

*American University Libraries* (New York: Columbia University Press, 1963), pp. 126-128.

<sup>12</sup>Y.T. Feng, "The Necessity for a Collection Development Policy Statement," *Library Resources & Technical Services* 23 (Winter 1979): 39-44.

<sup>13</sup>Hendrik Edelman, "Selection Methodology in Academic Libraries," *Library Resources & Technical Services* 23 (Winter 1979): 34.

<sup>14</sup>William A. Wortman, *Collection Management: Background and Principles* (Chicago: ALA, 1989), p. 140.

<sup>15</sup>The concept of balance has many meanings.

See Jan Dee Fujimoto, "Representing a Document's Viewpoint in Library Collections: A Theme of Obligation and Resistance," *Library Resources & Technical Services* 34 (January 1990): 12-23. In this paper, it means achieving appropriate representation of each subject in the collections.

<sup>16</sup>Herbert S. White, "The OK Corral University Library Revisited," *Library Journal* 114 (November 15, 1989): 64.

<sup>17</sup>Jasper G. Schad, "Fairness in Book Fund Allocation," *College & Research Libraries* 48 (November 1987): 479.

<sup>18</sup>Donna M. Goehner, "A Lesson Learned the

Hard Way, or, The Cost of Relinquishing Acquisitions Control," *Serials Librarian* 10 (Fall 1985/Winter 1986): 182.

<sup>19</sup>Tina E. Chrzastowski and Karen A. Schmidt, "Surveying The Damage: Academic Serials Cancellations 1987-1990." Abstract submitted to the ACRL Sixth National Conference (1991).

<sup>20</sup>See Charles W. Brownson, "Mechanical Selection," *Library Resources & Technical Services* 32 (January 1988): 17-29.

<sup>21</sup>Goehner, "Lesson Learned," pp. 181-184.

<sup>22</sup>Paul H. Mosher, "Collection Development to Collection Management: Toward Stewardship of Library Resources," *Collection Management* 4 (Winter 1982): 45.

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## Moving Toward Concrete Solutions Based in Fundamental Values

by Michael A. Keller

There is danger of damage to the community of research libraries in the continuing emphasis on the "new paradigm" of access instead of ownership. The straw dogs of "prejudice in favor of acquisitions" and "tenacious dogma" of "larger collections automatically imparting goodness" might stimulate doubt among university administrators of our past stewardship of library resources, when such doubt may not be warranted. One supposes that some university librarians (meaning chief and subordinate librarians at universities) during the turbulent years since Sputnik employed comparative arguments based on ARL statistics as good-faith advocates seeking resources in their own institutions. What we see in the shift from such arguments to the "new paradigm" is in reality a change in rhetoric and perhaps, cynically, a proposed alteration in the definitions of success for individuals and organizations.

The academic library community needs to move away from such superficial and divisive terms in favor of some concrete approaches to the current situation and reinforcing of our fundamental values, albeit with some new wrinkles, in preparation for facing whatever the future brings. Jasper Schad's article presents notions of altered roles for those engaged in collection development, and in that presentation offers an opportunity to continue the conversations begun by Edelman and Mosher. That such roles have been accepted, understood, and

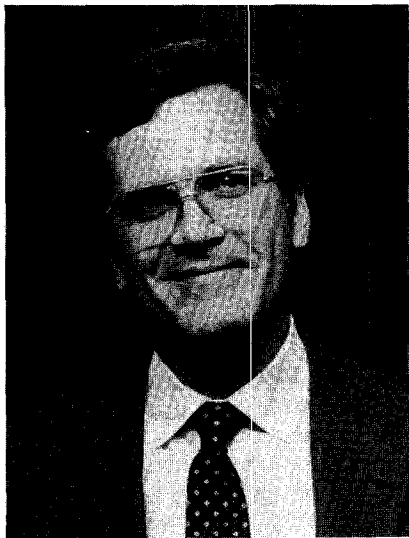
operative in some measure already does not reduce the opportunity for debate.

### Four Principles of Collection Building

We must reassert that in building collections we have properly based our planning and operations (including aspects of cataloging, circulation, and reference services) on four principles:

- acquire what is needed for current curricula, including required, suggested, and background primary and secondary sources;
- acquire what is needed for current research (that is, research underway among present faculty and students), including reference tools;
- acquire what we predict will be needed or interesting to future curricula and research; and
- continue, as possible, "collection-based" acquisitions programs.

