



Cooperative Collection Development: Current Practices among ARL Libraries for Area Studies Collections

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abstract: This study examines cooperative collection development (CCD) for area studies and foreign language collections at Association of Research Libraries (ARL) libraries, based on a 2020 survey. Respondents provided details about cooperative collection initiatives (CCIs) at their libraries and their attitudes toward CCD. Most respondents had a favorable opinion of CCD, citing access to a broader collection of materials and cost savings as primary reasons. Challenges include the work and time involved in managing CCIs. This composite picture of how libraries build collaborative collections and the perceived benefits and challenges of CCD will inform librarians and administrators alike as they consider how best to build area studies and foreign language collections.

Introduction

Area studies and foreign language programs require growing collections that are multidisciplinary and multilingual, and they often encounter budget and space constraints as well as the desire to reduce duplication. These challenges have heightened interest among academic libraries in cooperative collection development (CCD). For example, member libraries of two important university library consortia, the Big Ten Academic Alliance (BTAA) and the Ivy Plus Libraries Confederation (IPLC), have agreed on the importance of building shared collections. Area studies librarians have been involved in specialized cooperative collection initiatives (CCIs) for decades, but only a handful of surveys, mainly from the 1980s and 1990s, attempt to show an

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aggregate picture of CCIs for area studies and foreign language collections at academic libraries. As area studies librarians who are involved in CCIs, the authors wanted to learn more about the current state of the practice and help others understand the motivations and mechanics, as well as the perceived benefits, costs, and challenges of CCD.

This paper presents findings from a 2020 survey of librarians responsible for area studies or foreign language collections at Association of Research Libraries (ARL) member libraries. In addition to questions on languages, formats, and criteria for the division of collection responsibilities, the survey asks for respondents' opinions on the benefits and challenges of CCIs and the degree to which they affect collections and service to users. The findings provide an aggregate picture of CCD practices at major research libraries as they relate to area studies and foreign language collections. The survey answers questions as to the cooperative collection arrangements libraries currently have, the materials included in these arrangements, and the languages and area studies subtopics represented. The authors also examine the attitudes toward CCD of librarians responsible for building these collections. An analysis of the findings provides some lessons for those embarking on such collection development.

Cooperative Collection Development

The term *cooperative collection development* has been used to describe any of several related forms of cooperation: joint negotiation with vendors to achieve quantity discounts on purchases such as e-resources; joint purchases of shared resources, such as the Area Materials Projects of the Center for Research Libraries (CRL); the Library of Congress Cooperative Acquisitions Programs for overseas acquisitions; and agreements among institutions to divide the labor of collecting materials and create a collection shared by all members. Our focus is on the last of these, and henceforth we refer to it as CCD. Such agreements grow from the recognition that one institution cannot do it all. Through a

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collaborative division of labor in collecting, however, institutions can build a collective collection that is greater than the sum of their (uncoordinated) individual holdings. A division of labor via CCD is particularly attractive for area studies because such collecting is frequently more labor-intensive than general collecting. In addition, the materials often go out of print quickly, so they must be acquired rapidly on a just-in-case basis or not at all.¹ Developing a collective collection involves costs, including those that arise in coordination and sharing, as well

as the expense of shared discovery and transport of materials for lending. These latter costs can be minimized by geographic proximity.² New technologies have made discovery available at even the global scale, however, and advances in the speed and efficiency of sharing have made it ever more practical to use cooperative collection development to build collective collections. The impetus for this study grew out of the authors' work on a library task force examining the challenges of area studies collections and their desire to learn more about the current state of CCD in academic libraries.³ Becoming aware

of existing approaches as well as opportunities and challenges with CCD will assist everyone in making better-informed decisions.

