

Faculty Services in Academic Law Libraries: Emerging Roles for the Collection Development Librarian*

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Ms. Lenz argues that collection development librarians should assume an active role in library faculty services programs. She explores ways they can make valuable contributions to such programs, and examines the importance of interdepartmental collaboration to achieve faculty services goals.

¶1 In response to changes affecting all law librarians, the role of the collection development librarian in academic law libraries is evolving in various ways.¹ The changes driving this evolution include new definitions of “collections,” new issues introduced by electronic resources, increasing emphasis on interdisciplinary research,² and an ever-growing service orientation in academic law libraries. This article proposes a highly active faculty services role for collection development librarians, and examines the way in which they can collaborate with librarians and staff in other departments to help achieve the law library’s faculty services goals.

¶2 While law library literature discussing necessary skills and functions of collection development librarians sometimes notes aspects of a faculty services role, this role has not been emphasized. Lyman and Geldmacher state that while the duties of the collection development librarian will vary in different libraries, required skills for the position include “a knowledge of legal bibliography, including

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1. Academic law libraries use various collection development models. While traditionally selection was the ultimate responsibility of library directors, over the years they frequently have had to delegate this task. In some libraries, the reference staff is responsible, while in others the acquisitions librarian has assumed this duty. *See generally* Marian G. Gallagher, *Book Selection in Law Libraries—Who’s in Charge Here?* 63 *LAW LIBR. J.* 14 (1970) (discussing selection by various individuals or entities). By 1990, most medium to large law libraries had created a distinct position for the collection development librarian. For discussions of collection development models and approaches to staffing this activity, see Lovisa Lyman & Bonnie Geldmacher, *Collection Development and Acquisitions*, in *LAW LIBRARIANSHIP: A HANDBOOK FOR THE ELECTRONIC AGE* 97, 98–99 (Patrick Kehoe et al. eds., 1994); Robert L. Buckwalter, *Response: Collection Development in the Large Law Library*, in *LAW LIBRARIANSHIP: A HANDBOOK FOR THE ELECTRONIC AGE*, *supra*, at 151, 152–54. Buckwalter states that one position should have primary responsibility for “producing and maintaining collection development policy and for managing the implementation of policy.” *Id.* at 152. While the present article assumes a distinct collection development librarian position, the principles discussed apply to any model.
2. During the twentieth century, academic law librarians increasingly supported interdisciplinary research interests and curricula. *See* Christine A. Brock, *Law Libraries and Librarians: A Revisionist History; or More than You Ever Wanted to Know*, 67 *LAW LIBR. J.* 325, 345–346 (1974).

published lists and sources for book reviews; the library's purposes, public, and procedures; patterns of faculty research and publication; publishing and publishers in the field of law; wide reading in the field; and bookkeeping."³ Buckwalter lists the following essential requirements for a collection development librarian: "[m]anagerial ability, thorough familiarity with the educational and research mission of the school, knowledge of legal publishing and information distribution patterns, and the ability to communicate and coordinate effectively."⁴ He also identifies necessary skills of selectors: Training and experience in library science, languages, and legal publications; familiarity with technical systems and cataloging rules, because they work closely with the staff who process materials; and sensitivity "to the needs and pressures of the library's clientele, in order to make effective selections that implement the library's policy in a timely manner."⁵ Finally, Buckwalter recommends that selectors spend some time at the reference desk to familiarize themselves with current demands on the collection and how material is used.⁶

¶3 These commentators do note faculty involvement in collection development. The focus, however, is on ways in which professors can assist with collection development rather than on services that the collection development librarian can provide to the professor. Lyman and Geldmacher state that "[f]aculty involvement can be most valuable in setting policy, developing retrospective collections, and in providing background information about publishing in their particular areas of expertise."⁷ They also note that a "good relationship with faculty can have many positive results," including more faculty recommendations for additions to the collection, more book donations from faculty, and increased responsiveness from faculty when their opinion is solicited.⁸ Buckwalter also discusses the role that faculty members can play in selection.⁹

