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Does Form Follow Function?: Academic Law Libraries' Ogranizational Structures for Collection Development

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While academic law libraries devote a large portion of their budgets to creating and maintaining their collections, little has been written about the organizational structures for the full range of collection development functions in these libraries. To explore this issue, the ALL-SIS Collection Development Committee surveyed nineteen academic law libraries, asking detailed questions about the libraries' collection development practices and organizational structures, with the aim of defining what organizational forms best support collection development functions. This article begins by defining collection development functions, and reviewing law library literature examining organizational structures for collection development. The article then presents the findings of the in-depth survey, analyzes the results, and recommends best practices emerging from the survey responses.

Introduction

¶1 Academic law libraries devote a large portion of their budgets to creating and maintaining their collections. While it is obvious that some aspects of collection development occur in all academic law libraries, little has been written about the organizational structures for the full range of collection development functions in these libraries.[1]

¶2 To explore this issue, the Collection Development Committee of AALL's Academic Law Libraries Special Interest Section (ALL-SIS) conducted two surveys: an initial brief survey, which was sent to all academic law libraries, and a second in-depth survey of a selected subset of that group. The second survey asked detailed questions about the libraries' collection development practices and organizational structures with the aim of defining what organizational forms best fol-

low collection development functions. This article reports the findings of that in-depth survey.

¶3 The surveys section explains the survey process and the authors' methodology. The section on the collection development functions places the survey analysis in context by defining "collection development" and examining the duties it encompasses. The next section reviews the literature on academic law libraries' organizational structures for collection development, and the section on survey responses presents the findings of the in-depth survey. The final section analyzes the results and recommends best practices emerging from the surveys. The initial survey and the in-depth survey are included in appendices 1 and 2. Organizational charts of the participating libraries are included in appendix 3.

The Surveys

¶4 In 2005 and 2006, the ALL-SIS Collection Development Committee conducted two surveys to gather information on law libraries' organizational structures for collection development. The committee sent an initial brief survey to all U.S. academic law libraries in 2005, asking about the collection development role played by various positions within the library, whether foreign, comparative, and international law (FCIL) materials or e-resources were handled differently from other material, and whether primary responsibility for collection development fell within public services, technical services, or some other department.[2] The results of the survey were not surprising: academic law libraries use various organizational models for collection development. Many law library directors are actively involved in collection development, although the roles that they play vary. Some libraries have a position at the associate director level devoted to collection development. In other libraries, primary responsibility for collection development falls to librarians with significant responsibilities in other areas, including the associate or deputy director, the head of technical services or public services, or the head of acquisitions. Many libraries indicated that they use collection development or selection committees, but this initial survey did not specifically ask about committees.

¶5 The 2005 survey provided a good starting point, but was too brief and open-ended to elicit detailed responses. While it gathered some information about how libraries are organized for selection, it gathered very little information with respect to broader collection development issues and responsibilities. The responses revealed that there is a great deal of variety in organizational structures for collec-

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2. See appendix 1 for a copy of this survey, which was conducted by ALL-SIS Collection Development Committee members Deborah Jefferies, Connie Lenz, Helen Wohl, and Gary Yessin. See Connie Lenz, *Who is Collecting?*, ALL-SIS Newsl., Summer 2005, at 12–14, *available at* http://www.aallnet.org/sis/allsis/newsletter/24_3/24_3.pdf, for a discussion of this survey.

tion development, but they shed very little light on the specifics of and rationales for the structures being used.

¶6 In 2006, the ALL-SIS Collection Development Committee conducted a second, in-depth survey intended to explore the "how and why" of organizational structures for collection development in academic law libraries.[3] This survey allowed for close examination of the organizational model each library uses for collection development, how various aspects of collection development—including, but not limited to, selection—are handled, why the library uses that model, and how successful the library feels the model is in meeting its collection development needs.

¶7 Twenty libraries were divided into five groups based on which position had "primary responsibility" for collection development.[4] For each group, the authors selected four libraries of different sizes (based on volume counts reported in the 2003–04 American Bar Association Annual Questionnaire) in order to determine whether and to what extent collection size affected decisions about organizational structure for collection development.[5] The five positions included are:

- Director
- Deputy Director
- Associate Director /Head of Collection Development
- Associate Director/Head of Public Services
- Associate Director/ Head of Technical Services or Acquisitions.[6]

¶8 The authors contacted each "primary collection development contact" in the selected libraries individually, explained the project and the nature of the lengthy survey, and obtained the librarian's agreement to participate. The survey was then e-mailed to the librarian. Nineteen of the twenty libraries ultimately responded to the survey: eight hold over 500,000 volumes (large libraries) and eleven hold fewer than 500,000 volumes (smaller libraries).

¶9 The in-depth survey asked for detailed information regarding various aspects of collection development to determine the structure each library used to perform these tasks. Therefore, in addition to gathering information about organizational structures in each library, responses reveal significant information about collection development practices as well. Although the small survey group is not statistically significant, the wealth of anecdotal information captured by the in-depth survey is illuminating.

3.	See Appendix 2 for the In-Depth Survey, which was conducted by the authors on behalf of the ALL-SIS Collection Development Committee.

4.	The determination regarding the person with "primary responsibility" for collection development was based on who was listed as the "primary collection development contact" in the initial survey. When reviewing the detailed surveys, it became clear that the designation as primary contact did not always correlate with primary responsibility.

5.	Two of the twenty libraries were the authors' own institutions.

6.	Position titles have been standardized for ease of comparison and to limit identifying information.

Collection Development Functions

¶10 A library's organizational structure is defined by "[w]ho performs various functions or activities, how these individuals are coordinated, and how they communicate between themselves and with others both within and outside the library . . . ."[7] When analyzing libraries' organizational structures for collection development, one must first define the functions and activities involved in collection development, and then determine who coordinates these activities and how each person who performs these tasks interacts with others.

¶11 Branin, Groen, and Thorin identify three phases in the evolution of collection development in general academic libraries.[8] The evolution of collection development responsibilities in academic law libraries shows clear parallels to these phases.

¶12 Through most of the twentieth century, collection development focused on collection building, emphasizing selection, acquisitions, and the addition of depth and breadth to collections. In the 1980s, libraries began to embrace a more comprehensive model of collection management, including "the theory and practice of collection policy development, materials budget allocation, selection, collection analysis, collection use and user studies, training and organization of collection development staff, preservation, and cooperative collection development."[9]

¶13 Peggy Johnson organizes collection management functions into four broad categories:

- Selecting: This may include selecting new and retrospective materials in various formats, selecting access methods for digital resources, evaluating gifts, and selecting items for withdrawal, storage, preservation, digitization, or cancellation.
- Budgeting: This may include requesting and justifying budget allocations, monitoring and managing budgets, working with donors, writing grant proposals, and managing grants.
- Planning and Organizing: This may include coordinating collection development functions within the library, drafting and revising policy, developing and monitoring approval plans and exchange agreements, reviewing and evaluat-

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7. Peggy Johnson, Fundamentals of Collection Development & Management 41 (2004).

8. *See* Joseph Branin et al., *The Changing Nature of Collection Management in Research Libraries,* 44 Libr. Resources & Technical Services 23, 23–25 (2000).

9. *Id.* at 24. *See also* Lovisa Lyman & Bonnie Geldmacher, *Collection Development and Acquisitions, in* Law Librarianship: A Handbook for the Electronic Age 97, 99–100 (Patrick E. Kehoe et al. eds., 1995) (compiling a very similar list of responsibilities for collection development librarians in academic law libraries); Shaun Esposito, *Collection Development in the Twenty-First Century Law Library: A Bibliographic Essay, in* Beyond the Books: People, Politics, and Librarianship 63, 63–71 (Leslie A. Lee & Michelle M. Wu eds., 2007) (providing an overview of law library literature on selected collection development functions, including collection development policies, selection and acquisitions processes, and negotiation with vendors).

ing collections and related services, and initiating and participating in coopera-
tive collecting activities.

- Communicating and Reporting: This may include serving on collections-
related committees within the library, the larger parent institution, and outside
organizations; promoting and marketing collections; and performing liaison
and outreach functions to patrons, other librarians, and other libraries.[10]

¶14 Collection development librarians are currently in the midst of the transi-
tion into a third phase of collection development. This new phase is driven by the
impact of digital resources and changes in scholarly communication. Branin,
Groen, and Thorin observe that the focus must now move from "collection man-
agement" to "knowledge management," which requires libraries to "deliver
resources and services online, synthesize and aggregate digital resources, help cre-
ate new publications, wed print collection management to new storage and elec-
tronic access and delivery options, and maintain and preserve the record of
knowledge."[11] In addition to the more traditional "collection management" respon-
sibilities outlined above, collection development librarians are now called upon to
negotiate licenses, facilitate electronic access, participate in digitization projects,
and help capture and promote scholarly communication.

Law Library Organizational Models for Collection Development

¶15 As noted above, the literature on organizational structures for collection devel-
opment in academic law libraries is sparse.[12] Focusing on one aspect of collection
development, Marian Gallagher conducted a survey in 1970 to discover who was
responsible for selection in academic law libraries.[13] In publishing the results of
her survey, Gallagher reviewed the evolution of selection models in academic law
libraries. As in university libraries, many law school faculty members held primary
responsibility for selection in academic law libraries until the end of World War
II.[14] Even after the war, selection continued to be dominated by faculty in some
libraries, where faculty library committees assumed responsibility for selection.
While these committees were composed of faculty members who were experts

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10. *See* JOHNSON, *supra* note 7, at 33.
11. Branin et al., *supra* note 8, at 31. *See also* Gordon Russell, *Re-Engineering the Law Library Resources Today for Tomorrow's Users: A Response to* "How Much of Your Print Collection Is Really on WESTLAW or LEXIS-NEXIS?", LEGAL REFERENCE SERVICES Q., 2002, no. 2-3, at 29 (discussing the impact of digital resources on law library collection development and space planning).
12. Organizational structures for collection development, particularly in large academic research libraries, have received attention in the general academic library literature. *See, e.g.*, JOHNSON, *supra* note 7, at 41–44; *see also id.* at 62–64 (providing a list of suggested readings).
13. *See* Marian G. Gallagher, *Book Selection in Law Libraries—Who's In Charge Here?*, 63 LAW LIBR. J. 14 (1970). Gallagher's focus on selection reflects the focus of collection development in academic law libraries through the 1970s.
14. *Id.* at 14.

in their diverse fields, they often lacked the requisite time and interest to perform selection adequately.[15]

¶16 Eventually, the library director assumed primary responsibility for selection in academic law libraries. This model had advantages: this "one-man library" possessed in-depth knowledge of the collection and collection policy, understood patrons' needs since the director served as circulation and reference librarian, and retained complete control of the library budget.[16] Even as staffs expanded, book selection was often one of the last responsibilities that the director might relinquish.

¶17 As other duties encroached, the director finally had to delegate at least some selection to members of the law library staff. In her survey, Gallagher found that by 1970 more than half of the directors reporting from libraries with more than five professionals were delegating some selection and final decision making.[17] This model allowed for more broad-based input on selection and took advantage of the specialized knowledge of individual staff members. Gallagher noted that determining who will be involved in collection development depends upon the experience and training of individual staff members and the particular needs of the collection.[18] While she did not specifically discuss a single librarian playing a central collection development coordination role, she did refer to a "chief book selection officer."[19] Gallagher also found that delegation of selection was most common in the areas of foreign law and government documents, where selection was done by subject specialists, and the director reviewed and granted final approval for those selections.[20]

¶18 In the 1980s, academic law libraries, like general academic libraries, shifted their collection development focus from selection alone to a broader collection management perspective.[21] And, as in general academic libraries, there was no single optimal organizational structure for collection development in use.[22] Lyman and Geldmacher observe:

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15. *Id.* at 14–15.
16. *Id.* at 15.
17. *Id.* at 18.
18. *Id.* at 15–16.
19. *Id.* at 17.
20. *Id.*
21. Branin et al., *supra* note 8, at 24.
22. *See* JOHNSON, *supra* note 7, at 41–42 ("No single collection development organizational model predominates. Defining the components of an optimal structure that assures successful accomplishment of goals has proved impossible. No specific model is perfect. Variations, as with the assignment of collections responsibility, are influenced by the size of existing collections, staffing levels, budget, local assumptions about the goals of collection management and development, and the preferences of the current library administrators."); William Fischer, *Impact of Organizational Structure on Acquisitions and Collection Development,* 25 LIBR. COLLECTIONS ACQUISITIONS & TECHNICAL SERVICES 409, 415–16 (2001) (noting that a review of literature regarding organizational structure for collection development and acquisitions and an analysis of data obtained in a 2001 survey revealed little regarding optimal organizational structures for these activities); James A. Cogswell, *The Organization of Collection Management Functions in Academic Research Libraries,* 13 J. ACAD.

[C]ollection development is likely to be listed under public services on an organizational chart. . . . Nothing is to be gained, however, by labelling collection development as either a public or a technical service. Such distinctions erect barriers that should not exist, especially between collection development and acquisitions, where close cooperation is extremely important. . . . In practice, the description of collection development as a 'boundary spanning activity' may best describe the kinds of duties performed. In the average-sized academic law library, one collection development librarian will be sufficient. For additional professional input, the collection development librarian may serve as the chair of a committee composed of other librarians with varying primary assignments. In larger libraries, there may be a head of collection development and several area specialists (such as foreign and international law and government documents) who report and give input. Collection development units may be autonomous from other library departments, may report to another unit, or may have other units report to them. If the position is autonomous, the librarian may report either to the associate or head law librarian. The organization of collection development changes as needs change.[23]

¶19 Robert Buckwalter describes one model employed in large academic law libraries.[24] In this model, a single position, the Collection Development Officer (CDO), bears primary responsibility for developing and implementing collection development policy.[25] The CDO reports to the law library director and, although the CDO may hold administrative responsibility for either technical services or public services, the collection development responsibilities of the position should be clearly stated. In the largest law libraries, there should be separate departments for collection development, technical services, and public services. Under Buckwalter's large law library model, one or more bibliographers, having primary responsibility for selection, report to the CDO. Generally, in large libraries there will be at least two selectors—one for Anglo-American law and one for foreign, comparative, and international law.

¶20 Buckwalter stresses the benefit of selectors participating in reference as a means of gaining firsthand knowledge of patrons' demands and how material is used.[26] Collection development is also enhanced when staff members outside of the collection development department participate in selection.

Such combining of tasks not only provides job enrichment—it also brings different perspectives to bear on selection. Catalogers will be familiar with patterns of collecting through their cataloging activities and can select materials according to those patterns. Reference staff who have worked with the collections and with the library's clientele can select materials with a keen awareness of strengths and weaknesses in the existing collection.[27]

Reference staff also have the closest knowledge of current usage patterns.

LIBRARIANSHIP 268, 271–73 (1987) (outlining six organizational models for collection development in academic research libraries and commenting on their effectiveness).

23. Lyman & Geldmacher, *supra* note 9, at 99.

24. *See* Robert L. Buckwalter, *Response: Collection Development in the Large Law Library, in* LAW LIBRARIANSHIP: A HANDBOOK FOR THE ELECTRONIC AGE 151 (Patrick E. Kehoe et al. eds., 1995).

25. *Id.* at 152. For a discussion of CDOs in general academic libraries, see JOHNSON, *supra* note 7, at 44–46.

26. *See* Buckwalter, *supra* note 24, at 152–53.

27. *Id*. at 153–54.

¶21 One feature of various organizational structures for collection development is the use of a selection or collection development committee. Such a committee can facilitate the interdepartmental involvement discussed above. The committee is generally chaired by the librarian with primary responsibility for collection development and, in the academic law library, will include librarians with other primary assignments.[28] The scope of the committee's responsibility varies as do the ways in which it carries out its work.

¶22 There are two common types of committees: the selection committee and the collection development committee. The selection committee is primarily concerned with selection of resources; all members may review all possible selections, or selection may be divided by subject area. Selection committee members also may develop policy as they discuss specific selection issues. The collection development committee generally focuses on policy development and large purchases.

¶23 The use of a committee has some disadvantages: decision making can be slower, and participation on the committee takes time away from staff members' primary duties.[29] Buckwalter favors the collection development committee model. He suggests that committees are best used to evaluate serials and expensive items, and for addressing policy issues.[30]

¶24 In 2001, Vicente Garces conducted a survey of law libraries focusing on selection practices and collection development policies.[31] Forty-eight academic law libraries responded to the Garces survey, and their models for selection varied: 21% of the responding libraries used a single selector/approval model, whereby one librarian selects and approves the purchase of all library material; 29% used a multiple or committee selector/approval model whereby several individuals both select and approve purchases; and 35% used a two-step model, whereby initial selections are made by one or more individuals, and the final approval of all purchases is made by another individual.[32] The remaining libraries reported using some combination of the first three models.[33] As in the initial ALL-SIS Collection Development Committee survey,[34] the Garces survey found a great deal of variety in academic law libraries' organizational structures for selection.

¶25 With developing trends in electronic resources and new means of scholarly communication, twenty-first-century academic law libraries, like general academic libraries, are shifting from a focus on physical collection management to a broader perspective of knowledge management, as defined by Branin, Groen and

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28. Lyman & Geldmacher, *supra* note 9, at 100–01.
29. *Id*. at 101.
30. Buckwalter, *supra* note 24, at 154.
31. *See* Vicente E. Garces, Survey on Collection Development Policies and Selection Practices (Roberta Studwell ed., 2006).
32. *Id*. at 5, 7.
33. *Id*. at 7.
34. *See* sources cited *supra* note 2.

Thorin.[35] Evaluating, selecting, providing access to, and training for e-resources requires collaboration throughout the library. Other projects—for example, creating digital collections, Web publishing, and capturing scholarly research of faculty members—involve many stakeholders on the library staff.

¶26 The law library literature has not yet addressed how this changing environment will affect the way in which law libraries organize collection development functions. It is clear, however, that boundaries between public services, technical services, and collection development are blurring.[36] More than ever, collection development must be "integrated within all library operations and the responsible librarian [must have] an understanding of and close relationship with other library operations and services."[37] The librarian with primary responsibility for collection development must understand the library's overall mission, its primary patrons' needs, and the library's resources and priorities. The "boundary spanning" nature of collection development functions is now more obvious than ever.