To make the discussion more concrete, the authors will deal briefly with CCIs in action at the University of Minnesota (UMN) and how they affect the day-to-day work of the area studies librarians. For over three decades, librarians at UMN and their counterparts at the University of Wisconsin-Madison (UW-Madison) have had an informal agreement about collecting Scandinavian-language materials. UMN gives preference to Swedish and Finnish materials, and UW-Madison to Danish and Norwegian resources. As a result, the UMN European studies librarian spends much less time on researching and selecting imprints from Denmark and Norway. Both libraries save money and space while still providing access to each other's materials through interlibrary lending. The librarians at UMN and UW-Madison have begun discussions with colleagues at other Big Ten Academic Alliance (BTAA) schools to expand the initiative. By coordinating approval plans with two other BTAA libraries in the Books from Mexico CCI, the UMN Latin American studies librarian has reduced duplication without diminishing access to materials. At a larger scale, the South Asian studies librarian has participated in South Asia Cooperative Collection Development (SACCOOP) workshops. The community of South Asian librarians in North America collaborate in these workshops to build a broad, deep collective collection of South Asian research resources. Annual workshops allow the librarians to reinforce, expand, and refine the division of labor while also learning from one another.

More recently, the BTAA initiated an exploration of CCD for Middle Eastern materials and enlisted subject librarians and other staff to work out the details. Mapping out a division of collection responsibilities has proved more challenging for the Middle East than for South Asia because it involves a more complex landscape of countries and vendors. Through participation in these CCIs, the UMN Libraries have benefited by reducing the print footprint of new acquisitions while providing users access to a diverse body of resources via interlibrary loan. Likewise, the area studies librarians can focus their energies on the materials for which UMN Libraries is responsible. An additional benefit is closer communication with colleagues at participating libraries.

Literature Review

Area Studies Cooperative Collection Development

Area, international, or global studies is a prime domain for CCD in the United States. After World War II came the recognition that American knowledge of the rest of the world was woefully lacking. An ambitious national initiative, the Farmington Plan (1948–1972), sought to increase holdings of foreign research publications in U.S. libraries. The plan divided collection area responsibilities by country or by Library of Congress Classification within selected countries, which reduced overlap and ensured coverage in a national collection.⁴ Peggy Johnson posits that the plan's demise was due in part to its conflict with the libraries' focus on prioritizing local needs.⁵

By the 1990s, in response to a renewed concern about a "crisis in foreign acquisitions" in academic libraries, the ARL and the Association of American Universities

(AAU) created the Global Resources Program.⁶ By 2000, six semiautonomous projects were established in the program covering sub-Saharan Africa, Germany, Japan, Latin America, South Asia, and Southeast Asia.⁷ Only one of these, the Latin Americanist Research Resources Project (LARRP), had a CCD component.⁸ In 2010, building on the LARRP model, the South Asia Cooperative Collection Development workshops began a series of annual meetings that created a division of labor in North America for collecting materials from the entire South Asia region, as well as addressing related collections issues.⁹ These efforts, along with the 2CUL project involving the Columbia and Cornell libraries, marked the beginning of a new wave of CCD efforts covering several regions and involving various groupings and numbers of institutions. Other examples include a 2012 bilateral agreement between Stanford University and the University of California, Berkeley to coordinate coverage of 21 disciplines and subject areas, as well as a 2018 pilot project among three BTAA libraries to reduce duplicative acquisitions of Mexican imprints.¹⁰

Surveys about Cooperative Collection Development

Although literature on cooperative collection development is plentiful, surveys identifying current practices among large academic libraries have been few and far between. Likewise, few studies have documented librarians' opinions on the benefits and challenges of CCD or have distinguished among the varied forms of cooperation. Joe Hewitt and John Shipman's 1983–1984 survey of CCD among the 97 U.S. libraries in the ARL is acknowledged as the first landmark study.¹¹ Hewitt and Shipman used questionnaires mailed to library directors or collection development officers, follow-up interviews, and documentation supplied by responding institutions. They found that 67 percent participated in some form of cooperative collection development and that an additional 13.3 percent expected to take part in CCD in the near future.¹² According to a February 1993 ARL survey to gauge CCD for the acquisition of foreign materials, only 29 percent of participating libraries were involved in at least one CCD program.¹³ This low participation was likely because the survey only queried libraries about CCD related to foreign acquisitions. In 1999, the Center for Research Libraries charged a working group to create a "map" of current cooperative collection development and coordinated storage among United States and international academic, public, and other types of libraries. The center

