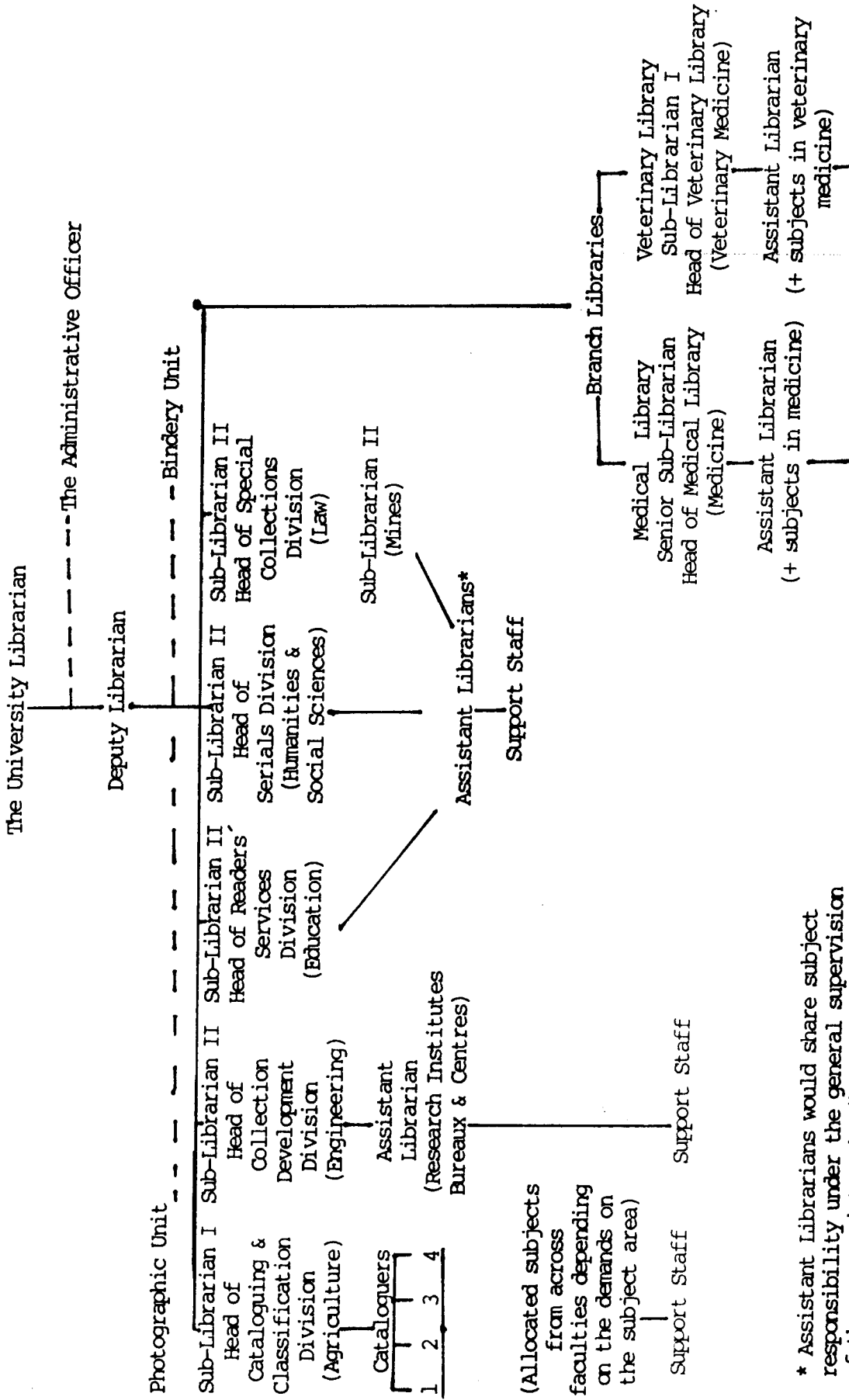
4.2.1. DUTIES

All senior sub-librarians, sub-librarians I and II would in addition to their regular duties as cataloguers, heads of divisions etc. assume certain subject responsibilities. Assistant librarians would in certain cases have subject responsibilities but would not carry out more senior duties like liaison and representing the library on Board of Studies meetings. The new organisational chart for the University of Zambia Library would be as in Figure 7.