Survey Responses[38]

¶27 As respondents can attest, the ALL-SIS Collection Development Committee's survey was very long and went well beyond questions about organizational structure for collection development. This section of the article summarizes all information gathered about the responding libraries' organizational structures for collection development and their collection development practices.

¶28 Because the questions were open-ended, each library's response was not necessarily comprehensive. For example, in the question about cooperative collecting, three libraries that are affiliate members of the New England Law Library Consortium (NELLCO)[39] did not indicate that they belonged to that consortium.

Primary Responsibility for Collection Development

¶29 There is no apparent correlation between collection size and the level of the position with primary responsibility for collection development. In fifteen of the nineteen libraries, the primary person responsible for collection development

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35. *See* Branin et al., *supra* note 8, at 31.
36. *See, e.g.*, Margie Axtmann & Rita Reusch, *Impact of Trends on Academic Law Libraries, in* Am. Ass'n of Law Libraries, Beyond the Boundaries: Report of the Special Committee on the Future of Law Libraries in the Digital Age 105, 106 (2002).
37. Johnson, *supra* note 7, at 3.
38. A description and the organizational structure of each library can be found in appendix 3. Quotations in this section are taken verbatim from the survey responses. Longer quotes are attributed to survey respondents identified by library number in appendix 3.
39. According to its home page, "NELLCO is a 501(c)(3) non-profit corporation composed of academic (ABA accredited), private non-profit, and government law libraries. The Consortium provides a mechanism for resource sharing and mutual benefit between law libraries." New England Law Library Consortium, Inc., http://www.nellco.org (last visited Sept. 27, 2007).

occupies an upper management position—either the director or a position report-ing directly to the director. In two of the large libraries, the director with this pri-mary responsibility is considering delegating it in the future to either an associate director or an associate level librarian for collection development.

¶30 In the eight large libraries responding to the survey, the following positions bear primary responsibility for collection development:

- 2 directors
- 2 deputy directors
- 3 associate directors/heads of collection development
- 1 associate director/head of public services

¶31 The eleven smaller libraries reported the following positions as having primary collection development responsibilities:

- 2 directors
- 2 deputy directors
- 2 associate directors/heads of collection development
- 3 associate directors/heads of technical services or acquisitions
- 1 associate director/head of public services
- 1 highly distributed structure with many librarians participating in selection and serving on a collection development committee.

Collection Development Responsibilities

¶32 The survey did not ask respondents to define collection development responsi-bilities. Rather, the survey asked questions about various responsibilities typically identified with collection development, such as policy development and imple-mentation, selection, collection assessment and evaluation, budget management, and cooperative collecting relationships. The full range of collection development responsibilities noted by respondents is gleaned only by reading through the com-plete surveys. These responsibilities, many of which will be discussed in greater depth as responses to specific questions, may be divided into five categories, including Johnson's four collection management categories,[40] plus Branin, Groen, and Thorin's knowledge management functions:[41]

¶33 **Selecting:** Selection activities include selecting material; performing ini-tial review of advertisements, catalogs, and slips; dividing and distributing selec-tion materials; and reviewing and/or approving selections. In the area of electronic resources, selection also involves setting up trials, evaluating and coordinating evaluation of products, and reviewing licenses.

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40. *See* JOHNSON, *supra* note 7, at 33.
41. *See* Branin et al., *supra* note 8, at 31.

¶34 Many respondents play a coordinating role in selection, which can include coordinating selectors, training selectors, and chairing the library's selection committee. Some respondents have engaged in retrospective collection building, and some have coordinated cancellation projects and weeding projects. Working with donated materials also falls within selection responsibilities, including deciding whether to accept them and coordinating their receipt.

¶35 **Budgeting:** Librarians with primary responsibility for collection development indicated various levels of responsibility for budget management. Activities range from monitoring the acquisitions budget to allocating funds to drafting budget requests and justifications.

¶36 **Planning and Organizing:** Collection development responsibilities include drafting, implementing, and revising a written collection development policy. In libraries with an approval plan, the librarian with primary responsibility for collection development plays a lead role in developing the library's profile and reviewing the plan. Responsibilities also include performing or coordinating collection evaluation and assessment.

¶37 **Communicating and Reporting:** Given the "boundary spanning" nature of collection development, its functions require a great deal of communication and reporting. In libraries with multiple selectors, the librarian with primary responsibility for collection development coordinates the selectors' work. While the librarian may have direct supervisory responsibility for a department or departments, the role vis-à-vis selectors is almost always characterized as coordinating rather than supervising. One respondent who is in a position devoted to collection development characterized her role as a liaison between public and technical services.

¶38 Collection development responsibilities also require librarians to maintain faculty contact. This may include participating in a faculty liaison program, consulting with faculty on collection development issues, routing new titles of interest to faculty, and reporting to faculty on collection development issues. Keeping up with faculty interests also requires good communication among the librarians.

¶39 External communications include meeting with and negotiating with vendors; representing the law library on a university collection development body; participating in consortia; and participating in local, state, and national law library organizations. Formal communications and reporting include creating statistical reports, producing annual reports, and publishing new acquisitions lists.

¶40 **Knowledge Management:** Collection development responsibilities are growing to encompass more duties related to electronic access. Some respondents indicated that in addition to evaluating and selecting electronic resources, they also are responsible for establishing access to e-resources and solving access problems.

¶41 One deputy director with primary responsibility for collection development reported that she coordinates the collection and publicizing of faculty writing

as part of her collection development duties. To fulfill these responsibilities, she has participated in creating archives and repositories for faculty scholarship.

Selection Tools

¶42 Question 3(a) asked whether libraries used specific selection tools. The number of libraries reporting use of each tool is indicated below:

- Notification slips: 19
- Catalogs: 17
- Approval plans: 8 (2 additional libraries were beginning to test)
- Meetings with vendors: 14
- E-mail announcements: 16
- Book reviews: 15
- Other libraries' acquisitions lists: 8
- Review of ILL/Document delivery items: 14
- Other: 8

In the "other" category, libraries noted that their selection tools also include: GOBI,[42] listservs, collaboration with their main libraries, regular visits to publishers' Web sites, requests from faculty and students, and news sources.

Selection

¶43 Question 3(c) asked: "Please describe your selection process from start to finish, providing as much detail as possible." Respondents were asked to address the following points, as well as anything else that is important to their process:

- Who is in charge of selection?
- What are that person's other responsibilities?[43]
- Who else is involved in selection and why?
- If you have a selection committee, who is on the committee and how does the committee operate?
- Are selecting responsibilities divided, e.g., by subject area, areas of expertise, or by specific interests? Are expensive items handled differently? Or do all selectors review all candidates for selection?
- Do all selections require approval of the person with primary selection responsibility or other librarian? Or do some/all selectors select items without any additional approval?

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42. GOBI Edition 2 (Global Online Bibliographic Information) is YBP Library Services' online interface for searching, selecting, ordering, and reporting. GOBI's bibliographic database includes over two million titles and is updated daily.

43. Depending on the position with primary responsibility for selection, that person's other responsibilities could be well outside the scope of collection development. For example, if the director of the law library has primary responsibility for collection development, he or she would have administrative and teaching duties outside the scope of collection development. This summary focuses only on responsibilities related to collection development.

Selection Models

¶44 Selection is obviously a key function of collection development, and libraries assign this responsibility in several different ways:

¶45 **Subject /Geographic Area Selectors.** Nine libraries reported having at least one selector for foreign, comparative, and international law (FCIL). In most of these libraries, the FCIL specialists select independently and require no approval to place orders, although selections may be reviewed by the person with primary responsibility for collection development. In two large libraries, the FCIL librarian is free to place orders under a certain dollar amount, but shares information about buying more expensive items with all other selectors.

¶46 Excluding FCIL subject specialists, only three libraries reported having a decentralized approach to selection whereby multiple librarians select for different subjects.[44] In these three libraries, selections are still reviewed by the person having primary responsibility for collection development (though not for the purpose of giving approval) or by other selectors for expenditures over a certain amount.

¶47 **Multiple Selectors, No Subject Divisions.** Six libraries, all smaller in size, use a selection model whereby selection is assigned to multiple librarians and each librarian reviews all selection materials.[45] Two of these libraries use a selection committee, two use a collection development committee, and two use no committee.[46] Three of the libraries operate by consensus; in others, the director has final approval of all selections.

¶48 **Sole Selector.** Four smaller libraries come close to using a sole selector model. While this selector consults with others as necessary, he or she makes almost all of the selection decisions. Two of these sole selectors are directors, one is a deputy director, and one is a head of collection development. At the time of this survey, one of the four libraries is planning to change its structure for selection to include reference librarians. One reason for this change was a concern that the sole selector approach "does not provide much day to day input from different perspectives for building the monograph collection."

Selectors' Qualifications

¶49 The survey did not ask about selectors' qualifications. While many respondents noted that a selector was assigned a certain subject area based on that librarian's expertise, e.g., the FCIL librarian selects international materials, one library specifically addresses training for selectors and has a formal job description outlining their tasks. This description includes the following responsibilities:

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44. The survey did not specifically address selection for government documents.
45. Two additional libraries use a hybrid approach: an FCIL subject specialist selects all FCIL material, and a group of librarian selectors reviews all remaining selection material.
46. See sources cited *supra* notes 28–30 for a discussion of selection and collection development committees.

Library #10:

- Select current library resources using selection tools provided.
- Acquire and maintain knowledge of assigned subject areas.
- Acquire and maintain knowledge of existing collection strengths and weaknesses—walk the collection, review new book trucks, use/browse electronic resources, etc.
- Acquire and maintain knowledge of the law school curriculum . . . and the faculty's research interests (by sharing information).
- Acquire and maintain knowledge of the legal publishing industry.
- Attend regular collection development meetings (generally monthly).
- Meet regularly with Associate Director for Collection Development.
- Share information on reference and research interests that you encounter.
- Meet with faculty through the faculty liaison program or as subject areas dictate.
- Prepare guides to the collection/resources in your subject area—this is primarily for our users but also helpful as a framework for building the collection and creating the right balance between print/micro/electronic resources.
- Develop an understanding of the acquisitions budget and allocation of resources.
- Provide bibliographic instruction (as requested).
- Make recommendations on locations, binding, and retention.
- Weed the collection in assigned subject areas.
- Perform collection assessment in assigned subject areas.

Committee Structure

¶50 Nine libraries (five large and four smaller) use committees. Seven libraries (four large and three smaller) use a collection development committee to address collection development issues such as large purchases, decisions regarding material where there is no consensus among selectors, and collection policy. Three libraries (two large and one smaller) use a selection committee, whereby committee members meet to review all possible acquisitions. One large library uses both types of committees. Ten libraries (three large and seven smaller) do not use either type of committee, though one of the large libraries in this group is considering the use of a selection committee. In libraries using a committee (or committees), the position with primary responsibility for collection development chairs the committee(s). There was no correlation between the position holding primary responsibility for collection development and the use of committees.

¶51 **Collection Development Committees.** Seven libraries use a collection development committee. Respondents from these libraries noted that the collection development committee considers "major purchases, collection policies, and access issues." Major purchases may include "expensive resources, such as serials, looseleaf services, and databases." These committees do not, however, review all selections. Outside of the "major purchases," their focus is on broader collection development issues and policies. One respondent explained:

> Library #7: [The committee] does not generally consider title by title selection, but does consider general policies about the collection such as whether to retain state or regional digests, collection review projects, transition from print to electronic access, or cancellation projects, and is currently involved in the rewriting of the collection development policy.

¶52 The composition of collection development committees consistently includes all selectors. In six of the libraries, the committee includes representatives from technical services, including heads of technical services, catalog librarians, and acquisitions librarians. In three libraries, the director is a committee member. One library, in which the head of technical services bears primary responsibility for collection development, provided the following explanation regarding the committee's composition:

> Library #19: [The committee comprises] the director, associate director, head of [reference], reference librarians, head of technical services, and the cataloger… The director is present because she is ultimately responsible for the budget and the collection, in addition to her interest in collection development. The associate director, head of [reference], and reference librarians are present to share their subject expertise and knowledge of what our patrons need. The cataloger is present to share her knowledge of the collection and to hear what the patrons and [reference] librarians need, so that she can do a better job of providing access to the material we have. The head of technical services is present to share her knowledge of the collection and the collection policy and to hear what everyone else has to contribute.

¶53 The frequency of collection development committee meetings varies. Respondents indicated that their committees meet weekly (1 library), biweekly (1 library), monthly (3 libraries), or irregularly (2 libraries). In the two libraries where the committee meets irregularly, the committee considers and discusses issues via e-mail.

¶54 **Selection Committees.** Three libraries use a selection committee and committee members meet to review all possible acquisitions. These committees are composed of all selectors; in one library, the acquisitions assistant is also a member. Two libraries noted that their selection committee meets biweekly.

¶55 The one large library that has both a selection committee and a collection development committee provided details regarding the operation of its selection committee. This library has a very systematic approach to selection generally. Catalogs and brochures are routed first to the FCIL librarian, who selects FCIL material, and then distributed to all the reference librarians, each of whom reviews all non-FCIL material. The folder routes last to the deputy director for final review. The selection committee meets to review Hein Green Slips:[47]

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47.   Hein's Green Slips Service, formally titled Advance Bibliography of Law and Related Fields, provides bibliographic information about new and forthcoming titles in the legal and related fields.

Library #7: Reference librarians review these independently and meet biweekly to go through the slips together with the Deputy Director. A "reader" is assigned for each month, who is responsible for doing more in-depth investigation where needed for more information about a title or publisher, whether we have prior editions, or if a reprint, what we already own. The Green Slips meetings are very valuable to both educate newer staff about what our collecting philosophy is with specific examples, and also where there are questions or gray areas to have discussion face to face on what our policy should be or how it applies to the specific title, and in the process clarify or develop the policies. Selectors also share their knowledge about recent faculty requests or interests during this process.

¶56 **No Committee.** Ten libraries do not use a collection development or selection committee. These libraries have a variety of organizational structures for collection development, and three of them hold over 500,000 volumes. In four of the smaller libraries, most of the selection is done by one or two librarians. In three libraries, the selection process is decentralized, but the director conducts a final review of all selections. One of the large libraries, in which the director bears primary responsibility for collection development, is considering the use of a selection committee that would take over final review of all or most selection.

¶57 One director commented on his rationale for not using a committee model:

Library #14: I have never used the "by committee" model. I am not convinced that several people huddling together every week or two to discuss prospective titles is a good use of our time. I prefer our more informal means of consultation—do it when it seems necessary. In the end, all of our librarians get involved in some collection development activities, either systematically, or ad hoc.

Final Approval

¶58 Ten libraries noted that "expensive" items needed to be approved by the library's director; in two other libraries, it is the deputy director and the head of public services who approve most expensive purchases. In six of the seven libraries that have a collection development committee, members can authorize expensive purchases by consensus of the members; in three of these the director is a committee member.

¶59 Most libraries indicated that routine selections generally do not require director approval. Selection was often described in very collaborative terms, and the librarians with primary responsibility for collection development rely upon the professional judgment of the selectors. One respondent wrote:

Library #10: All selections are channeled through the Associate Director for Collection Development for vendor and fund assignment, but the Associate Director does not "approve" the selections of other librarians. The Associate Director sometimes meets with less experienced librarians to review some selections, but this is primarily for the purpose of additional training.

Approval Plans

¶60 Question 3(b) asked if the library uses an approval plan.[48] Eight libraries use an approval plan, and all are satisfied with the plan. Two libraries are currently setting up a test plan. The remaining nine libraries do not use any approval plans.

Faculty Members' Research Interests and Curricular Needs

¶61 Assuming that all libraries would develop their collections to support faculty members' research and curricular needs, Question 3(d) asked: "How do selectors stay aware of faculty and students' research and curricular needs (e.g., face-to-face meetings, reviewing curricular offerings, etc.)?[49]

¶62 Regardless of size and organizational structure for collection development, the responses to Question 3(d) were very similar. Differences were largely driven by the way in which faculty services were organized in the library (e.g., whether the library had a liaison program) and this affected responses with respect to information sharing.

Providing Reference and Research Support to Faculty

¶63 Ten libraries indicated that they have a faculty liaison program and that librarians keep up with their faculty members' interests through their interaction as liaisons. Two of these libraries noted that liaison assignments are aligned with selection areas. Five libraries that did not report having a liaison program specifically noted that selectors stay aware of faculty research needs through their work with faculty on reference and research projects. According to one respondent, "Reference staff work directly with faculty constantly on everything from requests for copies of newspaper articles to full blown research projects. These requests are our best source of information on changes in faculty research interests."

Librarians Sharing Information with One Another

¶64 Seven libraries identified librarians sharing information with one another as one way to monitor faculty research interests and curricular needs. Five of these seven libraries do not have a formal faculty liaison service.

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48. Under an approval plan, a library creates a profile with a book jobber, such as YBP Library Services or Blackwell Book Services. A profile is generally based upon a list of publishers, subject areas, and other parameters including readership level, language, and cost. Depending on the library's preference, when new publications fall within the parameters of the library's profile, the library will either automatically receive the title or will receive notification of its availability.

49. Analysis of responses to Question 3(d) will be limited to comments about faculty. There were few responses relating specifically to students, and the activities noted most commonly consisted of monitoring the curriculum and class assignments and keeping in touch with needs through reference interactions. One library indicated that librarians audit law classes, and two libraries indicated that librarians supervise faculty research assistants. The responses were overwhelmingly aimed at ways in which selectors keep abreast of faculty interests, and even the areas enumerated above were not distinguished as ways to keep in touch with students. The survey instrument should have asked separate questions with respect to faculty and students to get information specific to students.