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sent a survey to librarian email lists in 2001 and 2002. The survey received responses from about 89 CCD projects, of which 80 percent came from North American libraries.¹⁴ Similar to the findings by Hewitt and Shipman, Helen Levenson and Amanda Nichols Hess found in a 2020 survey sent to collection development librarians that

participation in cooperative collection acquisitions or management of resources stood at 73 percent among academic libraries.¹⁵

Among these three studies, only Hewitt and Shipman considered library size. The authors found a higher rate of involvement in CCD among the largest libraries (86 per-



cent) and the smallest (73 percent).¹⁶ John Haar also notes that big academic libraries participate in cooperative collection development more frequently than smaller ones.¹⁷ The 1993 survey of ARL libraries is the only study to shed light on geographic coverage in CCD programs. East Asia was the most frequently mentioned coverage area, with seven programs, followed by Latin America with five, and the Middle East with four. Both Africa and South Asia had two programs, and Western Europe and Eastern Europe had one program each.¹⁸

Results from Haar as well as from Levenson and Nichols Hess show a dominance of electronic resources over print and other formats in cooperative collection development. Seventy-five percent of the CCD projects in Haar's 2004 "map" relate to electronic resources, while only 54 percent include print-based initiatives, such as coordinating monograph and serial selections. Thirty-three percent involve microform, 21 percent video, and 18 percent audio.¹⁹ The most frequently cited CCD activities were "purchasing electronic resources through consortia to provide price advantages" (98.9 percent) and "CCD for electronic resources" (70.5 percent). "CCD for print resources" was reported by 63.2 percent.²⁰

Both Haar and Levenson and Nichols Hess acknowledge the greater difficulty, complexity, effort, and planning needed for print-based cooperation over that for electronic resources. These complexities likely contribute to the hesitancy of many libraries to engage in print-based cooperation.²¹ Further, respondents in the Levenson and Nichols Hess survey selected "electronic format collaborative CD" twice as often as "print format collaborative CD" when asked about the characteristics of a successful CCD implementation.²² Haar concluded that few of the "print-based" cooperative projects from his study actually incorporate a viable print option. Many libraries noted they have only explored or investigated cooperative collection development for print.²³

Nevertheless, the map created by the Center for Research Libraries working group indicated several established and sustainable print-based cooperation projects, many of which focus on area studies collections. Haar acknowledged that area studies collections lend themselves more readily to cooperative print collection development because assembling comprehensive holdings in these areas is out of reach for most academic libraries. Collection responsibilities for geographically focused resources can be more easily divided and agreed to by participants than for other collection areas.²⁴ Although "area studies" was not explicitly mentioned, 27.4 percent of respondents indicated their libraries cooperate with other institutions to divide collecting responsibilities by language or subjects.²⁵ Despite these findings, Haar noted that overall, "Programs involving formal, structured assignment of areas of concentration based on subject, language, or country of origin are rare. Such programs, when they occur, are typically narrow in scope."²⁶

Surveys have also examined how librarians and library administrators perceive the benefits of CCD. When asked for the three greatest benefits, "cost savings" was most

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often noted (69.9 percent), followed by “increased breadth and depth from access to shared collections” at 60.2 percent.²⁷ Hewitt and Shipman found that expanding coverage of research materials was the most frequently cited principal purpose with 44 percent of responses, followed by avoidance of duplication at 28 percent.²⁸ Reducing duplication was also considered a top benefit by 42.2 percent of respondents, as were “opportunities for alternative library space storage” (25.3 percent).²⁹ Similarly, Patricia Brennan and Jutta Reed-Scott noted in their 1993 article that the primary reasons for cooperative collection programs were to provide access to a full range of foreign publications despite lower funding and to reduce duplication of less commonly used materials.³⁰ These perceived benefits of CCD on the part of librarians and library administrators align with the literature.³¹

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Discussion about obstacles and challenges to CCD also abound, but studies giving a composite view of the barriers and difficulties perceived by librarians have thus far been limited.³² Results from the study by Levenson and Nichols Hess showed “individual differences in resource selection methods from institution to institution” as the most frequently noted obstacle (66.3 percent).³³ Similarly, respondents in Hewitt and Shipman’s survey indicated the “lack of comparable collection development structure” as a barrier to CCD.³⁴ Limiting autonomy in collection decisions, selected by 63.8 percent of respondents, was also a significant challenge to CCD.³⁵ A loss of self-determination by libraries and their staff is discussed throughout much of the literature as a barrier to cooperative