The sub-librarians and assistant librarians would be consulted with problems regarding cataloguing, indexing, classification and allocation of subject headings in that subject area.

FIGURE 7

PROPOSED ORGANISATIONAL CHART FOR 'GRAFTING' THE SUBJECT APPROACH ON THE EXISTING ORGANISATIONAL STRUCTURE



* Assistant Librarians would share subject responsibility under the general supervision

Other duties carried out by the sub-librarians would be to perform the liaison role by keeping in contact with one or more university departments in their subject area, attending Board of Studies meetings and getting to know the teaching and research interests of individual academics in the subject area.

Another modification would be that sub-librarians and assistant librarians would do work of a less routine nature. This Phiri (1986) says is important as:

... It is not an exaggeration to say that librarians in Zambia are still regarded as record keepers, concerned with only the collection and organizing of books. Rarely if at all, does one come across people who refer to a librarian as one who collects, organizes, interprets and disseminates information and information resources to actual and potential users. This is expected given the fact that most library personnel are usually seen preoccupied with the issuing, discharging and shelving of books. Others involved in the processing of materials work behind closed doors. This kind of service cannot be considered active because it lacks user-librarian interaction in order that the best service is given to users.³

This can be achieved by allocating some of the day to day running of the library services to experienced senior library assistants. For example, the supervision of shelving, which is at the moment the duty of the head of Readers' Services Division, can be assigned to one of the experienced senior library assistants. In addition these members of staff would also oversee the activities of the support staff assigned in the newly created responsibility areas subject to overall guidance and supervision from above.

In freeing the professionals from routine tasks, they would have more time to concentrate on bibliographical services, user education, stock building, liaison etc. Figure 8 gives a sample job description for the head of the Readers' Services Division.

FIGURE 8

SAMPLE JOB DESCRIPTION FOR THE HEAD OF READERS' SERVICES DIVISION

Readers' Services Divisional Head

Qualifications: BA and MSc or equivalent

Supervises: 1 para-professional and 15 non-professional staff

Reports to: Deputy Librarian

Area of responsibility: Head of Readers' Services Division and Subject Librarian (Education)

Responsible for: Subject Librarian (Education)

- liaison with relevant departments & courses
- attendance at Board of Studies meetings (School of Education) and Academic Board meetings
- co-ordinating orientation programmes

Oversight of direct services to users of the main library

- inter-library loans
- short loan collection
- issue desk
- information/enquiries desk
- reference desk

4.2.2. **ALLOCATION OF SUBJECTS**

With the total number of 22 professionals in the library at present subject allocation would be across divisional lines by taking into consideration each individual's knowledge, interests and experience, or persons in the same division would be allocated with similar subjects. The distribution would roughly correspond with the seven faculties of agricultural sciences, engineering, education, humanities and social sciences, law, mines, and natural sciences. Those sub-librarians and assistant librarians working in the medical library would deal with medicine and those at the veterinary library would deal with veterinary medicine. One assistant librarian would deal with research institutes, bureaux and centres.

4.2.3. **STAFF PARTICIPATION**

Although the organisational structure would be the traditional hierarchical pattern, participation of staff would be achieved by holding regular divisional meetings and at a higher level professional staff meetings. Librarians would be invited to participate in staff development programmes designed to improve performance and enhance career prospects.

4.3. **SECOND PROPOSAL**

The second proposal is a subject divisional arrangement. The main requirement would be a significant increase in the number of staff at professional and non-professional below the level of university and deputy librarians. Additional staff would be recruited to strengthen the existing services and to introduce new skills. The table below indicates the number of staff increases.

TABLE 14

STAFF POSTS IN THE UNIVERSITY OF ZAMBIA LIBRARY

POSITION	STAFF AT PRESENT	NUMBER OF STAFF AFTER FILLING VACANCIES
Senior Sub-Librarian	1	5
Sub-Librarian I	2	6
Sub-Librarian II	6	14
Assistant Librarian	7	7
Senior Assistant Librarian I	3	5
Senior Assistant Librarian II	3	6
Library Assistant I	9	9
Library Assistant II	11	13
Library Attendant	17	19
Administrative Officer	1	1
	—	—
TOTAL	60	85
	—	—

(Source: University of Zambia Library)

A new staffing structure would be adopted with the aim of motivating staff, identifying a full range of professional activities and providing a framework for the provision of general and specialist services.