Given evolving and lately depressed purchasing power for acquiring library materials and/or for acquiring access to information resources, emphasis in many institutions on the first two of these principles is clearly in order. Unless there is an authentic revolution in the practice of teaching and encouragement of learning in North American higher education, our institutions are not going to allow us to stop building collections that encourage and assist exploration by students and



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faculty of the great and minor themes, methods, accomplishments, and inspirations of civilization. Nor should academic librarians associate themselves with such a possibility. Schad mentions the need to "add the right materials to the collection" and "ensure relevant collections," as though on one hand "rightness" is easily or even actually definable and, on the other, relevance has not been achieved or is not achievable given our current principles and procedures of collection development.

### Understanding the Selector's Role

My concern is that the "new paradigm" leads ultimately to an environment where "all is meta-information," with no or few new ideas on the shelves. While there is no doubt that librarians will continue to expand their abilities to identify, locate, and deliver material needed by scholars, building local and coordinated distant collections is the *sine qua non* of academic and research librarianship and that construction, in my vision, includes understanding programs and disciplines, selection and acquisition, cataloging and classification.

Most selectors understand that their roles include planning, consultation and advice-gathering from faculty and students, responsiveness, analysis, and accountability, as well as selection. Selection has been and will be a key element, especially as purchasing power decreases and reliance on remote resources increases; but selectors in larger libraries have used and will use other mechanisms—approval plans and standing orders among them—to build collections. Title-level selection and these other mechanisms have and will be informed by understanding the disciplines supported, courses offered, and institutional research programs developed. However, collection development in its planning function is limited by the effectiveness of institutional planning; in many institutions there is considerable activity now to engage in strategic planning at several levels (departmental, college, and university-wide), but this is occurring simultaneously with tactical decision making to meet the latest budget stringency.

To the degree that our institutions—individually, certainly, and ideally collectively—can engage in determinations of comparative advantage in the strategic planning process, librarians and especially those responsible for collection development will reallocate resources to develop collections and information serv-

ices to meet institutional needs. Indeed, at some institutions librarians have been critical catalysts in strategic as well as tactical decision making outside of their own realms.

### Finding the Right Level for Coordinated Collection Development

Not many libraries in North America have actually been engaged in developing comprehensive collections during the past couple of decades, and the definition of a research collection is variable depending on notions of idealized bibliographies of any given field and perhaps on local political needs as well. The important task of developing coordinated collections to support scholarship and

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other advances across the continent has been on the agenda for a long time. And there is underway considerable, if undervalued or perhaps under-publicized, coordinated activity, often initiated by subject or area selectors who are members of communities of specialists. Such activity may be invisible to academic libraries and their host institutions lacking a specialist or collecting interest in areas where coordinated collection development is typical if not the norm.

The present era of fiscal stringency should drive us further in the direction of explicit and more extensive coordinated collection development. Inter-institutional cooperative collection development at the strategic level is perceived not to have been cost-beneficial in the past decade. If anything has been learned by the RLG Collection Management and Development Committee experience, it is that overturning or even altering institutional traditions is very difficult, that cooperation at the strategic level among like institutions is easier and more effective than among institutions of stark differences, and that cooperation at the title level and even subject level is extremely costly.

We may have to adjust our measures of cost effectiveness, at least at the start, to make possible new cooperation. And we should certainly consider how to better exploit the Center for Research Libraries. Regional collection development efforts may also prove to be less costly and more immediately beneficial than the national schemes. At the very least, the national schemes should be left in the hands of the very largest libraries, including the largest federal collections.

### Meeting the Requirements for Success

For coordinated collection development to succeed, ready intellectual access to collections engaged in coordination is necessary; we are lulled into a false sense of well-being by the ease of access to one another's OPACs, but the need and ultimate value of a single, national bibliographic database will resurface until that need is satisfied. All the studies of interlibrary loan demonstrated that no amount of tinkering with the transportation of materials between institutions could make up for the inherent inefficiencies and lack of incentives for effectiveness inside our libraries. Digital imaging and use of the Internet to deliver page images of articles and books offer promise, but we need to be aware that our operational inefficiencies may hamper these emerging systems as well.