¶65 Three of those schools use a "faculty services librarian" model where one librarian is responsible for coordinating all faculty research services. This individual may have selection duties, but is not responsible for all selection. Selectors rely on the faculty services librarian to share information about faculty research interests. One of these libraries has instituted a formal mechanism for information sharing by creating a database of faculty requests. All selectors have access to this database.

¶66 In another library, one librarian serves as sole selector but does not participate in faculty research services. In this instance, the sole selector relies on reference librarians assisting with faculty research to share information.

Formal Meetings with Faculty Members

¶67 Seven libraries indicated that they use formal meetings with faculty members to stay aware of research and curricular needs.

¶68 Three of these libraries have a faculty liaison service. Liaisons meet with their faculty periodically: "meet with faculty as appropriate," "each librarian meets face to face at least once a semester with their assigned faculty," and "liaisons try to arrange face to face meetings at least once each year." One of the libraries uses the "faculty services librarian" model. In this library, the faculty services librarian meets with each faculty member annually and then passes information on to selectors.

¶69 At one library the associate director for collection development tries to meet with faculty twice a year.

¶70 The remaining two libraries have a sole selector. In one of these libraries, reference librarians meet annually with faculty members and pass the information on to the selector. In the other library, the sole selector "at times has arranged individual meetings with faculty to discuss specific subject areas. However, I have never found time for regular face-to-face meetings with all faculty, which, in my opinion, is important and something the CD [collection development] librarian should do."

Casual Contact with Faculty Members

¶71 Six libraries noted that they are aware of faculty interests through their casual contact with faculty members. Examples of such contact include: "We drop by their offices to see how research is going"; "I speak with most of the faculty casually on a regular basis"; and "Serendipitous conversations are a good source."

Monitoring Curriculum

¶72 Ten libraries noted that monitoring the curriculum is a way in which librarians can stay aware of both faculty and student needs.

Staying Aware of Faculty Activities, Publications, and Conferences

¶73 Six libraries indicated that they stay aware of faculty interests by monitoring faculty activities such as publications and presentations at conferences. Three of these libraries noted that librarians attend workshops and presentations given by faculty.

Other Mechanisms

¶74 Although the methods summarized above represent the most common responses to Question 3(d), libraries indicated additional means for staying aware of faculty interests. These methods include: supervising or working closely with faculty research assistants (3 libraries), inviting faculty members to staff luncheons where they discuss their research (2 libraries), monitoring document delivery and ILL requests (2 libraries),[50] and consulting with faculty on specific resources or subject areas (2 libraries).

Faculty Members' Role in Collection Development

¶75 Question 8 asked, "What role do faculty members play in selection, collection evaluation, or other collection development activities?"

Requests for Purchase

¶76 In every library surveyed, faculty members participate in collection development by recommending material to purchase. Most libraries noted that these requests were almost always honored without question, and would only be turned down if the material were out of scope or too expensive.

Consulting with Faculty on Potential Purchases

¶77 Eleven respondents indicated that the library consults with faculty when the librarians are not sure whether to purchase a big ticket item or whether a resource would be of interest to the faculty member.

Consulting with Faculty on Proposed Cancellations

¶78 Eight libraries reported that they consult with faculty when they are considering major cancellations.

Consultation with Faculty on Format

¶79 Only two libraries specifically noted consultation with faculty with regard to format of resources. One librarian illustrated such collaboration: "Most recently the tax faculty met several times with the CD librarian and the librarian who teaches tax research. The tax faculty also participated in vendor sales presentations. The outcome was a major shift from print to electronic resources from several publishers."

Collection Evaluation and Collection Building

¶80 Only one respondent reported consultation with faculty for input on a collection evaluation project. In this instance, the library solicited faculty input on duplication and items to be moved to storage.

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50.   See also response to Question 3(a) regarding selection tools, *supra* ¶ 42. Fourteen respondents indicated that they monitor interlibrary loan and document delivery requests.

¶81 Four libraries noted faculty members who were very involved in collection review and collection building in their specific subject areas. Three of these libraries each cited a single faculty member in their institution who engaged in such collection development activity.

Comments

¶82 Three comments with respect to faculty involvement in collection development addressed the level of faculty interest in collection development. The comments were made by librarians whose positions have a heavy focus on collection development—two associate directors for collection development and one deputy director whose position is devoted half-time to collection development. Two of these librarians felt that faculty members are not very interested in collection development. The third respondent is from an institution where faculty members, though not engaging in collection evaluation themselves, pay close attention to the library's collection development and evaluation activities. Excerpts from these comments follow:

> Library #4: I have not found faculty members to be very interested in collection evaluation. I might get general comments if I ask how they feel about the collection in their area. New faculty will often make specific suggestions when asked. They are not interested in really getting involved in the process though. . . . With document delivery and ILL providing such good service and fast turnaround, they don't worry too much about the library's collection.

> Library #7: Their interest in helping develop the collection more systematically is generally not high.

> Library #5: Quite a few faculty here have expressed the desire for collection evaluation, comparison with peers, checking for gaps in the collection. . . . Now there is mainly a concern by the administration that faculty be afforded the opportunity to give their input about the collection and that I keep in contact with the faculty concerning their ongoing research interests. Therefore, I have been asked to meet or at least contact faculty individually, twice a year. Faculty also want us to be able to document how the new draft collection development policy is working; how will faculty know we are really achieving the collecting levels we propose?

Collection Development Policies

¶83 Question 2 asked respondents to describe the process by which their collection development policy or policies were drafted and approved and how they are currently updated.

¶84 All responding libraries have a collection development policy, as required by the American Bar Association's Standards for Approval of Law Schools.[51] The policies were drafted by different individuals, or groups of individuals, in each library. Often, the librarian with primary responsibility for collection development took the lead in drafting the policy and had varying degrees of input from other librarians, ranging from consultation to assigning drafting responsibilities. Seven libraries indicated how the policy received final approval: director of the law library (3 libraries); law school faculty library committee (1 library); library faculty (1 library); dean of the law school (1 library); library collection development committee (1 library). Five libraries specifically noted that an upcoming ABA site inspection provided the impetus to draft or revise their collection development policy.

Cooperative Collecting

¶85 Question 6 asked, "Do you participate in cooperative collection development relationships within or outside your institution? (This could include formal or informal agreements with campus libraries, other local libraries, and/or consortia.)"

Cooperation with Campus Libraries

¶86 Most of the libraries reported some level of cooperative collecting with their main libraries. The responses ranged from a library that saw the potential for cooperation if their main library ever received adequate funding, to very informal cooperation limited to checking the main library's holdings, to libraries affiliated with large research libraries and highly dependent upon their main libraries for a wealth of interdisciplinary and electronic resources.

¶87 Eleven libraries noted cooperation with, or reliance on, main campus libraries for electronic resources. Three of those libraries reported making joint purchases or contributing funds for e-resource acquisitions.

¶88 Eight libraries addressed duplication of print material held by other campus libraries. Five of these libraries avoid duplicating the holdings of other campus libraries, with three of them specifically noting the ease of document delivery between campus libraries. Three libraries continue to duplicate selections of other campus libraries. One of these libraries was not located in close proximity to other campus libraries. Another library indicated that its view on this is evolving:

> Library #7: In general we have taken the approach that if we had interest in the material, we would buy it for our collection regardless of other holdings on campus. Our view of this relationship is changing with the increased ease of moving physical materials between the libraries, electronic access to journal literature, and increasing inter-disciplinary work in the university generally.

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51. Am. Bar Ass'n, 2007-2008 Standards and Rules of Procedure for Approval of Law Schools Standard 606(c), at 44, *available at* http://www.abanet.org/legaled/standards/20072008Standards WebContent/Chapter%206.pdf (requiring that "a law library shall formulate and periodically update a written plan for development of the collection").

¶89 Other ways in which respondents cooperate with their campus libraries include: serving on a university-wide collection development committee or council (2 libraries); coordinating depository selections and holdings (2 libraries); sharing an integrated library system (2 libraries); sharing acquisitions databases, e.g., GOBI (1 library); considering books weeded from campus libraries for the law library's collection (1 library).

Consortia Membership

¶90 Fourteen libraries reported belonging to at least one consortium that supported at least some cooperative collecting. When discussing the cooperative benefits of consortia membership, libraries noted the benefit of electronic resource licensing. Two libraries noted the benefit of ILL agreements between libraries in their consortia. Only one library noted the benefit of discounted approval plan purchases.

Cooperative Collecting with Local Law Libraries

¶91 Three libraries reported that they meet informally with local law libraries and might consider the holdings of these libraries when making collection decisions. Only one library reported having a formal collecting agreement with another law library, whereby each library has accepted collecting responsibility for certain foreign countries.

Collection Assessment and Evaluation

¶92 Question 7 solicited information regarding collection assessment and evaluation, including who plans and carries out these activities, the process employed for such projects, and whether or not libraries are using collection evaluation tools, such as OCLC's WorldCat Collection Analysis product.[52]

Planning and Conducting Collection Assessment and Evaluation

¶93 While most libraries reported engaging in some level of collection assessment and evaluation, only seven libraries identified a specific position responsible for planning and carrying out these activities. All libraries engaging in collection evaluation indicated that these activities were collaborative and involved more than one librarian, usually the person with primary responsibility for collection development along with a subject specialist (such as the FCIL librarian), all selectors, or the collection development committee.

Process for Collection Assessment and Evaluation

¶94 Only three of the libraries seemed to have systematic approaches to overall collection assessment and evaluation. All other libraries indicated that their collection assessment and evaluation is conducted on an ad hoc basis and driven by other factors:

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52.   WorldCat Collection Analysis, http://www.oclc.org/collectionanalysis (last visited Nov. 12, 2007).

- Cancellation projects: Six libraries noted that, in response to budget concerns, they conducted collection reviews to determine whether they could cut subscriptions. These projects ranged from reviewing loose-leaf subscriptions by publisher to reviewing all continuations.
- Collection-building initiatives: Nine libraries reported conducting collection reviews of the entire collection to identify weak areas, or within specific subject areas where weaknesses were perceived. These libraries sought to build resources in those areas. Six of these libraries undertook a review in response to new faculty demand. One library undertook a review to support a new law school program. One library conducted the assessment as part of a strategic plan to develop resources in a specific geographic region. One library built a collection for which it had received an endowment.
- Comparing formats: Two libraries reported engaging in collection review of specific titles to determine whether print or electronic access is most appropriate for their patrons.
- Space: One library reported engaging in collection assessment as it encounters space constraints in particular areas of the library.

¶95 As noted above, three large libraries indicated that they engage in systematic collection assessment and evaluation. In the first library, the director is responsible for planning collection review projects (although she is considering creating either a committee or a new librarian position to focus on collection development):

> Library #3: Starting last year, the Director identified specific historic weaknesses in the monograph collection. The reference librarians were assigned specific subject areas in which they were to do some retrospective development. This involved searching developed collections of well established libraries, especially those known for strengths in the areas to be developed, and making recommendations for purchase.
>
> We are also looking at weeding, as this has played a part in identifying problems with the collection development policy. This process is ongoing, but over the last year, we are slowly determining how many duplicates to keep in the collection (which varies by subject and jurisdiction), what superceded editions to keep (again, which varies), and what types of materials we should no longer collect (e.g., casebooks).

¶96 In the other two libraries, the librarians responsible for planning collection review activities both hold positions dedicated to collection development at the associate director level. In one of these libraries, the associate director for collection development is systematically reviewing the library's current collecting practices for foreign jurisdictions. This assessment and evaluation is conducted in close consultation with the library's FCIL librarian and final reports are reviewed by the library's collection development committee.

¶97 In the other library, the associate director for collection development conducted a comprehensive review of the foreign law collection and a selective review of the international and U.S. collections in preparation for drafting the library's

collection development policy. She received the most input in assessing the foreign and international collections by consulting with the FCIL librarian. Together, they assigned the current and future collecting levels for international law and foreign/comparative law.

Collection Analysis Tools

¶98 Eleven libraries do not use any kind of collection analysis tool. Six libraries recently subscribed to OCLC's WorldCat Collection Analysis tool, but had not yet used it. One library has used reports generated by its integrated library system.

Evolution of and Rationale for Organizational Model

¶99 Question 9(b) asked respondents to outline the evolution of their library's organizational structure for collection development, and question 9(c) asked why they are using their current model.

¶100 Nine libraries reported that, until relatively recently, the library's director was responsible for most of the collection development (specifically selection) or heavily involved in day-to-day collection development activities. These libraries now use a more distributed approach, but did not begin doing so until: 2004 (1 library); 2003 (1 library) (for the first two years, the director and associate director for collection development in a new library did all selection and collaborated on major purchases and licensing negotiatons); 2002 (1 library); 2000 (1 library); 1998 (3 libraries); mid-1990s (1 library); 1990s (1 library).

¶101 Three large libraries indicated that collection development activities had a long history of being broadly based in their libraries. One library responded that it had been using a committee model for eight years. Before that, the associate director did all selection. Six libraries either did not provide an outline of how their models evolved or described a model that had changed little since the 1980s.

¶102 Several themes emerged from the responses that did address the evolution of and rationale for their libraries' models:

- The need for centralized control over collection development activities. Responses in this area covered the need for a balanced development of the collection, monitoring of the acquistions budget, coordination of collection evaluation and review, demands created by electronic resources, and increasing demands on staff who cannot devote enough time to collection development activities.
- The need to involve numerous librarians who can offer different perspectives and who have firsthand experience using the collections and meeting patron needs.
- The importance for all law librarians to learn principles of collection development as part of their professional growth.

¶103 Excerpts from various responses illustrate the evolution of models and the libraries' rationales for using their current models. In the first example, the director of a large library was solely responsible for selection up until the mid-1990s. Selection responsibility was then delegated to reference librarians, but problems were noted because no one was in charge of collection development. In the current model, reference librarians are still responsible for all selection, but the director plays a central role in collection assessment and approves all selections. The director of this large library stated:

> Library #3: The current model was adopted for a few reasons. First, there was no uniform approach to collection development, and no one was assigned the task of assessing the collection as a whole. Since this is necessary to the health of the collection, it made sense to reestablish a central collection development person. Second, the assumption is that the reference librarians will play a more active role in collection development. By having a central person assign tasks (e.g., retrospective collection building), all of the librarians are exposed to collection development issues beyond selecting new titles to purchase. Third, we simply were not . . . spreading costs out in an evenhanded manner. Centralizing ensured that more care was taken in spending funds regularly instead of in bulk at the end of the year.

¶104 This director also stated, however, that due to competing responsibilities the director is not the ideal person to have primary responsibility for collection development in a large library.

¶105 In the next example, which also involves a large library, selection responsibilities were delegated to reference librarians by the director in the 1980s. Eventually, a new associate position was created to focus solely on collection development. The current associate director for collection development commented on this evolution:

> Library #4: I believe that several factors went into the decision to focus the position on collection development. Our collection is so large and historical that it truly requires a full-time librarian to coordinate the selection, monitor the budget, and engage in collection evaluation and review. As the demands on reference librarians increase, in both faculty services and instructional services, it is increasingly difficult for them to keep up with selection responsibilities and there is very little time for collection evaluation and review. My position streamlines their selection responsibilities and takes a strong lead on collection assessment.
>
>   Given economic pressures on law library acquisitions budgets, which form a large percentage of the library's overall budget, it is important to have a position solely focused on managing that budget. . . . Electronic resources have also created new demands on collection development. Evaluating these resources, making decisions regarding format, advocating for funding, and negotiating licenses require focused attention.

¶106 Sometimes the model for selection changes to include less reference librarian involvement, rather than more. In a smaller library, the head of collection development position was created to take over almost all selection as well as other collection development activities. The head of collection development commented:

> Library #9: Over the years several different models were experimented with and the refer-
> ence staff were at one time much more involved as a committee in selection. . . . As the
> reference librarians took on more and more teaching responsibilities and had less and less
> time to devote to selection, the present model evolved. . . . Involvement of others on the
> reference staff has been more or less voluntary, and dependent on their interests and time.

¶107 This librarian also stated that, due to the disadvantages of having only one
person involved in collection development, the library may again change its model
to include reference librarians in at least some collection development activities.
The next section of this article discusses these disadvantages more fully.

¶108 The following two respondents share the view that it is important to
have multiple librarians involved in collection development. This view pro-
vides at least part of the rationale for their libraries' organizational structures
for collection development. Both use a distributed model with strong central
coordination. The first comment comes from an associate director for collec-
tion development who coordinates collection development in a relatively new
library:

> Library #10: In early 2003 [the Director and the Associate Director for Collection Development]
> discussed with the other librarians the possibility of adding selection responsibilities and learn-
> ing more about collection development. They were enthusiastic, so I solicited information about
> their subject interests and knowledge and met with them to discuss the division of responsibili-
> ties. We agreed on subject assignments, and I conducted a series of training workshops so that
> we all had the same background information on collection development and legal publishing,
> as well as a common understanding of the law school mission and the library's support of that
> mission through the information resources we wanted to develop. . . .
>
> We adopted the model in part because of the sheer magnitude of the work involved
> in building a law library collection from the ground up, and in part to involve librarians in
> shaping the collection and resources of this new library. The Director and the Associate
> Director believe that all librarians should have a grounding in collection development
> theory and practice.

¶109 The second comment is from a deputy director who coordinates collec-
tion development in a large library:

> Library #7: With small variations (e.g., the position of assoc/deputy director has not always
> existed and the duties of that position have evolved to take over more director type duties,
> as our director has expanded his areas of responsibility beyond the library) we have always
> had a model with broad involvement of all professionals.
>
> It is important that the reference librarians are educated in our collection philosophy
> and participate in selection decisions in order to effectively assist faculty and students.
> Equally important, in an academic library, building the collection is a central focus of
> the library and so a wider range of professional staff need to participate in this area. The
> responsibility of the Deputy Director for collection development reflects this emphasis.
> The participation of the Acquisitions/Serials librarian is necessary to coordinate with bud-
> get and technical services aspects of the process and to remind us of collection organization
> and maintenance issues.