¶4 The literature on faculty services provided by law libraries generally considers the issue only from the perspective of reference and research librarians. Schultz describes a program in which a faculty services librarian supervises student research assistants. He discusses the effect such a program might have on the rest of the library staff, noting the need to distribute work to *reference* staff so that they can maintain a connection with the faculty.¹⁰ Attanasio focuses on the role of

3. Lyman & Geldmacher, *supra* note 1, at 101.

4. Buckwalter, *supra* note 1, at 152.

5. *Id.*

6. *Id.* at 152–53. While working at the reference desk can be useful in terms of seeing the demands of patrons who come to the reference desk, faculty members often use other means of conveying their research requests, including e-mail to a centralized faculty services address or direct contact with an assigned library liaison.

7. Lyman & Geldmacher, *supra* note 1, at 101 (citation omitted).

8. *Id.* at 102.

9. Buckwalter, *supra* note 1, at 153.

10. Jon S. Schultz, *The Faculty Services Department: Fine-Tuning the Research Engine*, 83 LAW LIBR. J. 771, 774 (1991).

“research librarians” and states that from his perspective as a law professor, “the research librarian’s most important service is to advance the scholarship of full-time teaching faculty.”¹¹ Similarly, Brecht specifically focuses on reference services.¹² More recently, Lewis has provided the most inclusive definition by stating that “the title ‘faculty services librarian’ is used as a generic reference to a librarian working directly with the faculty of a law school.”¹³

¶5 It is fundamental that the collection development librarian must be aware of faculty research interests and teaching needs. Since the mission of academic law libraries includes supporting faculty research and the law school curriculum,¹⁴ libraries must develop their collections to accomplish this. But the collection development librarian’s traditional faculty services role has been defined by these selection duties. It is quite possible, however, for collection development librarians to provide direct service to faculty outside the realm of selection, for instance, through outreach and current awareness activities. This article explores the ways in which they can assume a much more active role in their library’s faculty services program.

Collection Development and the Faculty Services Model

¶6 One way to think about an expanded faculty services role for collection development librarians is to examine the various ways in which libraries provide assistance to faculty members. In this regard, Lewis has developed a framework for the provision of faculty services. She defines three tiers of faculty services—information gathering, reactive service, and proactive service—but notes that the faculty services librarian must combine these approaches in working with faculty.¹⁵ She also makes the important observation that the librarian must recognize certain aspects of law faculty culture, including varied approaches to research and library use; varied levels of interest in learning about new resources, which is generally motivated by specific needs; and the increasingly diverse nature of legal scholarship.¹⁶ This section will examine how collection development librarians can participate in the three areas identified in Lewis’s model.

11. John B. Attanasio, *The Research Librarian in the Educational Mission of the Law School*, 81 LAW LIBR. J. 143, 144 (1989). One must note that from the librarian’s perspective there are many equally important services that the library provides.

12. Albert Brecht, *Changes in Legal Scholarship and Their Impact on Law School Library Reference Services*, 77 LAW LIBR. J. 157, 159 (1984–85). Brecht does note that increasingly interdisciplinary research has an impact on collections, in terms of new collecting areas and also in terms of the fact that the law library can no longer hold all material relevant to faculty research. *Id.*

13. Sheri H. Lewis, *A Three-Tiered Approach to Faculty Services Librarianship in the Law School Environment*, 94 LAW LIBR. J. 89, 90 n.4, 2002 LAW LIBR. J. 5, ¶ 3 n.4.

14. *Id.* at 89, ¶ 1.

15. *Id.* at 89–90, ¶ 3.

16. *Id.* at 90–92, ¶¶ 5–8.