The organisational chart of the University of Zambia Library would comprise the technical services division which would handle orders, bindery, general cataloguing etc., a centralised issue desk, the special collections division (which would remain closed access because

of the special nature of the materials) and seven subject divisions for the main library, corresponding roughly to the number of faculties in the university plus the two physically separate libraries (the veterinary and medical libraries), as illustrated in Figure 9. When the plans for computerising the library are fully implemented each subject division will have terminal access to the OPAC (the Online Public Access Catalogue). In the meantime the catalogue would be centralised. There would also be a general enquiries desk manned by a para-professional.

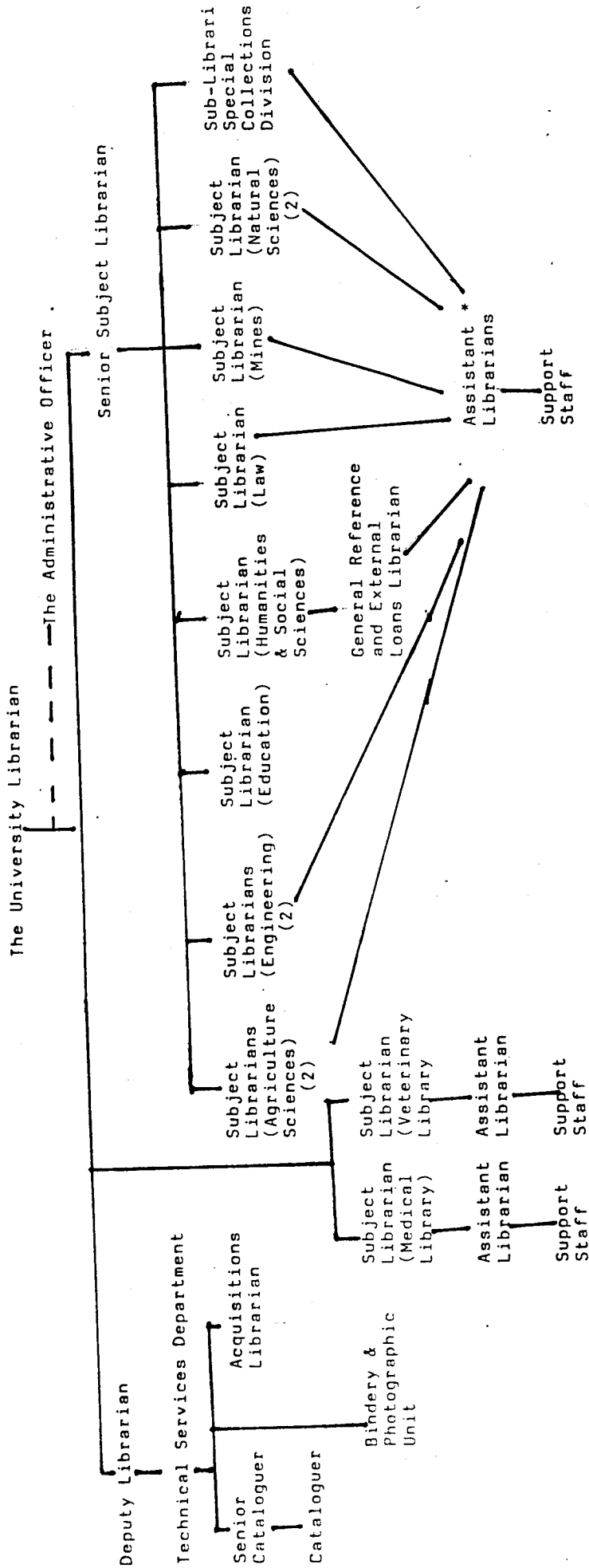
The subject librarians would be located near their subject area for their day-to-day work. A post of Senior Subject Librarian should be created at Deputy Librarian level to co-ordinate the subject librarians and to train the less experienced ones and to ensure that uniformity is kept. The Senior Subject Librarian's other duty would be to see that there is a fair assessment for promotion in the subject divisions. Alternatively one of the subject librarians would be given this added responsibility. The University Librarian would continue the role of senior manager in the area of planning, decision making, finance and university "politics" at a macro-level. The Deputy Librarian would have general oversight of technical services etc. as well as deputising when appropriate for the University Librarian.