¶110 A head of technical services who coordinates collection development in a smaller library summarized well the struggle to achieve the right balance in organizing for collection development:

> Library #19: The structure we use allows us to:
>
> - remain very current with selections
> - draw on the varied subject expertise of all the librarians on the staff
> - share information about faculty interests and student assignments
> - educate new staff on our collection policy and procedures
> - mentor less experienced librarians as they gain knowledge and experience
> - continually update our collection development policy
> - maintain a relatively even flow of selections to the order clerk, thereby avoiding back-logs in ordering, receiving, and cataloging
>
> The structure we use changes with the library's staff and budget. We are always seeking to involve the person making budget decisions, the persons with legal knowledge, and the persons with the greatest knowledge of the collection and our patrons in the most efficient combinations.

Advantages and Disadvantages of Various Models

¶111 Question 9(d) asked libraries, "What works about this model and what doesn't work?" Most respondents were satisfied with their models. Three libraries were in the process of making some changes, and one library identified a need to change. Respondents commented on the advantages and disadvantages of their practices and structures throughout their survey responses. The following summaries, therefore, are drawn from various sections of the survey.

Use of Committees

¶112 Responses with respect to the advantages and disadvantages of using committees came from libraries that use committees and also from libraries that do not. As noted earlier, a particular library's committee model is not dependent on its organizational structure for collection development.

¶113 The primary advantages of using a committee are that it allows for input from several perspectives and exposes multiple librarians to collection development issues. Other advantages cited were using meeting time to: discuss application and clarification of the collection development policy; share information about faculty and student research activities; and discuss other collection development matters aside from selection (e.g., bibliographic access, weeding and cancellation projects, allocation of resources between print and electronic materials, and transfers to storage).

¶114 One disadvantage of the selection committee is that it can slow down the selection process. One library was pleased with its use of a selection committee but was looking for ways to streamline selection to reduce the time spent reviewing material that would obviously be added to the collection. The most common approach of librar-

ies with more than two selectors is the use of a collection development committee to discuss only expensive items or items on which there is no consensus.

Distributed Subject-Area Selection

¶115 Three libraries distribute selection by subject area. Two of them indicated that while it was an advantage to have all librarians involved in and exposed to collection development, the decentralized approach to selection resulted in uneven development of the collection. Some librarians are able to devote more time and effort to collection development than others. One library director suggested that a selection committee might lead to more even-handed development of the collection as opposed to individual subject area selectors who do not meet regularly. This selection committee would review all selections as a group, in which case selection should be more broad-based.

Sole or Dual Selectors

¶116 Three of the four libraries using one or two selectors reported satisfaction with their model. All were smaller libraries. In two of these, the director bears primary responsibility for collection development, and in a third it is the deputy director. In the fourth library, the head of collection development expressed dissatisfaction with the model because it does not include more reference librarians.

¶117 Another large library, where most selection is performed by two librarians, reported satisfaction with its organizational structure but recognized that this success was somewhat dependent on existing personnel:

> Library #8: The current model has always worked well and especially has been effective because of the expertise and long tenure of the primary selectors. This model enables selection to be done by librarians who provide reference service and interact with our faculty and other library user. . . . The model is very efficient because it limits the decisions for most purchases to one or two individuals and provides a clear structure for whom to consult on selection decisions.

The same respondent did, however, recognize some disadvantages to the model: "The model limits the ability to do more comprehensive, ongoing assessment since it is a major task for one or two persons. The model also limits the broader institutional knowledge of the criteria used in how collections are developed."

Position Devoted to Collection Development

¶118 There were two types of structures in which a position is devoted to collection development. In the first model, the position takes the lead on collection development activities and plays a coordinating role. In the second model, the position is solely responsible for collection development.

¶119 The advantages of the coordinating model are that one person in the library is devoted to selection, collection analysis, and evaluation, and has the time to evaluate large purchases carefully. This model retains active participa-

tion of other librarians. One director of a library that is creating a position devoted to collection development stated: "We need to get the [collection development librarian] in place; this should lead to better coordination and more analysis; this is especially needed for some of the big box purchases that we are considering." Elsewhere in the survey, this director stressed the new position's coordination role and commented, "It is not possible for a single person to adequately manage collection development; it is a team effort that grows more so each year."

¶120 The coordinating model retains the advantage of input from various librarians but recognizes that due to increased demands on other librarians, it is sometimes difficult for them to keep up with additional selection and collection development responsibilities. The position coordinating collection development can reduce demands on these librarians by streamlining processes, but can also make sure that selection and collection development activities do proceed. A disadvantage of this model is that the position devoted to collection development may be somewhat removed from regular contact with patrons. Therefore, it may be difficult for this librarian to stay aware of patron needs and the demands being placed on the collection.

¶121 The second model devoting a position to collection development involves a single librarian with sole responsibility for collection development. This model has the same advantage as the coordinating model in that it allows one librarian to focus on all aspects of collection development, including selection, analysis and review, and evaluating expensive resources. The disadvantage of this model, however, is that it puts a heavy responsibility on a single librarian. Also, without formal input from librarians with the closest contact with patrons, it is imperative that the librarian in this position develop means to gain information about patron needs.

¶122 Five respondents from libraries that do not have a position devoted to collection development commented on the need for assessment and evaluation of their collections and the difficulty of executing this on the "borrowed time" of librarians with other duties. Three of these respondents stated that they were creating or considering creating an upper management position devoted to collection development to better perform collection review, balance print and electronic resources, assess need for cancellations, and fully evaluate large purchase options.

Director's Role in Larger Libraries

¶123 Perhaps the most surprising outcome of the survey was the extent to which the directors of the libraries surveyed have been involved in collection development in the past decade. Most of those directors have now relinquished this role due to competing demands on their time.

¶124 As noted above, in two of the large libraries, the director continues to bear primary responsibility for collection development. In one of these libraries, the director participates in selection and approves all renewals. Several librarians serve

on a selection committee. This director is considering some reorganization that would lessen his role.

¶125 In the second library, the director coordinates collection development and approves all selections. Selection and collection evaluation are conducted by librarians. This director is considering either creating a selection committee or devoting a position to collection development. The director observes:

> Library #3: Because of the other responsibilities of the Director position, it is probably not the ideal central point for collection development. The complexities of collection development . . . make it a task that is better suited to someone who can devote a significant amount of time just to analyzing, developing, and adjusting the collection as needed.

Role of Reference Librarians

¶126 Ten respondents commented specifically on the benefits of having reference librarians do selection. As one respondent stated, "[T]he librarians supporting faculty research need to know and are in [the] best position to evaluate" faculty needs. Eighteen libraries reported mandatory involvement of reference librarians (defined here as anyone who does regular work at the reference desk regardless of their position and other responsibilities).

¶127 Gaining input from librarians who have the most contact with faculty and students was the most common reason given for formally including these librarians in the selection process. Several respondents also reported that participation in selection enhances the rest of the work librarians do. For example, one respondent cited selection work as a way to create closer relationships to the faculty. Another commented, "[I]t is important that the reference librarians are educated in our collection philosophy and participate in selection decisions in order to effectively assist faculty and students."

Role of Technical Services Librarians

¶128 Several respondents commented on the benefits of technical services/acquisitions librarians serving on collection development committees to ensure communication between public services and technical services, to advise on the budget, and to share their knowledge of the collection. One library described the benefits of including the acquisitions librarian on the collection development committee "to advise us on the impact of decisions on technical services, budget and statistical reporting and to ensure that decisions are correctly implemented."

Professional Development

¶129 Three respondents expressed the view that participating in collection development is an important part of all librarians' professional development. One respondent from a smaller library where all librarians play a role in collection development stated: "[W]e believe that collection development is an integral part of professional law librarians' responsibility."

Comments

¶130 Question 10 asked if there was any additional information the respondents would like to share. Two librarians commented on whether there was a need to involve so many people and so much effort in selection in the first place. One respondent wondered whether the use of approval plans, package plans, and electronic packages licensed through consortia might diminish the need for multiple selectors in the future.

¶131 Another librarian noted that due to the increasing demands of providing electronic resources, more time needs to be devoted to negotiating licenses, providing bibliographic access to these resources, and dealing with preservation and storage of legacy print materials, leaving less time for traditional selection procedures. In her opinion, libraries should focus more on improving access to materials as needed, and less on building collections for posterity. Intensive collecting of new title information and title-by-title selection requires time that may be better used by many law libraries in the future.

Analysis and Conclusions

¶132 The libraries surveyed have developed various organizational structures to carry out collection development functions. These structures have been influenced by several factors, including the size of the collection, budget and staff, the experience of the staff, the organizational structure for other functions, and the history of the institution. While a few respondents are in the midst of changing their structures for collection development, most of the libraries are satisfied with their models.

¶133 No "one size fits all" prescriptions for collection development models or practices emerge from the surveys. The responses do, however, reveal several sometimes conflicting issues that all libraries must address in designing their organizational structures for collection development, and they provide a basis for recommendations regarding best practices.

¶134 One position in the library should have primary responsibility for collection development. While this position need not be devoted solely to collection development, those responsibilities should be a substantial component of the position, the duties should be clearly outlined in the position's job description, and adequate time should be provided for these duties. The librarian with primary responsibility should play a leadership role in coordinating selection, conducting collection evaluation, and formulating policy. This position should be responsible for monitoring the acquisitions budget and communicating within and on behalf of the library on collection development issues. Finally, this position should be significantly involved in defining and shaping the library's knowledge management activities.

¶135 While collection development requires an element of centralized control, it also requires input from various librarians; one person cannot be solely responsible for collection development functions. Selection, collection evaluation, and collection policy development require knowledge of both the library's collection and patrons' needs. These tasks require multiple perspectives. Reference librarians, in particular, should be involved in these activities because they have the most patron interaction and the most knowledge of faculty research interests and activities. While many of the survey responses recognized the value reference librarians can bring to collection development, they also revealed the tension created by the increased demands placed on reference librarians as libraries enhance their research and instructional services. This tension is real, and libraries need to consider how they can define positions to meet these competing needs.

¶136 In addition to the value multiple perspectives bring to the collection, some espouse the view that an understanding of collection development is an important aspect of all librarians' professional development. In a library adhering to this view, collection development responsibilities should be a part of multiple librarians' formal job descriptions. Librarians engaged in collection development activities should receive training and feedback on their performance of these duties.

¶137 Several of the libraries surveyed addressed time constraints and efficiency in the context of selection models. A selection model that requires each selector to review all selection material and requires that all selectors reach consensus may provide for the most even development of the collection across subject areas. This model, however, involves duplication of effort in reviewing many titles upon which all will readily agree.

¶138 For the sake of greatest efficiency, decentralized selection by subject specialists seems optimal. The number of selectors required depends upon the size of the library's collection and staff, as well as the administration's philosophy regarding collection development's role in a librarian's professional development. This model requires, however, that subject selectors have experience selecting for their subject and experience with the library's patrons and collections. The use of carefully crafted approval plans may also reduce time that individual selectors need to devote to title-by-title selection.

¶139 The librarian with primary responsibility for collection development can serve as both a selection trainer and coordinator depending on the experience of selectors. Newer selectors and selectors new to the library require training and oversight. These selectors should send their selection decisions to a central coordinator for review to afford an opportunity for instruction. More experienced selectors also should route most of their selections through the librarian with primary responsibility for collection development. While this librarian need not "approve" selections made by experienced selectors, it is useful for this librarian to monitor the development of the collection in various areas and to monitor budget allocations.

¶140 No matter what model the library uses for selection, a collection development committee is a good way to ensure that multiple viewpoints are heard, that information is shared, and that librarians are aware of the library's policies. As libraries move into the new era of collection development, policy revisions and collection review will become increasingly necessary. Creating a formal committee clearly designates the group that will be responsible for developing and reviewing the library's collection development policies. The librarian with primary responsibility for collection development should chair the committee, which should be composed of selectors and other appropriate librarians and staff members from both public services and technical services. This committee can meet regularly or irregularly, and can conduct much of its business via e-mail.

¶141 Collection development requires an understanding of patrons' needs and, in particular, the research and curricular needs of the law school faculty. The library's organizational structure for collection development must take this into account; mechanisms must be in place for those working in collection development to gain knowledge of patrons' interests. There must be communication directly with faculty and also between librarians regarding faculty interests and needs.

¶142 A more difficult issue to address is how best to involve faculty in collection development. While all libraries surveyed indicated that faculty members regularly participate in selection by requesting purchases, it is rare for faculty members to become involved in other aspects of collection development. Libraries should consider what level of faculty participation they desire and attempt to structure collection development functions in a way that will facilitate this input. Libraries may find new avenues for communication as they become involved in capturing scholarly communications and archiving faculty scholarship in all formats.

¶143 Currently, very few of the libraries surveyed have the time or staffing required to conduct systematic collection evaluation and review. Such projects are generally carried out on an ad hoc basis as the library faces budget or space constraints, or when there are new research or curricular demands on the collection. In addition to increasing budget and space constraints, the shift toward knowledge management requires libraries to evaluate competing formats and, perhaps, to reallocate resources to support new initiatives. In this context, law libraries must give broader consideration to collection evaluation and review overall. A librarian with a strong focus on collection development should coordinate these projects, but one librarian cannot accomplish this assessment alone. Multiple librarians must participate in such projects and their responsibility to do so should be clearly defined.

¶144 While the surveys reveal that law libraries are grappling with new collection development issues in the digital age, it is not clear how or if they might restructure to meet these new demands. Respondents recognize that format evaluation, license negotiation, and access issues are central to the new era of collection development. Furthermore, at least one respondent is engaged in the creation of

repositories and is addressing ways to archive faculty scholarship. In light of these emerging duties and responsibilities, it is the ideal time for libraries to examine the functions now required for collection development and to structure their organizations accordingly.

Appendix 1

2005 Survey of All Academic Law Libraries

Primary collection development contact:
Name:
Title:
Phone:
E-mail:
Area (if divided): [i.e., FCIL, Electronic, etc]:
Permission to publish contact info:

Secondary collection development contacts (if necessary):
Name:
Title:
Phone:
E-mail:
Area (if divided): [i.e., FCIL, Electronic, etc]:
Permission to publish contact info:

Name:
Title:
Phone:
E-mail:
Area (if divided): [i.e., FCIL, Electronic, etc]:
Permission to publish contact info:

Organizational structure for collection development:
　　　　Head of Collection Development?
　　　　Director's role:
　　　　Associate Director's role:
　　　　Head of Public Services' role:
　　　　Reference librarians' role:
　　　　Acquisitions librarian's role:

Are FCIL materials handled differently? How?

Are e-resources handled differently? How?

Is the primary collection development librarian considered part of public services, tech services, other?

Anything else we should know about the organizational structure for collection development in your library?

Appendix 2

In-Depth Survey

ALL-SIS Collection Development Committee
Organizational Structure Survey

Respondent's Name & Title:

Length of time in position:

Library:

This survey is being conducted by ALL-SIS Collection Development Committee members Connie Lenz and Helen Wohl as a means of gathering in-depth information regarding organizational structures for collection development in academic law libraries. The information gathered will be used in a published article on this topic. Libraries will not be identified by name but only by size of library and organizational structure.

Please help us by sending the following documents:

- Library Organizational Chart
- Collection Development / Selection Policy or Policies

Please respond as fully as possible to the following questions.

1. **Briefly describe your library and collection:**
   a. Size of professional staff (including Director)
   b. Size of collection in volumes or volume equivalents
   c. Primary mission in developing your collection

2. **If you have a written collection development policy, electronic resources development policy, or similar statement, describe the process by which the policies were drafted and approved and how they are currently updated (if applicable):**

3. **Selection Organization**
   a. **What selection tools do you use?**
      i. ___ **Notification slips**
      ii. ___ **Catalogs**
      iii. ___ **Approval plans**

    iv. **___ Meetings with vendors**
    v. **___ Email announcements**
    vi. **___ Book reviews**
   vii. **___ Other library acquisitions lists**
  viii. **___ Review ILL/Document delivery items**
    ix. **___ Other (please describe):**

b. **If you have an approval plan, which vendor do you use? Are you satisfied with this plan? How did you develop and how do you update your profile?**

c. **Please describe your selection process from start to finish, providing as much detail as possible. (Please address the following points as well as anything else that is important to your process.)**

- Who is in charge of selection?
- What are that person's other responsibilities?
- Who else is involved in selection and why?
- If you have a selection committee, who is on the committee and how does the committee operate?
- Are selecting responsibilities divided, e.g., by subject area, areas of expertise, or by specific interests? Are expensive items handled differently? Or do all selectors review all candidates for selection?
- Do all selections require approval of the person with primary selection responsibility or other librarian? Or do some/all selectors select items without any additional approval?

d. **How do selectors stay aware of faculty and students' research and curricular needs? (e.g., face to face meetings, reviewing curricular offerings, etc.?)**

e. **How satisfied are you using this organizational model for selection? Please elaborate and discus**s any changes you might want to consider.

4. **Budget—Who has the operational responsibility for managing and monitoring the acquisitions budget?**

5. **Do you allocate funds for purchasing materials to different subject areas? If so, how are these funds divided?**

6. **Do you participate in cooperative collection development relationships within or outside your institution? (This could include formal or informal agreements with campus libraries, other local libraries, and/or consortia.)**

7. Collection Assessment/Evaluation

    a. Who is responsible for planning and carrying out collection assessment or evaluation in your library?

    b. Please describe your process for collection assessment and evaluation, using specific projects as examples if possible.

    c. Do you use any collection evaluation tools, such as WorldCat's Collection Analysis tool? If so, please describe your experience.

8. What role do faculty members play in selection, collection evaluation, or other collection development activities?

9. <u>Why</u> does your library use this organizational structure for collection development? Please discuss:

    a. How long has your library used this organizational model for collection development?

    b. Please outline the evolution of your organizational structure for collection development. (If you do not know historical details, please consult staff members with institutional memory.)

    c. Why do you use your current model? Consider factors including history of structure, size of collection, overall organizational structure of library, size of staff, etc.

    d. What works about this model and what doesn't work? Please consider the advantages and drawbacks of having your position have primary responsibility for collection development. You might want to consider how your current model serves the current as well as long-term collection development goals.

    e. Have you considered other models?