Information Gathering

¶7 Librarians cannot provide exceptional faculty services without gathering adequate information about faculty interests, preferred research methods, and research needs. Today's faculty members have a broad range of interests and require information for a variety of purposes. Bunnage found that "[a]t Harvard, professors had a need for interdisciplinary information and wrote in a number of areas other than law and on a number of levels, e.g., academic publications, for the press and for the lay public."¹⁷

¶8 In addition to understanding the faculty members' diverse interests, it is important to know how they conduct their research. Information is now available in various formats, and patrons can access much of that information from outside the library. To make informed selection decisions and to anticipate the needs of faculty members, the collection development librarian must know how they work. Do they prefer print or electronic resources? Do they need remote access? What current awareness tools do they use?

¶9 If the collection development librarian is not directly involved in responding to reference and research requests from faculty, getting to know the nature of a faculty member's work and work style can be challenging. When Lyman and Geldmacher note that "the collection development librarian may be assigned to coordinate the [faculty] liaison assignments,"¹⁸ the implication is that the librarians assigned to faculty members would report on faculty interests to the collection development librarian. Another means suggested by Lewis is "maintaining a database of faculty profiles based on meetings with and ongoing services provided to faculty members."¹⁹ Although Lewis doesn't specify who should do this, there certainly is no reason that it couldn't be a duty of the collection development librarian. Collection development librarians might also attend reference department meetings to gain indirect knowledge of faculty activities and interests.

¶10 While such information sharing is important,²⁰ the best way for the collection development librarian to develop a true understanding of the faculty member's work and work style is to engage in the give-and-take of conversation with the professor. Nothing can replace personal meetings with faculty members as a means of learning about their interests and needs.²¹ It is most efficient to conduct a single meeting on an annual basis with the professor, the faculty research

17. Rosemary Bunnage, *Current Awareness from the User's Perspective: A Survey of Harvard Legal Academics*, LEGAL REFERENCE SERVICES Q., 1999, no. 4, at 115, 116.

18. Lyman & Geldmacher, *supra* note 1, at 102.

19. Lewis, *supra* note 13, at 93, ¶ 12 (footnote omitted).

20. *See infra* ¶¶ 24–26.

21. For a discussion of the value and approach to periodic meetings with faculty, see Lewis, *supra* note 13, at 92–93, ¶ 11.

librarian,²² and the collection development librarian. In this way, the faculty member will have to schedule only one meeting with librarians. Collection development and research librarians also benefit from hearing the responses to questions asked by their colleagues.²³

¶11 In addition to providing the best means to learn about faculty interests and work styles, face-to-face meetings with each faculty member facilitate the establishment of personal relationships that enhance the collection development librarian's ability to perform his or her duties. First, the relationship improves "reactive" service because the professor will know whom to contact with acquisitions suggestions and requests. Second, the librarian will be able to consult with the professor regarding large acquisitions or subject-specific collection review. Third, the information gathering that can take place at a personal meeting is essential if the collection development librarian endeavors to play a "proactive" role. Finally, developing personal relationships with faculty members enhances the professional status of the librarian and allows for greater job satisfaction.

¶12 Collection development librarians can also gain a great deal of information about faculty interests and approaches when they actively participate in the intellectual life of the law school. Most law schools offer special lectures and workshops throughout the year. Collection development librarians should attend these events whenever possible. When a faculty member is speaking, the librarian will learn about the professor's current work and interests. Questions and discussions following lectures often reveal a great deal about the interests of participating faculty members. The librarian should also review the recent publications of faculty members. These reflect their current interests, as well as information about the sources upon which they rely.

Reactive Service: Responding to Articulated Needs

¶13 "Reactive service," whereby librarians respond to requests from faculty, "has been the traditional way in which academic law libraries have supported their faculty."²⁴ Collection development librarians have always participated in this type of service. On a regular basis, the collection development librarian is asked to purchase specific material for the collection. If the requested items fall within the

22. In some libraries the "faculty research librarian" will be a single librarian assigned to work with faculty members or coordinate their requests. In other libraries, the faculty research librarian actually will be one of several individuals who provide faculty research services, often as part of an assigned faculty liaison program. *See id.* at 90 n.4, ¶ 3 n.4.