4.3.1. DUTIES

The primary duties of the subject librarians would be subject oriented, for example, they would be responsible for all processes concerning materials and other duties in that subject area.

FIGURE 9

PROPOSED ORGANISATIONAL CHART FOR THE SUBJECT DIVISIONAL PATTERN



* Assistant Librarians would share subject responsibility under the general supervision of the subject librarian.

The subject librarians would also share administrative tasks, the major one being the supervision of library assistants and attendants attached to their sections, in-service training, correspondence and generally overseeing certain areas of the library's activities.

In order to perform their duties effectively the subject librarians would have to learn to share their working hours proportionately to cover the demands of their duties. Various proportions are possible but the following may be used as a guide:

20%	Cataloguing and classification
5%	User education
20%	Collection development and selection
10%	Serials work
15%	Reference services
20%	Other duties
—	
100%	Total

The subject librarians would have the following job description:

1. Developing the collection in the subject area that would serve the total readership concerned.
2. Provide assistance to readers in the location of materials and services in the subject area.
3. To provide user education in the use of bibliographical and reference works so that users may find appropriate information in the subject area.
4. To act as liaison librarians between the academic staff and the library in the relevant subject area, that is to represent the library on Boards and Committees.
5. To provide information services, for example, current awareness to the research and teaching staff.

6. To provide bibliographies, guides, reading lists etc. for users in their subject area.
7. To assist in cataloguing and classification and to allocate subject headings to all materials within the subject area.
8. To initiate and tackle special projects and research needed for the development of the subject division.

Decision making in matters such as collection development, bibliographical services etc. would be within the discretion of the subject librarians and should only be restricted by the most necessary institutional constraints, for example, working within budgetary and manpower constraints.

4.3.2. ALLOCATION

Like in 4.2.2. professional staff would be divided corresponding to faculties, the departmental libraries and the research institutes, bureaux and centres. One member of staff would have the title of Senior Subject Librarian to head the subject division. In cases where a subject area is not well covered more professional staff would be employed.

The research institutes and bureaux library which is affiliated to the University of Zambia Library would be independently run by the documentalist as an autonomous unit. In this way, subject expertise will be developed in a similar manner to other subject areas.

4.4. **IMPLICATIONS OF ADOPTING SUBJECT SPECIALISATION IN THE UNIVERSITY OF ZAMBIA LIBRARY**

In order to adopt the concept of having subject librarians it is essential that the first task is for the staff to familiarise themselves with the objectives of subject librarianship and with the strategies as to how these objectives can be achieved. Discussion as to how far these objectives coincide with the policy of the library should then follow and modifications should be made accordingly. The University of Zambia Library would have the following broad objectives:

1. to ensure that the collection in the library matches the needs of the university community;
2. to see that maximum use is made of the facilities and resources available in the library;
3. to give reference and information services of high quality to the library users;
4. to ensure that the library staff and the teaching staff make the library and its resources an integral part of the educational process.

4.4.1. **STAFF EDUCATION AND TRAINING**

(a) Professional Education

The University of Zambia offers a four year degree programme leading to a Bachelor of Arts with Library Studies. Library Studies is offered as a major but there is also an option of majoring in another academic discipline or minoring in two disciplines in other subject areas. The majority of combinations have been from Education and the Humanities.

From 1970 to 1985 a total of only 118 students ⁴ graduated from the Department of Library Studies. The library school should be able to attract students with varied subject backgrounds and this can only be

achieved if librarianship as a course is portrayed as offering something they can regard as professional and interesting.

In 1981 the syllabus was changed and it was felt that this should happen after a few years "in view of the rapidly changing content of library studies elsewhere".⁵ Since 1981 the syllabus has not been reviewed, but the situation in the library profession has changed drastically insofar as librarianship now requires new methods, new perspectives and new orientation in order to cope adequately with the ever increasing demands placed on libraries.

The introduction of post graduate courses in library science with a local bias at the University of Zambia may reduce the need to send staff abroad for studies thus speeding and reducing the cost of producing professional manpower.

(b) Para-Professional Education

A two year Diploma in Librarianship is offered at the University of Zambia. The objective of education at this level should be to produce library assistants who should be skilled in carrying out duties with minimum supervision. If subject specialisation is to be adopted this group of sub-professionals should be increased in number.