Also, in order to proceed we need to work on the scholarly communication system even as we idolize coordinated collection development. At the very least, we may get some political support and shared sense of urgency from our faculty colleagues, who are, after all, some of the authors and most of the readers who are affected by our schemes. Before long, the North American community of academic libraries could use a face-to-face planning symposium to confront, debate, and refine the issues raised and implied by Schad's article. And beyond that meeting, some representative body acceptable to academic libraries of all sizes and types might be useful to keep the process of cooperation moving. On the other hand, some might assert that the marketplace of our institutions of higher education in the mid-to-long term will resolve the most important of the social, professional, and technical issues.

Among the requirements for successful interinstitutional coordinated collection development are:

- local, regional, and/or national determinations of teaching and research specialties at the institutional level;
- enhanced capacities for resource sharing by way of speedy and effective document delivery among academic libraries;
- new means of distributing the results of scholarly and scientific investigation, maintaining the vital refereeing function, and assuaging the fears of the non-tenured of the high-technology alternatives to the print-it-all principles; and
- consensus and approval in the academic library community of varying roles of libraries of different sizes and types (envy, regardless of how disguised, is inevitably disruptive).

Some libraries, after all is said, will continue to develop large and deep collections in many subjects so that others can depend upon more extensive storehouses of knowledge; these will be large libraries with large collections growing larger. This is in the national interest as well as beneficial to academia.

The upward spiral of prices for STM journals is only one among many factors affecting our plans for the future of research libraries; we should not assume full responsibility for responding to the resulting crises and we should continue to engage faculty, university administrators, scholarly and scientific societies, and publishers in the search for solutions. For the sake of fullness of appreciation of roles and challenges in the evolution of our academic library sys-

tems, we need to add to the STM journal problem the costs of engaging high technology in library operations and services, exponential increases in information, expanding horizons of human endeavors (including the radical revision of the political system of what had been the USSR and its Eastern Bloc), and the usual increases in our personnel and facilities costs.

To suppose that academic libraries will merely survive is to doubt survival. We must re-cast our arguments in favor of positive programs of achievement; interinstitutional coordinated collection development, broadened and equitable access to remote information resources, new document delivery systems, and revisions to the system of scholarly/scientific communication are appropriate targets for exploitation.

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## Steady As She Goes: Moving from Print to Electronic Forms of Information with Budget Reductions

by Donna M. Goehner

In 1986 I described the dangers of abdicating collection development responsibilities from the perspective of an acquisitions librarian. Now I am writing from the perspective of a library administrator. As Dean of Libraries my responsibilities are broader and the state of the budget is even worse than it was only six years ago. Today, we are more dependent on other libraries for resources; interlibrary loan activity has increased dramatically; and, periodical costs continue to escalate.

Jasper Schad is correct in asserting that nothing is more critical than the need to address the increasingly intractable journal problem. In 1984 Paul Huibert stated that prohibitive costs of serials might well be regarded as the most serious problem of librarianship in the 1980s.<sup>1</sup> Those of us working as collection developers for the past decade know only too well how accurate his prediction has been. Moreover, there seems to be no relief in sight for the decade of the 1990s. Again, Schad has accurately characterized the dismal fiscal situation as one whose magnitude could involve the whole li-

brary in setting new priorities and making organization changes.

### Buying Less for More

The urgency for reorganization and reprioritization increases as we continue to be plagued with flat or decreasing budgets. This past summer Paul Gherman described the sad state of the materials budget and book acquisitions at Virginia Polytechnic Institute.<sup>2</sup> His description parallels ours at Western Illinois University (WIU). We, too, are simply buying less for more and making deep cuts in our periodical subscriptions. Five years ago we spent approximately 55 to 60 percent of the total materials budget on periodicals and other continuations. In 1991, even after a series of major cuts in subscriptions and standing orders, we will spend 75 percent of the total budget for continuations. A quick look at the numbers illustrates how this has affected monographic acquisitions. (See Table 1.)

In only five years, our monographic acquisitions have been reduced by over 50 percent. How much longer will we continue to acquire current periodicals



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