23. The collection development librarian and faculty research librarian have overlapping but distinct interests when meeting with professors. While the latter seeks information about the faculty member's current research interests and teaching needs, the former is interested in a broader overview. The collection development librarian benefits from listening as the research librarian asks questions to help focus specific research. The research librarian benefits from listening as the collection development librarian asks questions to place the professor's interests within the broader context of the collection development policy.

24. Lewis, *supra* note 13, at 95, ¶ 18 (citation omitted).

library's budget and collecting policy, the "reaction" is generally to accommodate the faculty member and purchase the item.

¶14 There has always been some tension between responding to current demands and adhering to the library's long-term collection development policy goals, particularly in the largest academic research law libraries.²⁵ And, as concepts of collections move from ownership to access, some libraries may shift the focus to emphasize demands of current users.²⁶ The most realistic approach is to recognize that there is often a distinction between long-term collecting goals and immediate service needs. As long as requested items are within the scope of the collection²⁷ and the limits of the acquisitions budget, the library generally will purchase requested material in the interest of furthering its faculty services goals. If a faculty member is concentrating on an area that the library's collection development policy does not strongly support, the library can legitimately collect in that area for a limited period of time and justify such acquisitions within the policy's stated goal of supporting faculty research.²⁸ Finally, if the budget cannot support the purchase or the material is "out of scope," the librarian should attempt to provide an alternative solution.²⁹

¶15 The increased number of "reactive services" now being offered by public services departments is having a great impact on the collection development librarian's evolving role in faculty services. Many academic law libraries offer heavily used services that are initiated by faculty requests, including document delivery, legal or nonlegal research, training and supervision of research assistants, research-oriented class lectures, and preparation of specialized bibliographies and research guides. Even if these are directed to the reference staff, monitoring the faculty requests allows the collection development librarian to provide "indirect"

25. See Buckwalter, *supra* note 1, at 153.

26. Michael Chiorazzi, *Books, Bytes, Bricks and Bodies: Thinking About Collection Use in Academic Libraries*, LEGAL REFERENCE SERVICES Q., 2002, no. 2/3, at 1, 24 ("Do we continue to build for assumed demand, or rely on actual demand? Anticipating demand is clearly less economically efficient than [sic] reacting to demand; we all know we have books on our shelves that no one has read."). In the 1970s, Gwynn contrasted a "production oriented" library, which might "define its primary goal as building a comprehensive legal collection" with a "marketing oriented library" that concentrates its energies and resources on satisfying the research and information needs of its present users and those it wants to attract. Its objective is not based on a predetermined notion of what particular library product or service is needed or is "best" for its users. The library is committed to finding out from its users what their information and research needs are and then tailoring its products and services to meet those needs. M. Beth Gwynn, *Marketing the Law School Library*, 71 LAW LIBR. J. 234, 236 (1978).

27. As research interests become increasingly interdisciplinary, the "scope of the collection" is broadening.

28. See, e.g., Univ. of Minn. Law Library, Collection Development Policy 1 (last visited Feb. 2001), available at www.law.umn.edu/library/ts/cdpolicy.final.pdf ("The University of Minnesota Law Library exists to support the teaching and research mission of the Law School. The Law Library strives to provide the highest quality service possible to the law school community. One of its primary goals is to respond effectively and efficiently to the ever-changing research needs of the faculty and students.").

29. Interlibrary loan is one option. Another option, especially for current material that may be difficult to borrow, is to ask the main campus library to purchase the item and route it to the faculty member upon receipt.

reactive service. For example, an interlibrary loan request might be converted to a purchase decision. Monitoring requests also helps to educate the librarian about a faculty member's current research interests. Finally, the collection development librarian should become actively involved in fulfilling faculty requests. For example, preparing bibliographies requested by faculty members allows the collection development librarian to participate directly in faculty services and also provides an excellent opportunity for collection review.