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collection development.³⁶ This loss of autonomy diminishes professional pride in being self-reliant and meeting local needs.³⁷ Interestingly, losing autonomy was not raised by respondents in Hewitt and Shipman’s study. Although faculty dissatisfaction is often stated as a potential barrier to successful CCD in the literature, findings both in Hewitt and Shipman and in Levenson and Nichols Hess show otherwise.³⁸ Dissatisfaction from faculty was not mentioned in Levenson and Nichols Hess, and only six respondents in Hewitt and Shipman

mentioned it. The complexity of managing a cooperative collection development project, including communication internally and among all partners, implementation, and ongoing maintenance and evaluation of the program, is perhaps the greatest challenge facing libraries. In their survey, Levenson and Nichols Hess found that “complexity of managing collaborative CD activity” was the most frequently selected drawback,



chosen by 92.9 percent of respondents.³⁹ Similarly, Hewitt and Shipman concluded that many problems librarians perceived with CCD revolved around “what might be called implementation, operational, or even procedural issues.”⁴⁰ Brennan and Reed-Scott noted that for cooperation to be achieved, economic, legal, political, and technological issues needed to be solved.⁴¹

Levenson and Nichols Hess asked respondents to what extent they agreed with statements of support for CCD at their institutions. Of respondents, 28.2 percent strongly agreed and 34.1 percent agreed with the statement that the benefits of CCD outweighed potential drawbacks. In contrast, none disagreed and only 1.2 percent strongly disagreed. Similarly, 51.8 percent either strongly agreed or agreed with the statement that other librarians are supportive of CCD, compared to only 1.2 percent who strongly disagreed and zero who disagreed.⁴² Nevertheless, it would be wrong to conclude that librarians have wholeheartedly embraced CCD. As previously noted, loss of autonomy and professional pride are significant issues that affect support of cooperative collection development, and a few respondents in Hewitt and Shipman reported staff dissatisfaction toward CCD.⁴³ As collection needs and practices at libraries have dramatically evolved since these earlier studies, updated analyses looking at current CCD practices and perspectives are needed. Although Levenson and Nichols Hess’s 2020 article adds value to the discussion, the two authors examined CCD as part of other cooperative practices, such as consortial purchases and print retention agreements. Likewise, they only looked at CCD generally and did not delve into building multilingual collaborative collections of foreign publications. Considering this gap in the literature, the authors of the current paper created a survey specifically looking at current CCD practices for area studies and foreign language collections as well as surveying area studies librarians’ opinions, neither of which has been done since Haar’s 2004 study.

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Methodology

The authors designed a survey of 34 questions to be sent to liaison librarians and subject specialists responsible for area studies and foreign language collections at ARL member libraries. The survey included a mix of quantitative and qualitative questions focusing on specific cooperative collection initiatives at each institution as well as the respondents’ general opinions regarding (1) the benefits and challenges of CCIs and (2) the degree to which they affect collections and service to users.

The survey consisted of three parts: a demographics section, a section about specific initiatives at respondents’ libraries, and a section covering general opinions about CCD. Prior to the demographics section, participants were asked to consent to the survey and to confirm that they worked for an ARL member library and were responsible for one or more area studies or foreign language collections. The demographics questions asked respondents whether their institution was in Canada or the United States; whether it was private, public, or a research library not affiliated with a university; the number of



volumes at their library; and the geographic areas for which they themselves had collection responsibilities.

In the section about specific CCIs at respondents' libraries, the survey utilized a loop merge function, whereby respondents answered questions about each CCI in turn, providing data about each initiative independently. This section consisted mainly of multiple-choice questions, such as type of initiative, geographic areas covered, languages included, formats included, and criteria used in determining collection assignments. This section also asked what role users played in setting up the initiative and how, and with whom, information about the initiative was shared. It requested free-response answers about how user needs were considered and sought additional information on each initiative.