(c) Non-Professional Training

Library Assistants should be given good on-the-job training. This could be done in many ways, for example, library assistants should be required to work in all sections of the library. It would serve a useful purpose to organise short training sessions for all assistants

during office hours. This could take the form of talks and practicals. Such talks could focus on human relations, importance of shelf reading etc.

Also it would be advisable to send identified interested library assistants to attend conferences and workshops thus giving them the necessary exposure to professional concerns and values.

4.4.2. **THE LIBRARY ORGANISATIONAL STRUCTURE**

By moving away from the traditional hierarchial authoritative structure there would be a move towards some form of participative management. The more librarians meet as colleagues in meetings and take decisions that affect the running of the library, the greater the involvement of all librarians in the management of the institution as a whole. Improved effectiveness and efficiency should result.

4.4.3. **JOB SATISFACTION AND MOTIVATION**

With subject specialisation new career patterns would emerge according to the needs of a particular subject area. Experienced staff would therefore be retained as promotion possibilities would be within the subject division. This could prevent the promotion of professional staff in realms of administration where they can be frustrated from lack of professional duties.

Motivation of staff and job satisfaction would be improved as the subject librarians would have a variety of duties and they would be able to use their professional skills more effectively to contribute to the successful running of the library. Whereas previously, promotion

and salary increments were the major motivator, now professional development would be an added incentive.

4.4.4. COST

There is the implication of added cost in the adoption of subject specialisation. For example, if the subject approach is grafted on the functional structure professional staff would have added responsibilities and their salaries have to be upgraded. In addition the senior library assistants in charge of the created sections should have a higher salary than the other senior library assistants.

In the subject divisional organisation there would be a filling up of posts and the creation of new posts. This would alter the present salary structures.

An example of added cost would be the equaling of staff salaries to the academic staff salaries to eliminate the disparity which now exists. Table 15 exemplifies this.

The considerable cost differences in adopting the subject specialist approach are clearly important and may mean that change would have to be phased over a period of years. However, it is the author's view that the costs are fully justified because of the greatly improved service effectiveness which should result. This in turn would lead to improved education and research at the university.

TABLE 15

AVERAGE UNIVERSITY OF ZAMBIA LIBRARY STAFF AND TEACHING STAFF
SALARY STRUCTURES PER ANNUM EFFECTIVE FROM APRIL 1988

Library Staff Designation	Average Salary per annum in Kwacha	Teaching Staff Designation	Average Salary per annum in Kwacha
University Librarian	38,190	Professor	40,740
Deputy Librarian	32,568	Associate Professor	35,094
Senior Sub-Librarian	27,960	Senior Lecturer	31,182
Sub-Librarian I	23,772	Lecturer I	27,096
Sub-Librarian II	20,046	Lecturer II	22,728
Assistant Librarian	15,918	Lecturer III	19,500

(Source: University of Zambia Library)

4.5. RECOMMENDATIONS

From the discussion earlier in the Chapter the author's preference is that the subject divisional approach (second proposal) should be adopted in the University of Zambia Library. The main reasons for this opinion are:

1. By participating actively in the co-ordinating of academic programmes a satisfying working relationship between the subject librarian and the faculty members will develop.
2. The subject librarians will be able to carry out effective selection of materials because they will have both the subject knowledge (acquired from handling the materials in that subject area) and the bibliographic skills to achieve this goal.
3. Effective user education is performed by a librarian who has subject knowledge. Subject librarians working with a small number of students in their subject area can in a way

supplement formal classroom lectures. This would improve the underutilisation of the reference and special collection discussed in Section 3.9.

4. By providing better services the image of the library will improve, thus discouraging the development of faculty departmental libraries.

However, due to lack of professional staff and economic constraints the University of Zambia Library could as a provisional measure 'graft' the subject approach on the existing structure (first proposal) with a view to move onto the subject divisional pattern (second proposal) as conditions improve.

The subject librarians will at first not be qualified in the subjects they will be representing; however, as time goes on and staff changes take place and more are recruited there would always be a possibility of replacing them with others with degrees in subjects in addition to the library professional degree.

By adopting the subject approach the library services at the University of Zambia would progress considerably in the direction of satisfying the needs of the university community (teaching staff, researchers, students etc.). At the same time the library would be exploiting the reader service potential of professional library staff and develop an improved working relationship and as noted in 4.4.4. lead to improved education and research.

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