Proactive Service: Reaching Out to Faculty

¶16 Lewis's third tier of faculty services is "proactive service," whereby "the librarian anticipates the faculty member's needs by being familiar with his or her teaching and research interests and proactively supporting them."³⁰ To provide such service, the librarian "should engage in ongoing efforts to locate resources of possible interest to the faculty," including "monitor[ing] current awareness services and rout[ing] new resources, or descriptions of resources, to appropriate faculty members."³¹ Lewis does caution that since not all faculty members appreciate this level of service, the librarian has to be sensitive to whether an individual professor is interested in receiving unsolicited material.³² Thus, it is clear that no librarian can effectively provide proactive service without having completed the information-gathering process outlined earlier.

¶17 Collection development librarians have always engaged in some forms of proactive service. The selection of a monograph in anticipation of a faculty member's interest is one example of proactive service. Reviewing a "new books" truck and then routing appropriate books to professors is another.³³

¶18 With the changing definitions of what constitutes a "collection," however, the collection development librarian's proactive service now should go beyond these traditional functions. Rather than simply alerting faculty member to new books, he or she should alert faculty members to new sources in any format that may be of interest. Just as a Web site may be selected by the collection development librarian for addition to the law library's online catalog, the same resource should be "routed" to professors working in that area by e-mailing the link. Even if the site might not be appropriate to add to the collection under the library's electronic resources selection policy, it may still be of interest to faculty members and so called to their attention. Sometimes this kind of service requires much more explanation than is required for a routed book. The collection development librar-

30. Lewis, *supra* note 13, at 97, ¶ 24 (citation omitted).

31. *Id.* at 97-98, ¶ 25 (footnote omitted). See also Brecht, *supra* note 12, at 164 ("For current awareness, reference librarians should seek ways to keep their faculty abreast of new information from both traditional and nontraditional sources."). Notably, Brecht identified the need for librarians to provide current awareness services nearly twenty years ago.

32. Lewis, *supra* note 13, at 98-99, ¶ 29.

33. See *id.* at 97-98, ¶ 25 (discussing services traditionally provided by acquisitions librarians).

ian may need to place the resource in context and explain how to access it.³⁴

¶19 Another opportunity for proactive service is available because collection development librarians today are more attuned to what other libraries are acquiring. Libraries increasingly rely on cooperative collecting and, consequently, may not purchase an item already held somewhere else on campus or even at a local library.³⁵ In such a case, the collection development librarian will decide to rely on the access available at the local library. However, if the collection development librarian would have routed the book to a professor had it been purchased, the collection development librarian should alert the faculty member to the book's availability and offer to have the book routed through the law library's document delivery service.

¶20 Similarly, the database and research service subscriptions of university main libraries frequently provide campuswide access. Collection development librarians are likely to become aware of these resources because of their association with their counterparts at the university level. Given the interest in interdisciplinary topics, many of these resources will be useful to law faculty, and relevant sources should be called to their attention.

¶21 Finally, the collection development librarian is ideally suited to help provide current awareness services to faculty. While this activity is frequently discussed in the reference and research services context,³⁶ the collection development librarian's role has not been explored beyond the responsibility for alerting faculty to new books and journals when received. However, several factors make such participation vital, including the increasing number of current awareness tools on the Web, the interest of faculty members in receiving current awareness material,³⁷ and increased demands on public services.³⁸

¶22 Collection development librarians have always needed to review current awareness tools to keep abreast of new sources and current legal developments.

34. *Id.* at 98, ¶ 26; Bunnage, *supra* note 17, at 124 (reporting comment of Harvard faculty member surveyed about library current awareness services who expressed interest in "[n]otification of new databases relevant to his work, internet sites, etc. [and] [s]hort bursts of training for [relevant electronic resource] . . . —what for, how used, short abstracts").

35. This cooperative collecting may not be based on explicit agreements. In light of budgetary and space constraints and the ability to deliver resources from remote locations quickly, many collection development librarians look at least locally when making some selection decisions.

36. *See, e.g.*, Brecht, *supra* note 12, at 164.