10. Is there something else we should have asked? Please describe here anything else you would like to share about collection development in your library.

Thank you very much for your time in completing this survey!

Appendix 3

Organization Charts of Responding Libraries

Note: Structures have been simplified and do not include Information Technology staff, Educational Technology staff, Accounting/Bookkeeping staff, or Library Assistants unless they are involved in collection development. Titles have been standardized. An asterisk (*) appears before the title of the person with primary responsibility for collection development. Charts appear in order of libraries' collection size.

Library #1

Collection > 500,000 volumes

Head of Collection Development chairs committee and has broader collection evaluation and analysis responsibilities. Selection responsibilities are divided by subject/geographic areas.

Director

Head of Technical Services

Catalog Librarian
SELECTOR

Catalog Librarian
SELECTOR

FCIL Librarian
SELECTOR

Head of Reference
SELECTOR

Reference Librarian

Reference Librarian

*Head of Coll. Dev.
SELECTOR, Chair

Coll. Dev.
Committee

Acquisitions Librarian
SELECTOR

Circulation Librarian
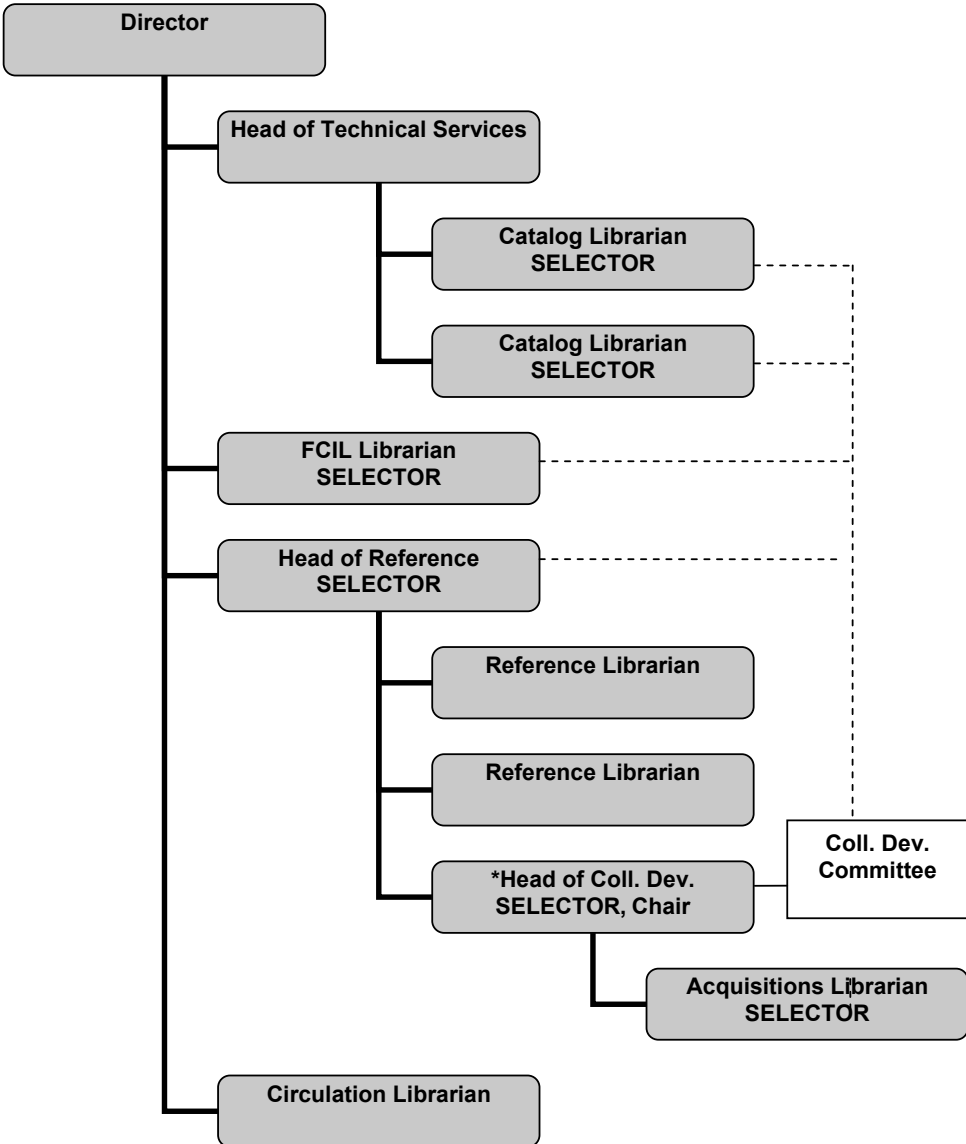
Library #2

Collection > 500,000 volumes

Director has primary responsibility for collection development and retains final approval of items selected by the committee.

```
*Director
FINAL APPROVAL

      Head of Circulation

Selection
Committee

      Head of Reference

                  Reference Librarian
                  Reference Librarian
                  Reference Librarian

      Head of Technical Services

                  Catalog Librarian
                  Catalog Librarian

      Acquisitions Assistant
```
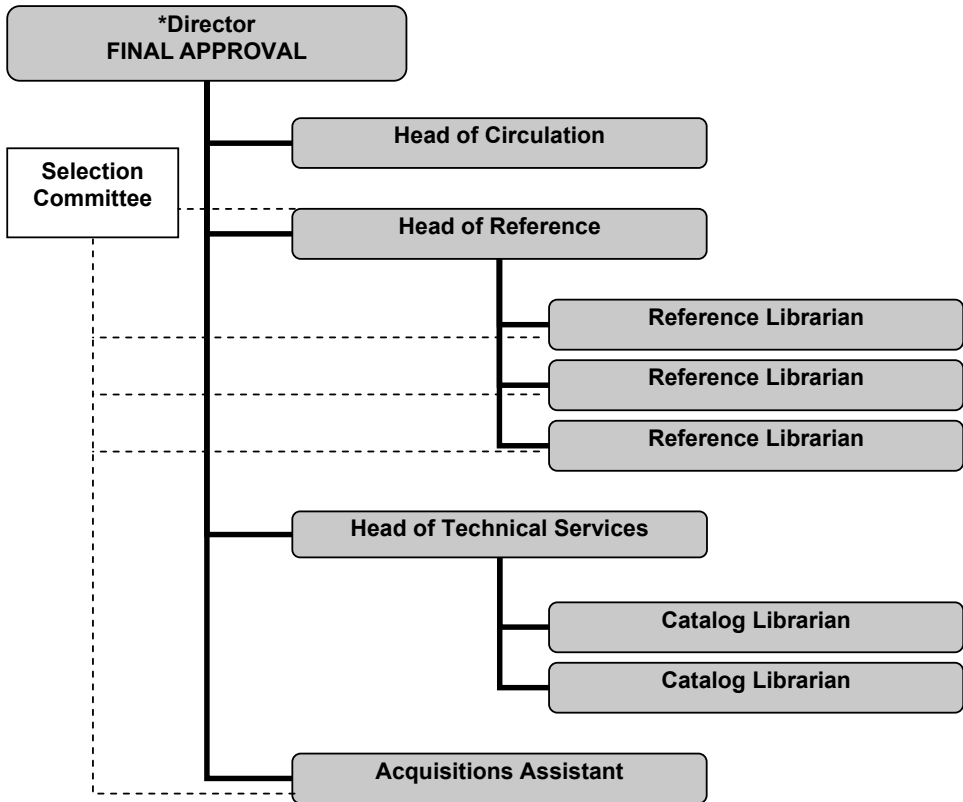
Library #3

Collection > 500,000 volumes

Director retains final approval of all selections and actively assigns collection evaluation projects to selectors. Selection responsibilities are divided by subject. No committee.

```
*Director
FINAL APPROVAL
        │
        ├── Assoc. Dir. for Technical Services
        │        SELECTOR
        │              │
        │              ├── Acquisitions Librarian
        │              │
        │              └── Catalog Librarian
        │
        ├── Assoc. Director for Technology
        │        SELECTOR
        │              │
        │              └── Reference Librarian
        │                       SELECTOR
        │
        └── Assoc. Director for Reference
                 SELECTOR
                       │
                       ├── Reference Librarian
                       │        SELECTOR
                       │
                       ├── Reference Librarian
                       │        SELECTOR
                       │
                       ├── Reference Librarian
                       │        SELECTOR
                       │
                       └── Reference Librarian
                                SELECTOR
```
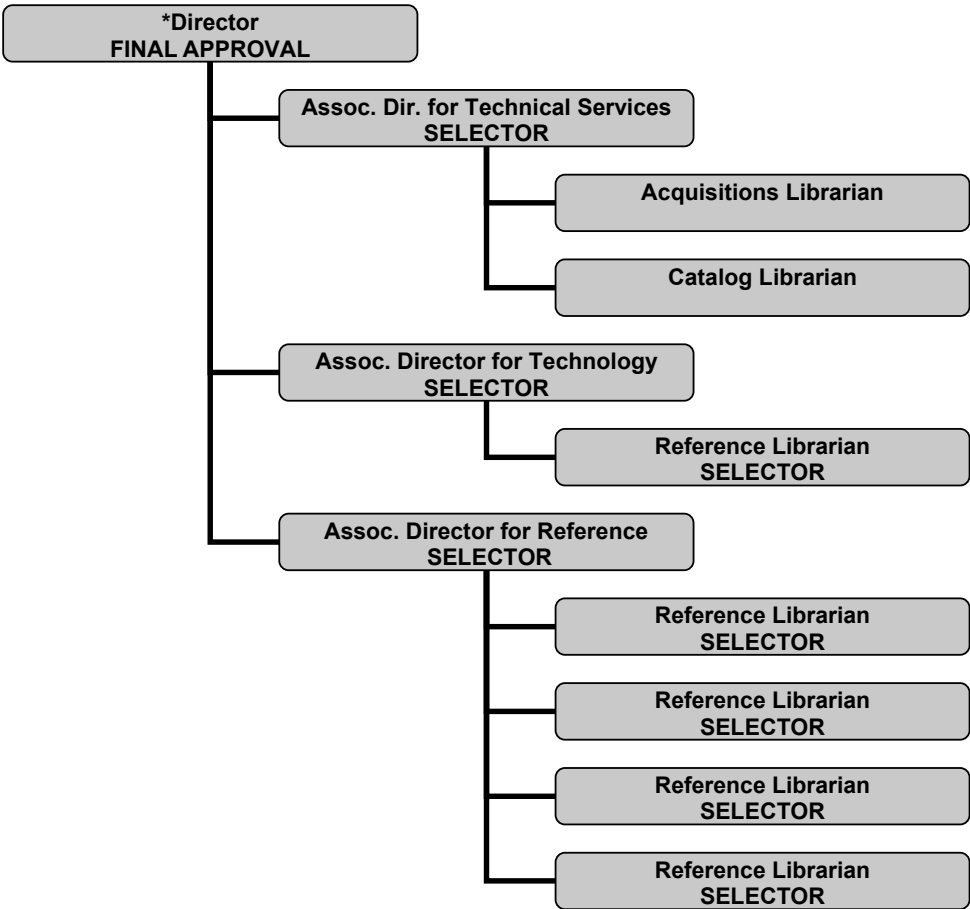
Library #4

Collection > 500,000 volumes

Associate Director for Collection Development coordinates selection, performs collection assessment. Selection is divided by subject/geographic areas. Collection Development Committee includes nonselectors.

Director

Assoc. Director for Reference SELECTOR

Reference Librarian SELECTOR

FCIL Librarian SELECTOR

Reference Librarian SELECTOR

Circulation Librarian

Document Delivery Librarian

Coll. Dev. Committee

*Assoc. Dir. Coll. Dev. SELECTOR, Chair

Head of Acquisitions

Assoc. Director for Cataloging

Head of Cataloging

Catalog Librarian
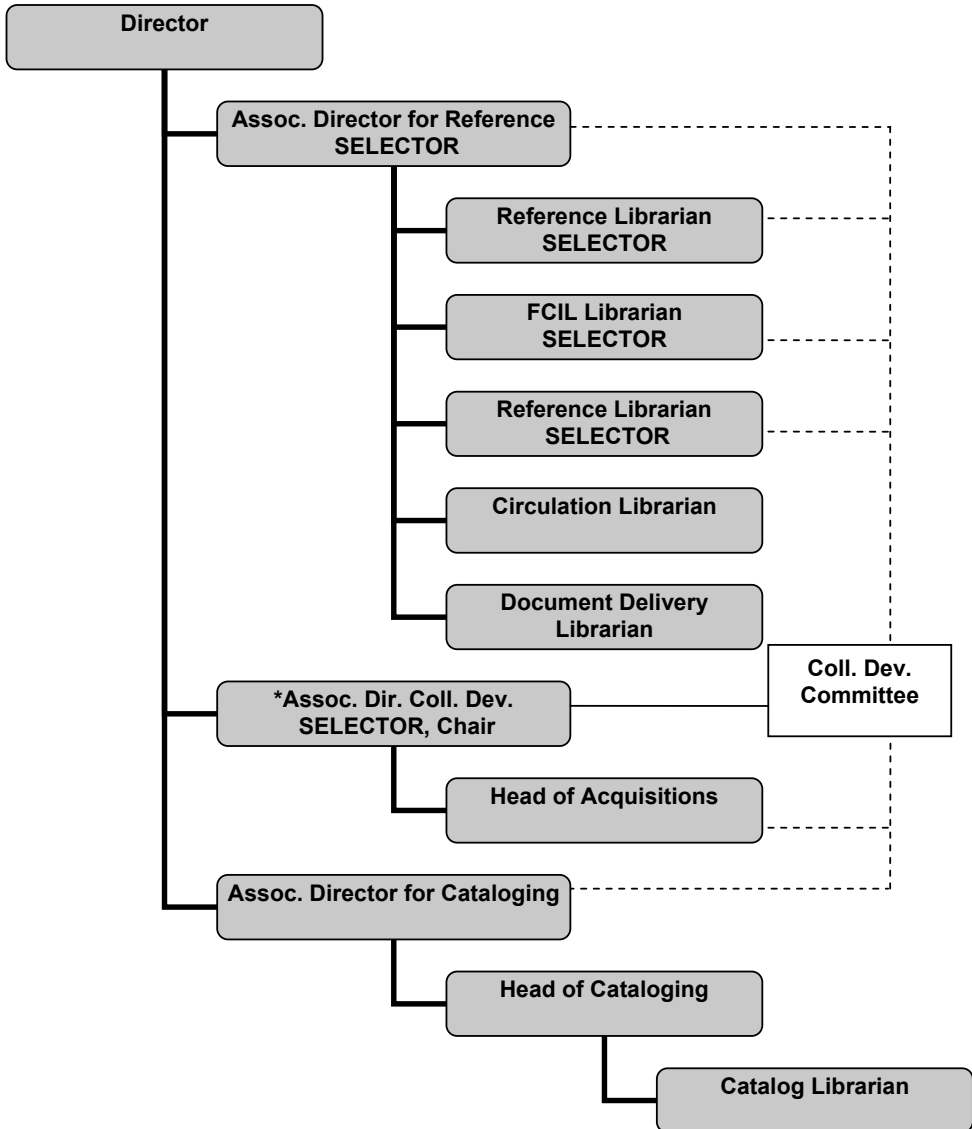
Library #5

Collection > 500,000 volumes

Associate Director for Collection Development coordinates selection, performs collection assessment. With exception of FCIL, selection is not divided by subject areas. No committee.

```
Director - SELECTOR
    │
    ├── Assoc. Dir. for Public Services
    │   SELECTOR
    │       │
    │       ├── Reference Librarian
    │       ├── Reference Librarian
    │       ├── Reference Librarian
    │       ├── Reference Librarian
    │       ├── Reference Librarian
    │       └── Head of Circulation
    │
    ├── *Assoc. Dir. for Coll. Dev.
    │   SELECTOR
    │       │
    │       └── Special Collection Curator
    │
    ├── FCIL Librarian - SELECTOR
    │
    └── Assoc. Director for Tech Services
            │
            ├── Catalog Librarian
            └── Catalog Librarian
```
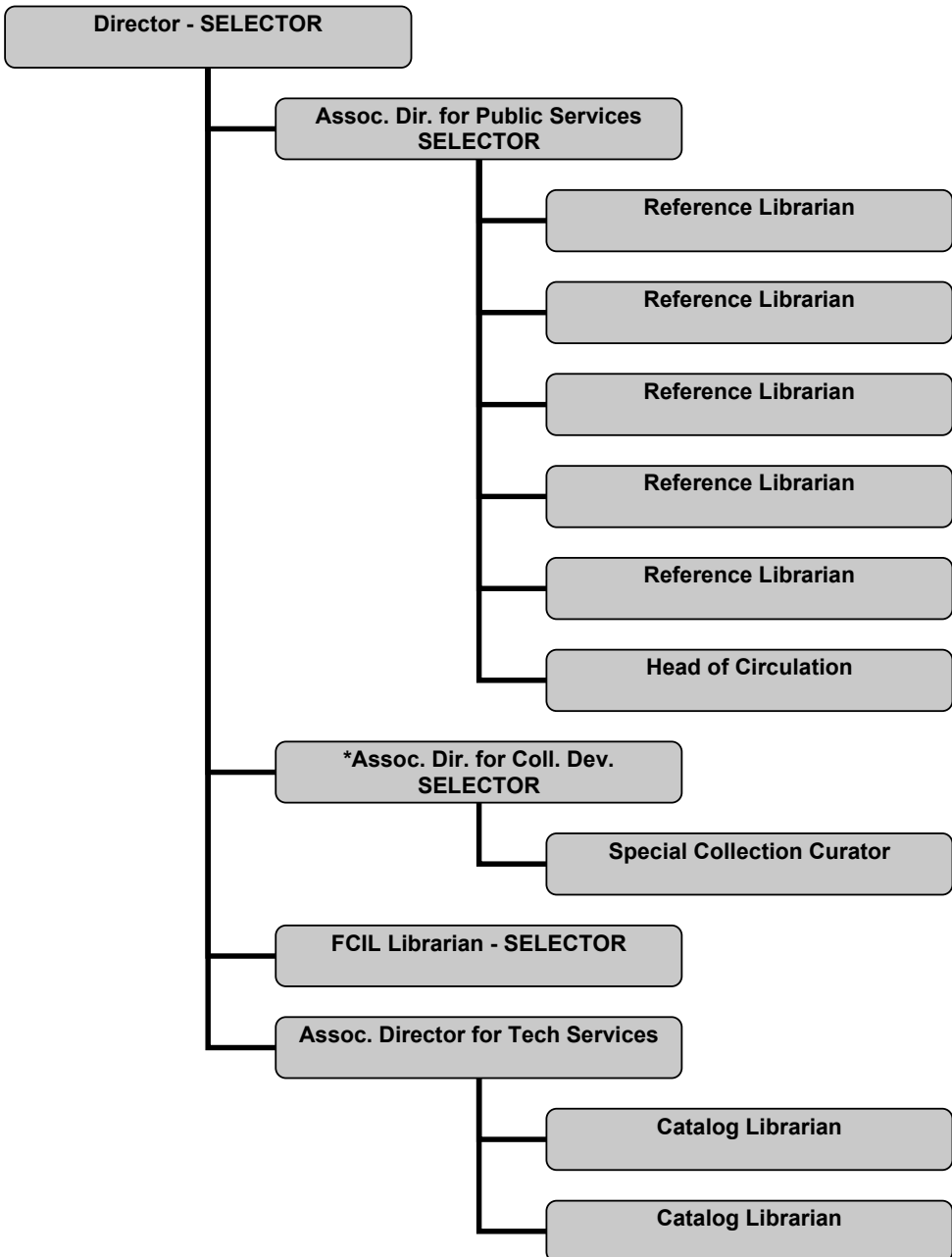
Library #6