37. In her survey of the Harvard Law School faculty, Bunnage found that professors desired the following current awareness services: "Information on and linkage to relevant internet sites; Legal research instructional material available from web sites; Newsletters; New books—access to publishers catalogs on-line; [and] Information on electronic sources. . . ." Bunnage, *supra* note 17, at 117.

38. One of the implications of the growth in the number of "reactive" services offered by a library's public services department is the increased demand placed on the librarians in that department. While responding to daily requests, the public services librarians have limited time to monitor various current awareness sources. *See* Sandra B. Placzek, *All in a Day's Work: What's a Reference Librarian to Do?* LEGAL REFERENCE SERVICES Q., 2001, no. 1–2, at 41, 48–49; Mary Whisner, *Keeping Up Is Hard To Do*, 92 LAW LIBR. J. 225, 229, 2000 LAW LIBR. J. 20, ¶17.

Now there is a wide range of current awareness services to review, coupled with the greater variety of information sources that come to the librarian's attention. For example, there is a proliferation of table of contents services, many of which come directly from publishers and reach collection development librarians through their contact with publishers. At the same time, broadening interdisciplinary faculty interests make the universe of relevant sources much larger. As collection development librarians monitor these resources, they should forward relevant information to appropriate faculty members.

Collaboration between Departments

¶23 Faculty services programs require commitment from all departments. As the collection development librarian becomes more involved in providing faculty services, the law library must place this role within the context of its overall faculty services program. Since collection development has been characterized as a function that has bridged the traditional departmental divide,³⁹ the collection development librarian is uniquely situated to facilitate collaboration in faculty service programs.

¶24 As noted earlier, the collection development librarian and the faculty services librarian should work together in conducting joint interviews with each faculty member on an annual basis.⁴⁰ Prior to meeting with professors, the librarians should collaborate on how they would like to conduct the interviews. After meeting with a professor, the librarians should discuss ways in which they can support his or her interests and needs. They should also share new information with other librarians and staff members as appropriate.⁴¹ Finally, they should update the faculty member's information in a shared faculty profile database.⁴²

¶25 Public services librarians are generally most aware of current faculty research interests and needs because they administer programs that deal with day-to-day faculty requests. As noted earlier, these programs include document delivery, research services, research assistant training and supervision, class lectures,

39. Lyman & Geldmacher, *supra* note 1, at 99. See also Gail Z. Eckwright & Mary K. Bolin, *The Hybrid Librarian: The Affinity of Collection Management with Technical Services and the Organizational Benefits of an Individualized Assignment*, 27 J. ACAD. LIBR. 452, 453 (2001):

[C]ollection management can be part of public or technical services, or, indeed, may stand alone organizationally. It has affinity with acquisitions, because of the close relationship of selecting with searching, ordering, fund management, and so on. Collection management also has an affinity with reference, since library patrons are the ones who use the collection, and reference librarians know what people are looking for and what kinds of materials they need. Collection management also has an affinity with cataloging. . . . Selectors have subject knowledge and knowledge of the library collection that are useful for cataloging, as useful as the insight gathered by doing reference.

40. See *supra* notes 22–23 and accompanying text.

41. For example, the librarians should notify the foreign, comparative and international law librarian when a faculty member who has traditionally focused on U.S. law expresses an interest in exploring international or comparative aspects of a subject.

42. See source cited *supra* note 19.

and preparation of specialized bibliographies and guides. While collection development librarians should participate in these programs to a certain extent by working in reference and producing bibliographies and other reference aids,⁴³ these programs fall within the realm of public services. Since the public service department's day-to-day interaction with faculty requests reveals a great deal about current interests, it is essential to put mechanisms in place to allow all those involved in faculty services to share this knowledge.⁴⁴ Likewise, collection development librarians need to use similar mechanisms to share information regarding acquisitions requests and any information gleaned about research interests and needs from their interactions with the faculty.

¶26 It is equally important that reference/research librarians and the collection development librarian share information about current awareness sources they may be providing to the faculty. The service program will certainly suffer if faculty members receive redundant information from multiple sources.

¶27 Currently, the most pressing area that requires collaboration across departments is the acquisition and promotion of electronic resources. According to a report of the Special Committee on the Future of Law Libraries in the Digital Age of the American Association of Law Libraries, "[t]he lines between public services and technical services functions will continue to blur as all participate in the evaluation, selection, implementation and training of e-formats and the decisions about how materials will be accessed."⁴⁵ Public services and collection development librarians need to collaborate to determine which resources are within the scope of the collection and which will be most useful to faculty. To make the best decisions, they need to understand how faculty members conduct research and use resources. They also need to collaborate on the best way to market new products and encourage and support faculty use.

¶28 In addition to working closely with public services staff, the collection development librarian has a very close relationship with the technical services department since that department processes and creates access to items added to the collection. Technical services staff members play a strong role in supporting faculty services. Some staff members, particularly in the acquisitions department,⁴⁶ may have close contact with faculty and may work directly with faculty on acquisitions requests. Other technical services staff members have limited direct contact

43. Lyman & Geldmacher, *supra* note 1, at 100.

44. These mechanisms should include formal procedures, such as updating the faculty profile database, and informal procedures, such as sending an FYI e-mail to relevant librarians and staff.

45. Margie Axtmann & Rita Reusch, *Impact of Trends on Academic Law Libraries*, in SPECIAL COMM. ON THE FUTURE OF LAW LIBRARIES IN THE DIGITAL AGE, AM. ASS'N OF LAW LIBRARIES, BEYOND THE BOUNDARIES 106 app. D (2002).

46. For insight on faculty services provided by the acquisitions department, see Kristina Mengeling & Mark Bartlett, *A Conversation about Faculty Rush Orders*, TECHNICAL SERVICES L. LIBR., Mar. 2003, at 4; Anna Belle Leiserson, *A Day in the Life of a Collecting and Wired Librarian*, 89 LAW LIBR. J. 188 (1997); Katina Strauch & Bruce Strauch, *The Cost of Public Relations in Acquisition*, in OPERATIONAL COSTS IN ACQUISITIONS 75 (James R. Coffey ed., 1991).

with faculty. The collection development librarian should work to instill a high faculty services orientation throughout technical services. Staff members who order and catalog books should be recognized for their contributions to faculty services when they expedite purchases and processing for faculty, handle special requests for faculty, and produce timely acquisitions lists or newsletters.

Conclusion

¶29 Collection development librarians need to assume an expanded role in law library faculty services programs. All library departments are facing new challenges and opportunities as they respond to changes motivated by expanding concepts of “collections,” the proliferation and integration of electronic resources, increased demand for service, and ever-expanding interdisciplinary interests. While faculty services programs have traditionally been in the realm of public services, in the current law library environment it is unrealistic to expect that any single department will be able to meet the library’s faculty services goals alone.

¶30 The collection development librarian must participate in all three levels of a successful faculty services program, including information gathering, reactive service, and proactive service. With regard to information gathering, the collection development librarian should move beyond indirect methods of learning about faculty members’ interests and needs to participate actively in meetings with faculty members. Collection development librarians should move beyond traditional reactive services such as responding to acquisitions requests. They should actively participate in additional reactive services, such as preparing bibliographies upon request. Finally, collection development librarians need to provide proactive services beyond the traditional routing of material. As they monitor current awareness sources, collection development librarians need to share relevant information with faculty members. As they learn of new resources available on campus or through publishers’ Web sites, they need to provide that information to interested faculty members.

¶31 The collection development librarian must participate in the library’s faculty services program as an integral part of the faculty services team. Coordinated by the faculty services librarian, this collaborative effort requires the participation of all library staff from all departments. The collection development librarian has a unique perspective to offer the program and is also situated to serve as a bridge between public and technical services as the library works toward its faculty services goals.