Collection > 500,000 volumes

Deputy Director and FCIL librarian do most selection, with input from two reference librarians on U.S. selection. No committee.

```
┌─────────────────┐
│    Director     │
└─────────────────┘
        │
        ┌──────────────────────┐
        │  *Deputy  Director   │
        │     SELECTOR         │
        └──────────────────────┘
                │
                ┌──────────────────────┐
                │   Assoc. Director    │
                │  for Public Services │
                └──────────────────────┘
                          │
                          ┌──────────────────────────┐
                          │   Reference Librarian     │
                          └──────────────────────────┘
                          ┌──────────────────────────┐
                          │   Reference Librarian     │
                          └──────────────────────────┘
                          ┌──────────────────────────┐
                          │   Reference Librarian     │
                          └──────────────────────────┘
                          ┌──────────────────────────┐
                          │   Reference Librarian     │
                          └──────────────────────────┘
                          ┌──────────────────────────┐
                          │     FCIL Librarian        │
                          │       SELECTOR            │
                          └──────────────────────────┘
                          ┌──────────────────────────┐
                          │   Circulation Librarian   │
                          └──────────────────────────┘
                │
                ┌──────────────────────┐
                │  Assoc. Director for │
                │  Technical Services  │
                └──────────────────────┘
                          │
                          ┌──────────────────────────┐
                          │    Catalog Librarian      │
                          └──────────────────────────┘
                          ┌──────────────────────────┐
                          │   Head of Acquisitions    │
                          └──────────────────────────┘
```
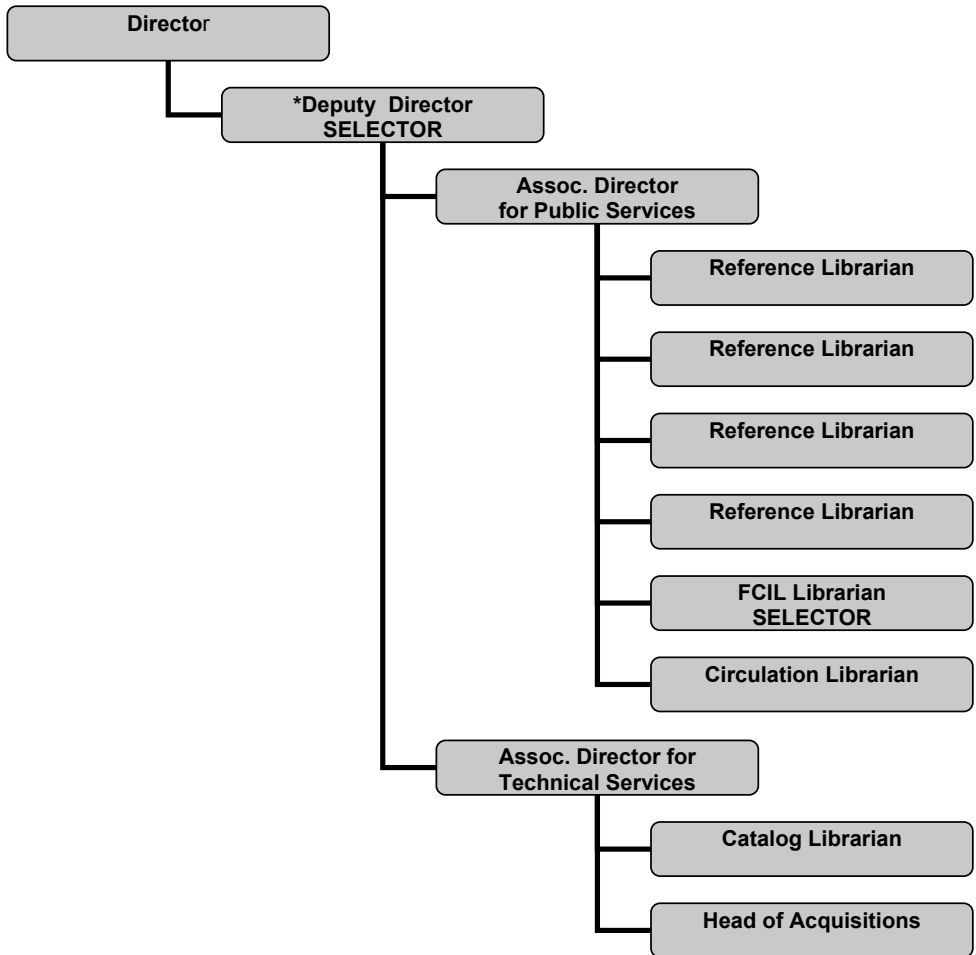
Library #7

Collection > 500,000 volumes

Deputy Director devotes 40–50% of time to collection development. Coordinates and reviews all selection and chairs Selection Committee and Collection Development Committee. With exception of FCIL, selection is not divided by subject areas.

```
┌──────────────────┐
│     Director     │
└──────────────────┘
        │
   ┌─────────────────────────┐
   │  *Deputy Director       │
   │  SELECTOR, Chair        │
   └─────────────────────────┘
              ┌──────────────────────────────────┐
              │    Acquisitions Librarian        │
   ┌──────────┐└──────────────────────────────────┘
   │ Coll. Dev.│
   │ Comm.     │┌──────────────────────────────────┐
   └──────────┘│   Head of Technical Services     │
              └──────────────────────────────────┘
┌──────────┐            ┌──────────────────────────┐
│ Selection│            │   Catalog Librarian      │
│ Committee│            └──────────────────────────┘
└──────────┘
              ┌──────────────────────────────────┐
              │     Head of Circulation          │
              └──────────────────────────────────┘

              ┌──────────────────────────────────┐
              │   Head of Reference              │
              │   SELECTOR                       │
              └──────────────────────────────────┘
                      ┌──────────────────────────┐
                      │  Reference Librarian     │
                      │  SELECTOR                │
                      └──────────────────────────┘
                      ┌──────────────────────────┐
                      │  Reference Librarian     │
                      │  SELECTOR                │
                      └──────────────────────────┘
                      ┌──────────────────────────┐
                      │  FCIL Librarian          │
                      │  SELECTOR                │
                      └──────────────────────────┘
```
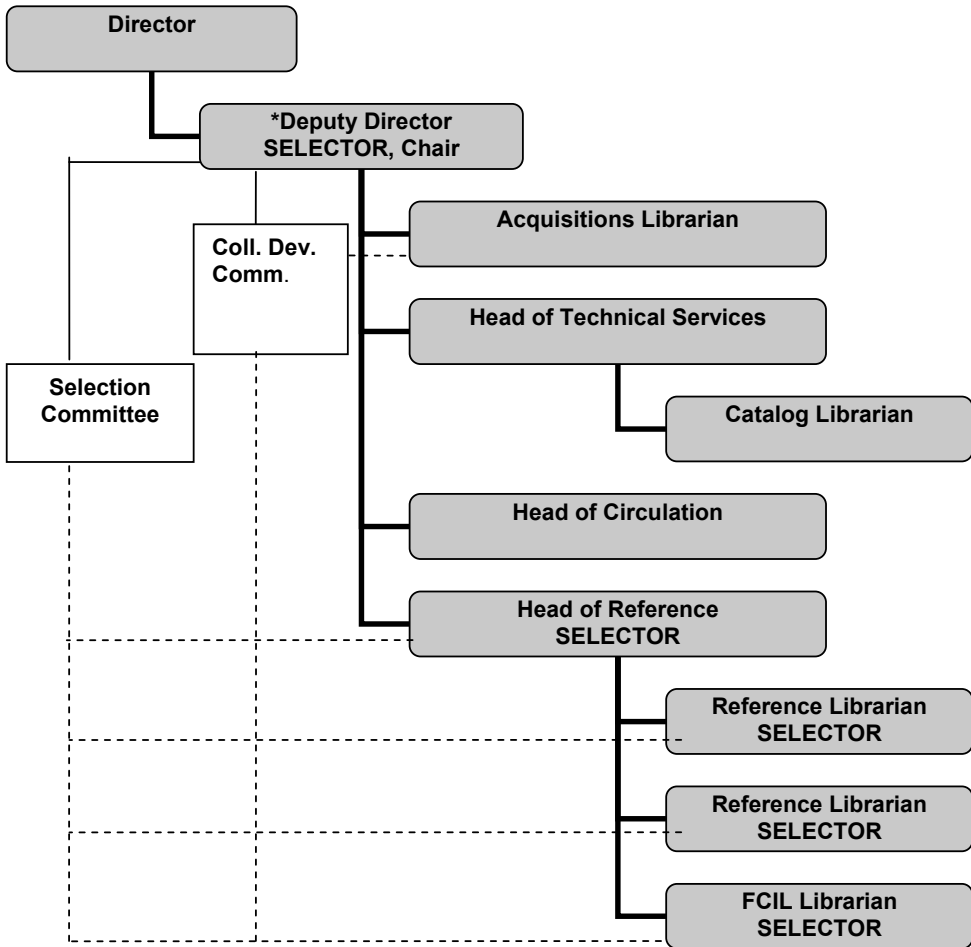
Library #8

Collection > 500,000 volumes

Two librarians do most selection which is divided by geographic areas. Associate Director for Public Services coordinates selection and evaluation and participates in Collection Development Committee.

```
Director
    *Assoc. Director for Public Services
        Coll. Dev. Comm.
        Head of Circulation
        Anglo-American Librarian SELECTOR
        Reference Librarian
        Reference Librarian
        Reference Librarian
    FCIL Librarian SELECTOR
    Assoc. Director for Technical Services
        Head of Cataloging
            Catalog Librarian
        Head of Acquisitions
```
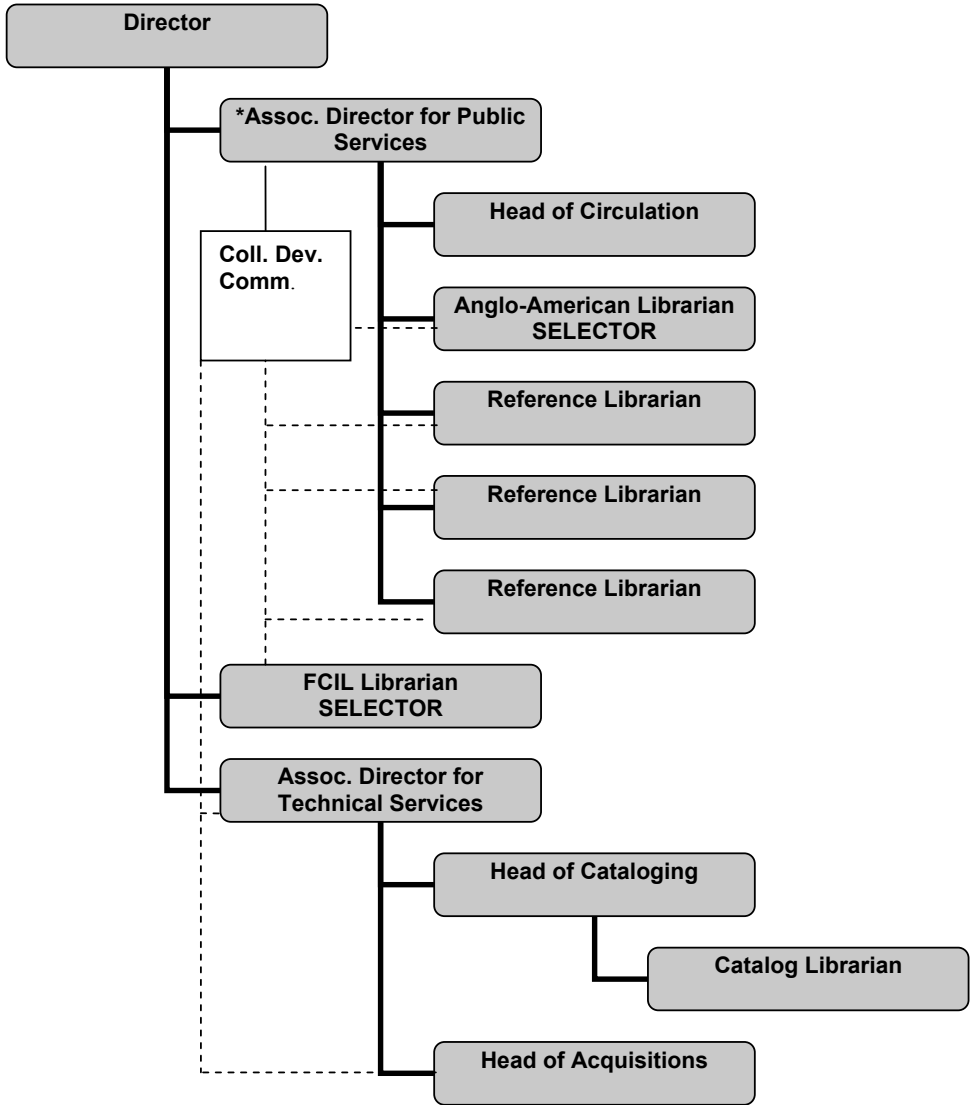
Library #9

Collection < 500,000 volumes

Head of Collection Development is solely responsible for selection and collection assessment. No committee.

```
Director
  │
  ├── Assoc. Director for Technical Services
  │         │
  │         ├── Catalog Librarian
  │         │
  │         └── Head of Circulation
  │
  └── Assoc. Director for Public Services
            │
            ├── *Head of Collection Development
            │   SELECTOR
            │
            ├── Reference Librarian
            │
            ├── Reference Librarian
            │
            └── Reference Librarian
```
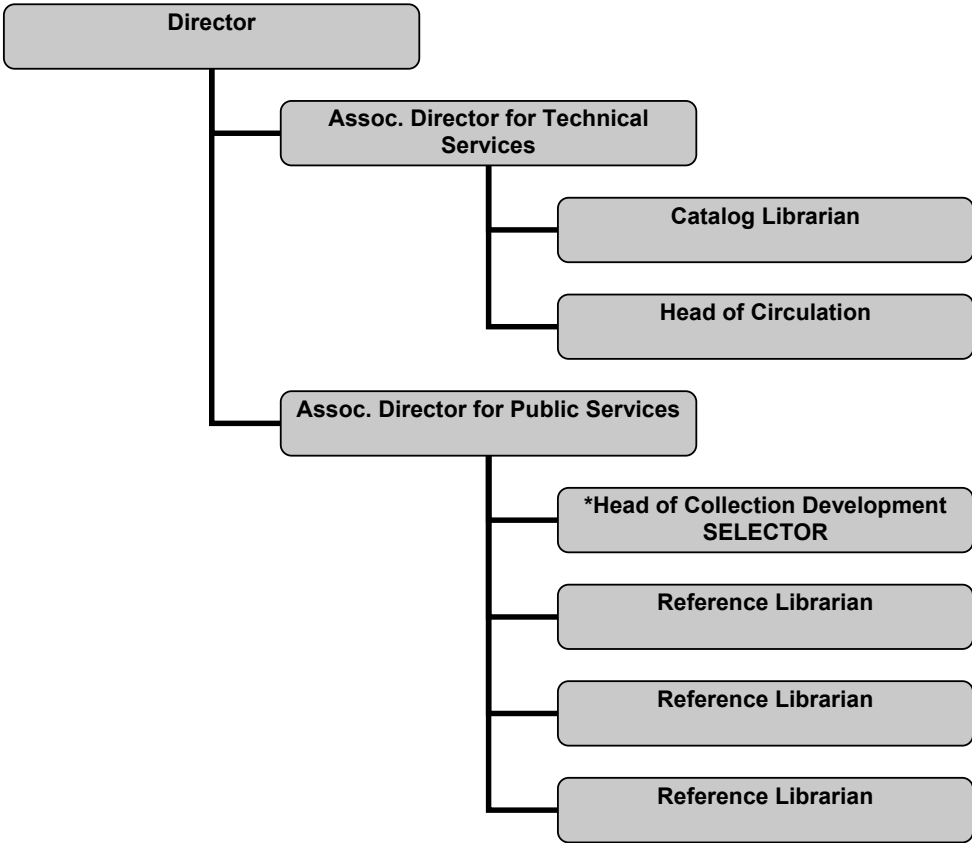
Library #10

Collection < 500,000 volumes

Associate Director for Collection Development coordinates selection and chairs
Collection Development Committee. Selection responsibilities are divided by subject.

```
Director
│
├── Assoc. Dir. for Public Services
│       SELECTOR
│       │
│       ├── Reference Librarian
│       │       SELECTOR
│       │
│       ├── Reference Librarian
│       │       SELECTOR
│       │
│       └── Head of Circulation
│
│   Collection
│   Development
│   Committee
│
├── *Assoc Dir for Coll. Development
│       SELECTOR, Chair
│       │
│       └── Acquisitions Assistant
│
└── Assoc. Dir. for Technical Services
        SELECTOR
        │
        └── Catalog Librarian
                SELECTOR
```
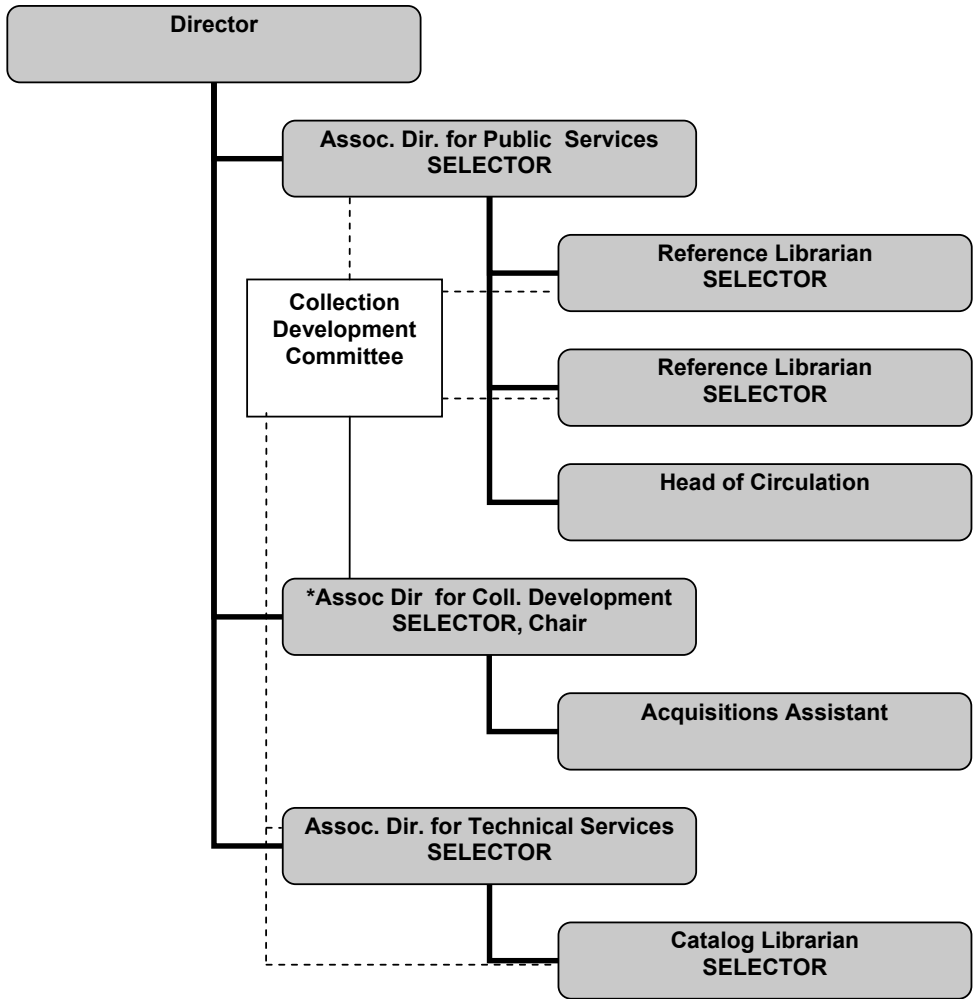
Library #11

Collection < 500,000 volumes

Deputy Director responsible for all selection. Consults with others as appropriate. No committee.

Director

*Deputy Director SELECTOR

Head of Public Services

Reference Librarian

Reference Librarian

Reference Librarian

FCIL Librarian

Head of Circulation

Head of Cataloging

Head of Technical Services

Acquisitions Librarian
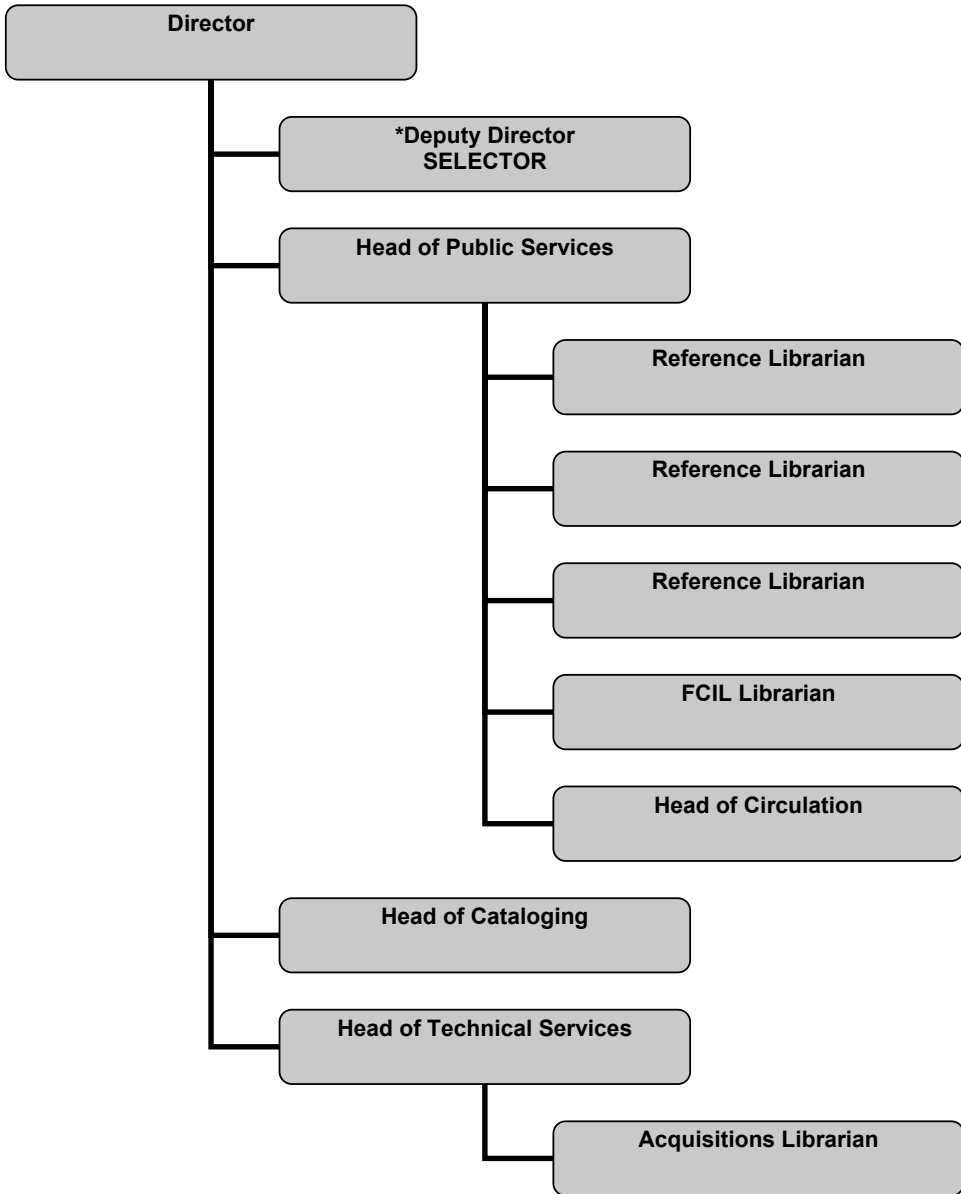
Library #12

Collection < 500,000 volumes

No primary person responsible for collection development—selection is collaborative.
Use Collection Development Committee, which meets as needed.

```
┌─────────────────┐
│    Director     │
│   SELECTOR      │
└─────────────────┘
        │
   ┌─────────────────────┐
   │   Deputy Director   │
   │     SELECTOR        │
   └─────────────────────┘
        │
┌──────────────┐    ┌──────────────────────┐
│  Coll. Dev.  │    │ Head of Circulation  │
│   Comm.      │    │     SELECTOR         │
└──────────────┘    └──────────────────────┘

              ┌──────────────────────┐
              │  Head of Reference   │
              │     SELECTOR         │
              └──────────────────────┘
                        │
                   ┌──────────────────────┐
                   │ Reference Librarian  │
                   │     SELECTOR         │
                   └──────────────────────┘

       ┌──────────────────────────────┐
       │ Head of Technical Services   │
       └──────────────────────────────┘
                        │
                  ┌──────────────────────┐
                  │ Head of Acquisitions │
                  └──────────────────────┘
                  ┌──────────────────────┐
                  │ Head of Cataloging   │
                  └──────────────────────┘
```
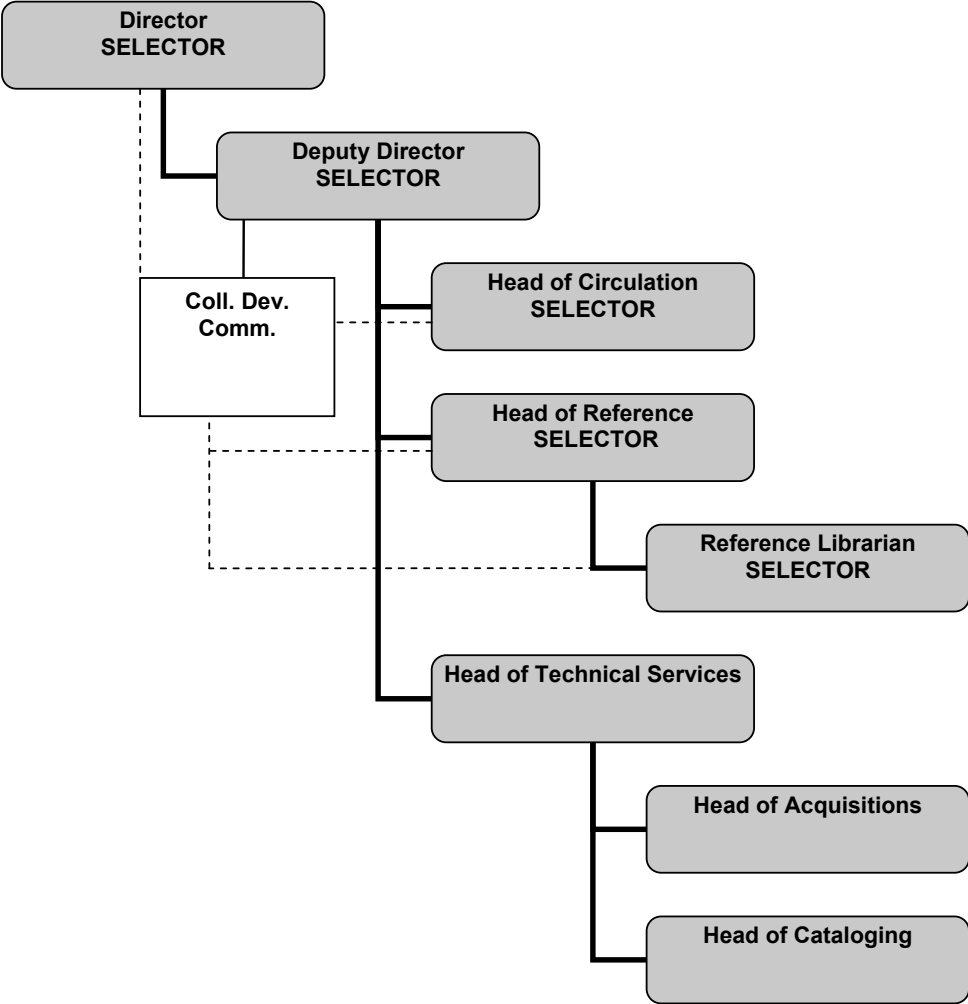
Library #13

Collection < 500,000 volumes

Head of Public Services coordinates selection. Selection responsibilities are divided by geographic areas. No committee.

```
┌─────────────────────┐
│      Director       │
└─────────────────────┘
      │
      │   ┌──────────────────────────────┐
      ├───│  *Head of Public Services    │
      │   │         SELECTOR             │
      │   └──────────────────────────────┘
      │         │
      │         │   ┌──────────────────────────┐
      │         ├───│    Reference Librarian    │
      │         │   └──────────────────────────┘
      │         │
      │         │   ┌──────────────────────────┐
      │         ├───│    Reference Librarian    │
      │         │   └──────────────────────────┘
      │         │
      │         │   ┌──────────────────────────┐
      │         ├───│    Reference Librarian    │
      │         │   └──────────────────────────┘
      │         │
      │         │   ┌──────────────────────────┐
      │         └───│    Reference Librarian    │
      │             └──────────────────────────┘
      │
      │   ┌──────────────────────────────┐
      ├───│       FCIL Librarian         │
      │   │         SELECTOR             │
      │   └──────────────────────────────┘
      │
      │   ┌──────────────────────────────┐
      └───│  Head of Technical Services  │
          └──────────────────────────────┘
                │
                │   ┌──────────────────────────┐
                └───│     Catalog Librarian     │
                    └──────────────────────────┘
```
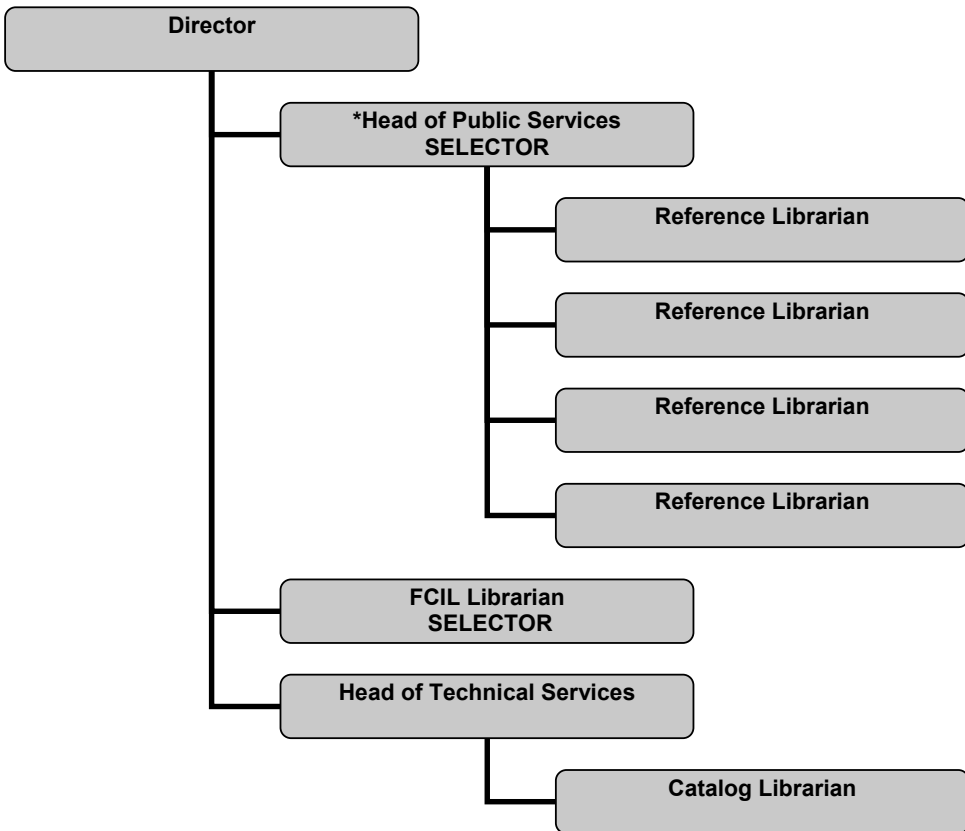
Library #14

Collection < 500,000 volumes

Director and Head of Circulation do most selection. Director takes strong role in selection. No committee.

```
*Director
SELECTOR, FINAL APPROVAL
    │
    ├── Head of Circulation
    │       SELECTOR
    │
    ├── Head of Reference
    │       │
    │       ├── Reference Librarian
    │       ├── Reference Librarian
    │       ├── Reference Librarian
    │       └── Reference Librarian
    │
    └── Head of Technical Services
            │
            ├── Acquisitions
            ├── Cataloging
            └── Serials
```
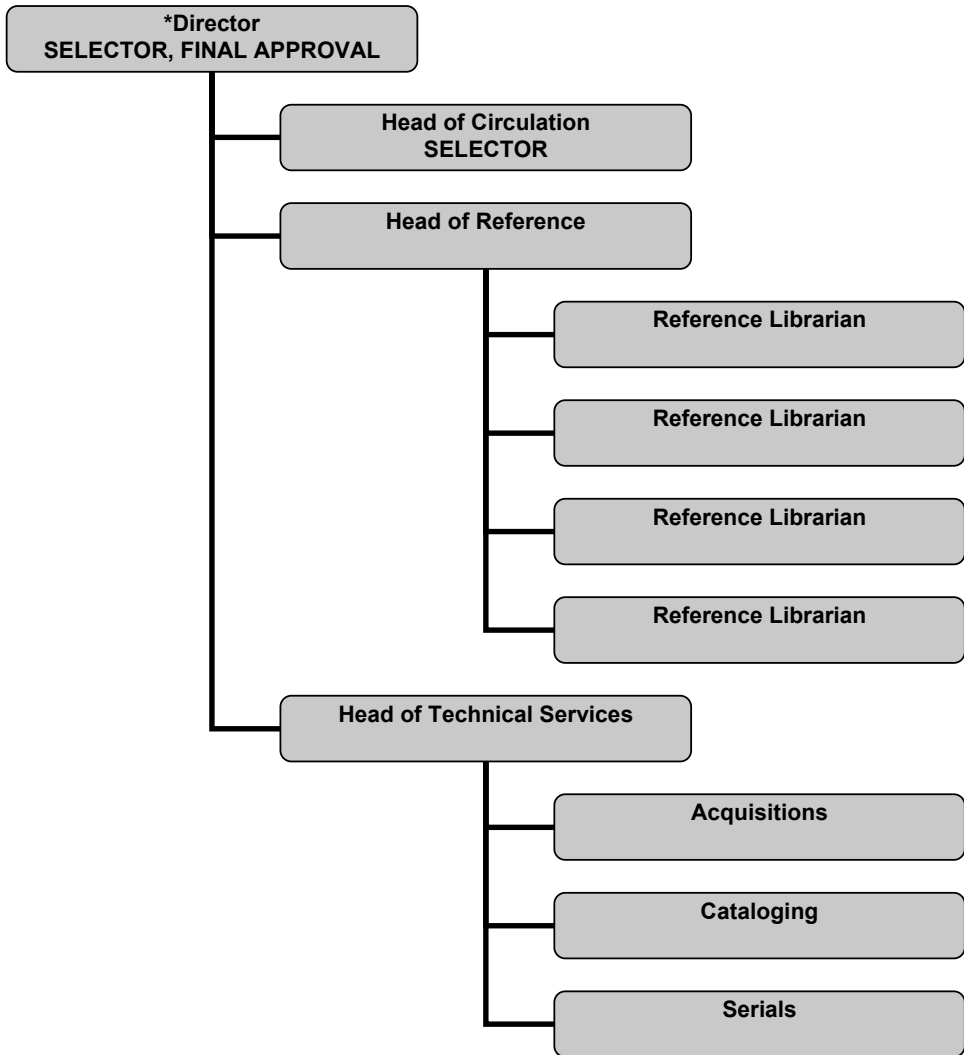
Library #15

Collection < 500,000 volumes

Deputy Director coordinates selection. Director approves all selections. No committee.

```
┌──────────────────────┐
│      Director        │
│   FINAL APPROVAL     │
└──────────────────────┘
       │
       │   ┌──────────────────────┐
       └───│  *Deputy Director    │
           │     SELECTOR         │
           └──────────────────────┘
                │
                │   ┌──────────────────────┐
                ├───│  Head of Reference   │
                │   │     SELECTOR         │
                │   └──────────────────────┘
                │        │
                │        │   ┌──────────────────────┐
                │        └───│ Reference Librarian  │
                │            │     SELECTOR         │
                │            └──────────────────────┘
                │
                │   ┌──────────────────────────────┐
                └───│ Head of Technical Services   │
                    └──────────────────────────────┘
                         │
                         │   ┌──────────────────────┐
                         └───│  Systems Librarian   │
                             └──────────────────────┘
```
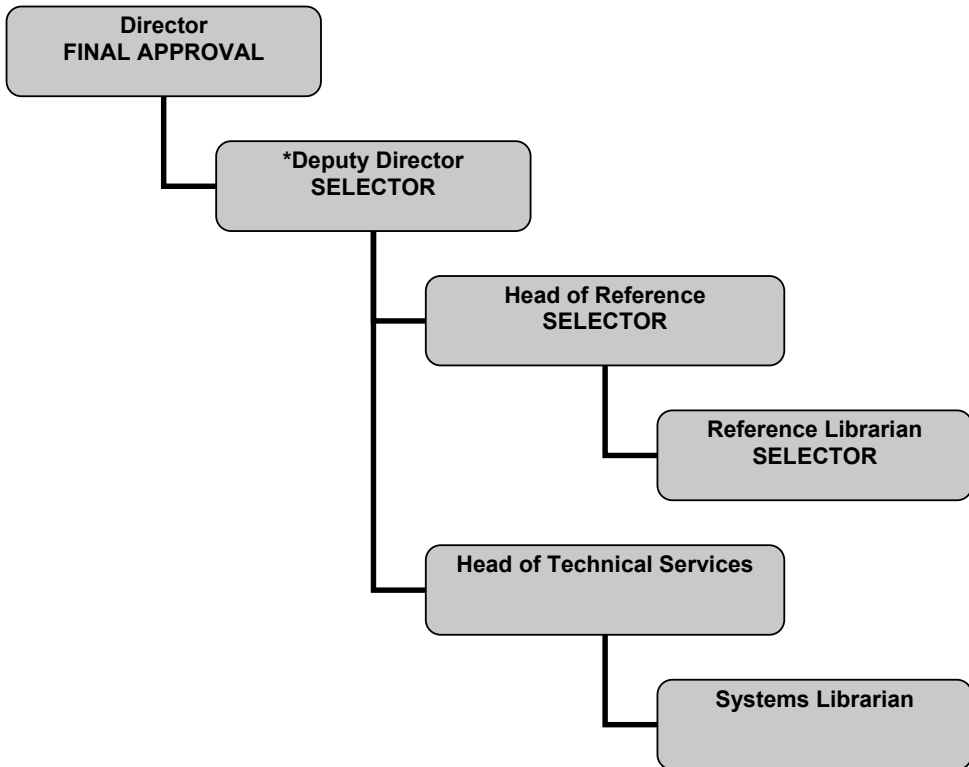
Library #16

Collection < 500,000 volumes

Director and librarians review all slips and catalogs; Director has final approval of all selections. No committee.

```
┌─────────────────────────────┐
│        *Director            │
│  SELECTOR, FINAL APPROVAL   │
└──────────┬──────────────────┘
           │
           │   ┌──────────────────────────────┐
           ├───┤  Assoc. Director for Reference│
           │   │          SELECTOR             │
           │   └──────────┬───────────────────┘
           │              │
           │              │   ┌─────────────────────┐
           │              ├───┤ Circulation Librarian│
           │              │   │      SELECTOR        │
           │              │   └─────────────────────┘
           │              │
           │              │   ┌─────────────────────┐
           │              ├───┤ Reference Librarian  │
           │              │   │      SELECTOR        │
           │              │   └─────────────────────┘
           │              │
           │              │   ┌─────────────────────┐
           │              ├───┤ Reference Librarian  │
           │              │   │      SELECTOR        │
           │              │   └─────────────────────┘
           │              │
           │              │   ┌─────────────────────┐
           │              ├───┤ Reference Librarian  │
           │              │   │      SELECTOR        │
           │              │   └─────────────────────┘
           │              │
           │              │   ┌─────────────────────┐
           │              └───┤ Reference Librarian  │
           │                  │      SELECTOR        │
           │                  └─────────────────────┘
           │
           │   ┌──────────────────────────────┐
           └───┤ Assoc. Dir. for Technical Services│
               │          SELECTOR             │
               └──────────┬───────────────────┘
                          │
                          │   ┌─────────────────────┐
                          └───┤   Catalog Librarian  │
                              │      SELECTOR        │
                              └─────────────────────┘
```
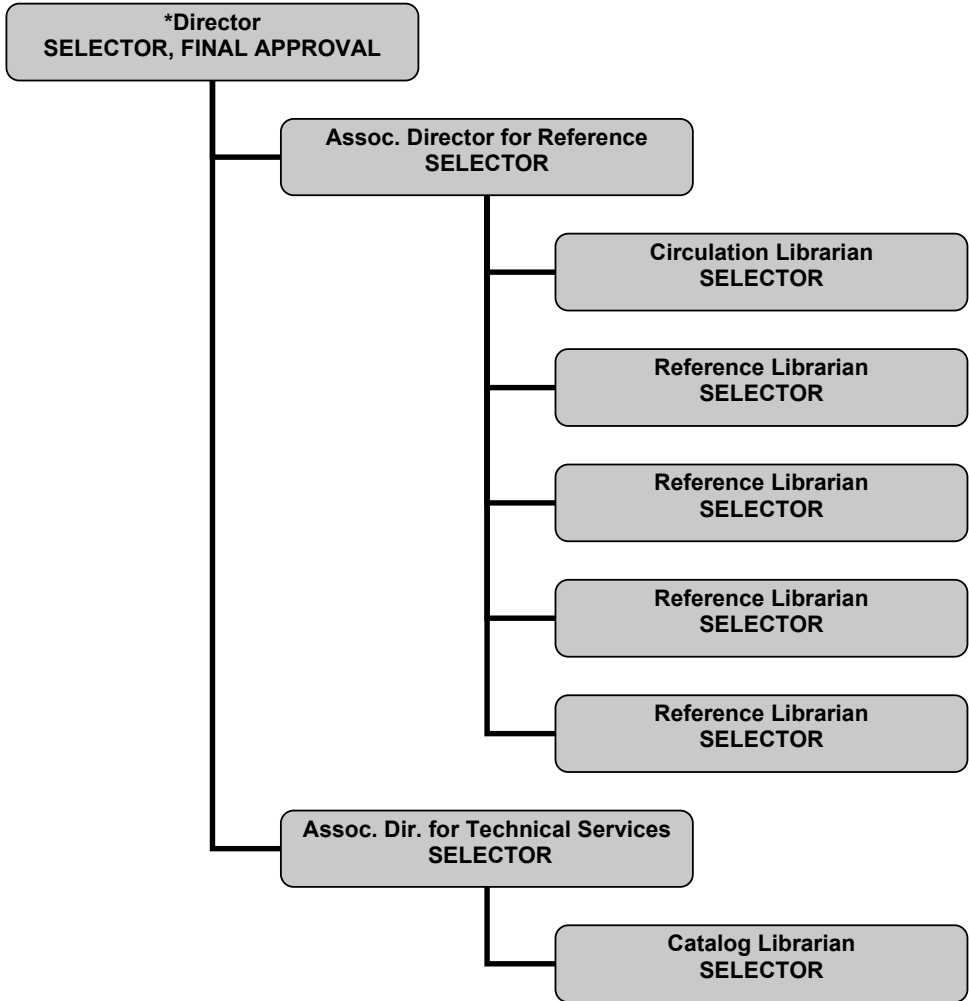
Library #17

Collection < 500,000

Associate Director for Acquisitions coordinates selection. Selection Committee meets regularly.

Director

Deputy Director
SELECTOR

*Assoc. Director for Acquisitions
SELECTOR

Assoc. Director for Technical
Services

Selection
Comm.

Assoc. Director for Serials

Assoc. Dir. for Public Services
SELECTOR

Reference Librarian
SELECTOR

Reference Librarian
SELECTOR
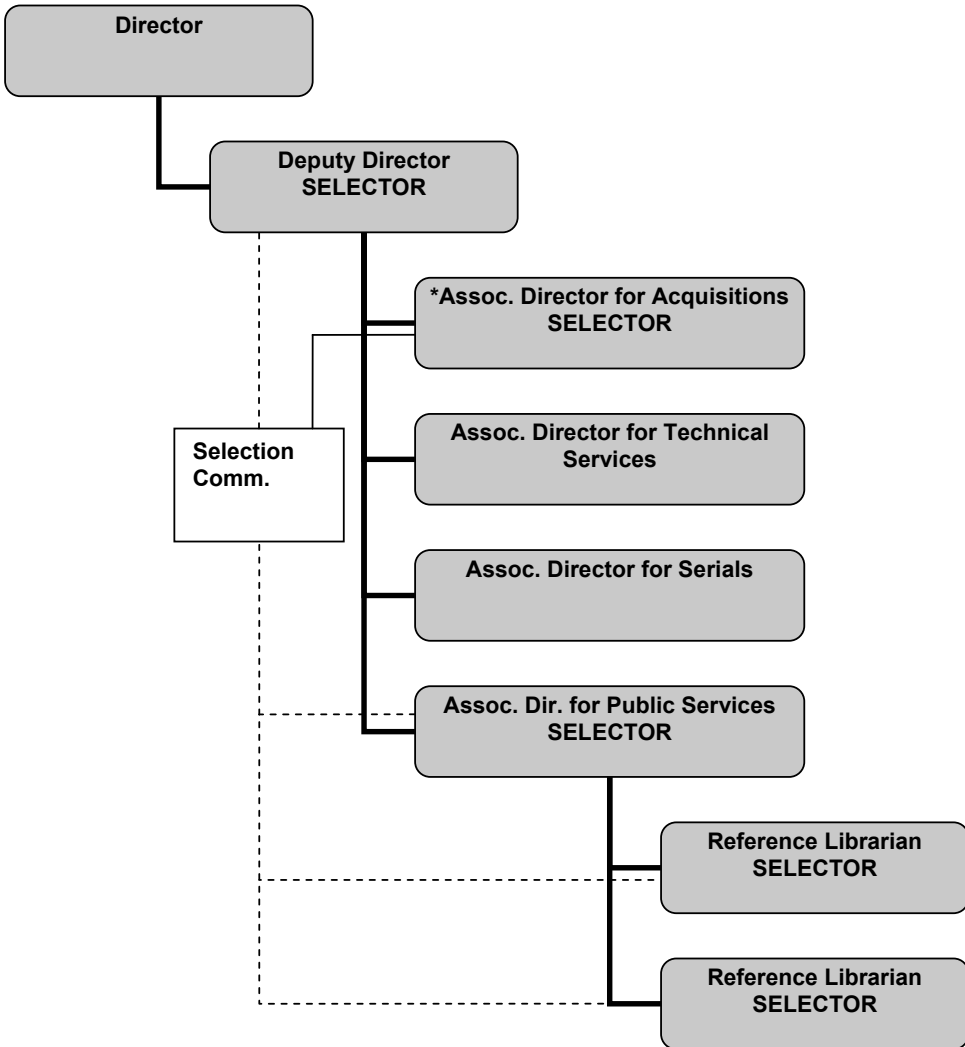
Library #18

Collection < 500,000 volumes

Director does most selection with assistance of Head of Technical Services. No committee.

```
┌─────────────────────┐
│  Director - SELECTOR, │
│   FINAL APPROVAL      │
└─────────────────────┘
    └──┌─────────────────────┐
       │   Deputy Director    │
       └─────────────────────┘
           └──┌─────────────────────┐
              │  Head of Circulation │
              └─────────────────────┘
           └──┌─────────────────────┐
              │   Head of Reference  │
              └─────────────────────┘
                  └──┌─────────────────────┐
                     │  Reference Librarian │
                     └─────────────────────┘
                  └──┌─────────────────────┐
                     │  Reference Librarian │
                     └─────────────────────┘
                  └──┌─────────────────────┐
                     │  Reference Librarian │
                     └─────────────────────┘
           └──┌─────────────────────┐
              │ *Head of Tech. Serv. │
              │      SELECTOR        │
              └─────────────────────┘
                  └──┌─────────────────────┐
                     │  Head of Cataloging  │
                     └─────────────────────┘
                         └──┌─────────────────────┐
                            │   Catalog Librarian  │
                            └─────────────────────┘
```
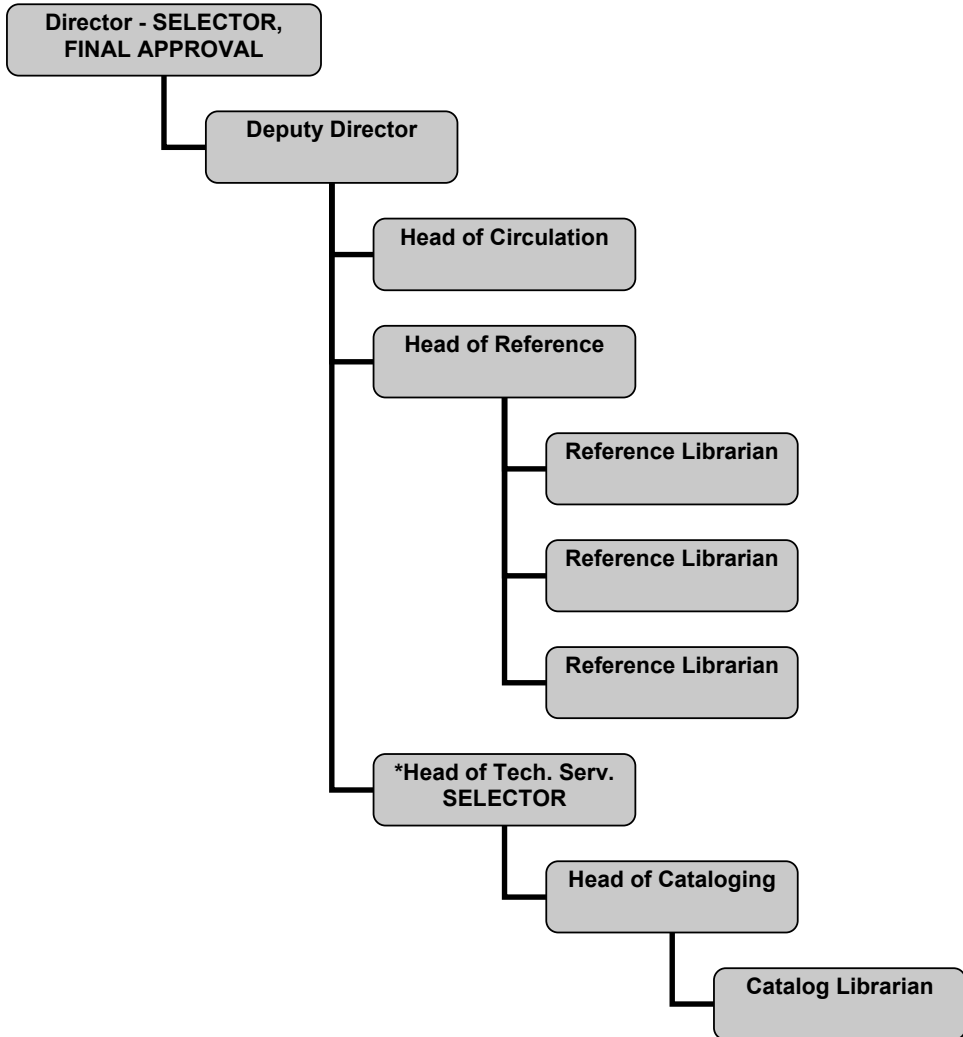
Library #19

Collection < 500,000 volumes

Head of Technical Services does most selection, chairs committee, and edits the collection development policy.

Director

Deputy Director SELECTOR

*Head of Tech. Services SELECTOR

Collection Development Committee

Catalog Librarian

Catalog Librarian

Head of Reference SELECTOR

Reference Librarian SELECTOR

Reference Librarian SELECTOR