The last section asked respondents' opinions on all their library's CCIs, as well as their own thoughts on cooperative collection development generally. The survey employed skip logic, so that respondents who indicated no CCIs at their library could nevertheless take part in this section. Two multiple-choice questions asked how CCIs have affected acquisition of core and peripheral research materials to fill local needs. Open-ended questions inquired about the main reasons for participating in CCIs as well as motives for stopping, if any. The survey also asked about the benefits and challenges of CCD. With a Likert scale, the survey queried to what degree, if any, the benefits outweigh the costs, considering the "library work involved" on the one hand and "users at my library" on the other. Participants were asked to skip questions that were not applicable. The survey instrument appears in the Appendix to this article.

Three librarians responsible for area studies collections at their institutions pretested the final draft of the survey. This final version was deemed exempt by UMN's IRB as it did not involve human subject research.⁴⁴ Participation in the survey was voluntary, and respondents could stop at any time. As libraries assign collection development responsibilities differently and these duties are not necessarily reflected in position titles, the authors solicited participation via specific email lists. The survey link was sent to 14 area studies librarian email lists on February 17, 2020.⁴⁵ A survey participant forwarded it subsequently to the Tibetan Resources Working Group. The survey was available from February 17 to April 3, 2020. Halfway through this period, the authors sent out reminder emails to the targeted email lists.

The authors acknowledge weaknesses in this methodology. Having respondents self-identify and self-select creates an inherent selection bias and precludes analysis of statistical significance. Furthermore, this self-selecting approach does not allow the authors to generalize about CCIs in large academic libraries. Nevertheless, the study sheds light on general patterns and characteristics of CCIs for area studies and foreign language collections among major research and academic libraries.

Results

The authors received 127 survey responses, but only 98 were valid.⁴⁶ The other 29 responses included demographic information but lacked data regarding CCIs and were thus deleted from the dataset. The 98 valid responses came from librarians at ARL member institutions who were responsible for area studies, foreign language collections, or both, regardless of whether their libraries participate in CCIs.



As noted earlier, respondents could provide information on specific CCIs at their libraries by repeating those sets of questions. One hundred and six initiatives were recorded. This number does not represent 106 separate CCIs among libraries but rather CCIs at each library from the librarian's perspective. In other words, if library A has one agreement with library B and library C, up to three responses could represent that initiative.

The authors categorized qualitative comments into themes using an inductive approach. The lead author synthesized the responses to identify a set of themes for each question, devised a set of codes, and produced a codebook. Both authors independently assigned these codes and discussed and reconciled any differences. Most of the comments addressed multiple themes, and thus multiple codes were assigned.

Demographics

Asked what type of institution they work for, 62.9 percent of respondents indicated a public university, compared to 33.0 percent who worked for a private university and 4.1 percent holding jobs at a research or public library not affiliated with a university. Asked the location of the ARL institution, 93.8 percent of respondents indicated the United States and 6.2 percent Canada.

Respondents were queried about the collection size of their libraries. As illustrated in Table 1, libraries with large collections are overrepresented relative to the ARL membership. This overrepresentation must be considered in the analysis of the data.

Table 1.
Survey responses by volumes held

Total volumes held	Survey responses (n = 98)	ARL libraries by volumes held (n = 116)
10,000,000 or above	35 (35.7%)	14 (12.1%)
6,000,000–9,999,999	34 (34.7%)	24 (20.7%)
4,000,000–5,999,999	8 (8.2%)	40 (34.5%)
3,000,000–3,999,999	7 (7.2%)	26 (22.4%)
2,999,999 or below	13 (13.3%)	12 (10.3%)

Number of CCIs

For the purposes of the survey, a cooperative collection initiative (CCI) is defined as a formal or informal agreement between two or more libraries or librarians to share collection responsibility for certain materials. Each library focuses on acquiring resources for certain subjects, languages, or imprints, while other libraries concentrate on other materials. These items are made available to other institutions via interlibrary loan.

The first question asked respondents the number of CCIs they or their library belong to for their specific area and language collection responsibilities. As shown in Figure 1, almost 45 percent of librarians indicated zero cooperative collection initiatives,⁴⁷ and 26.5 percent said only one initiative. No respondent indicated more than five initiatives in their area.

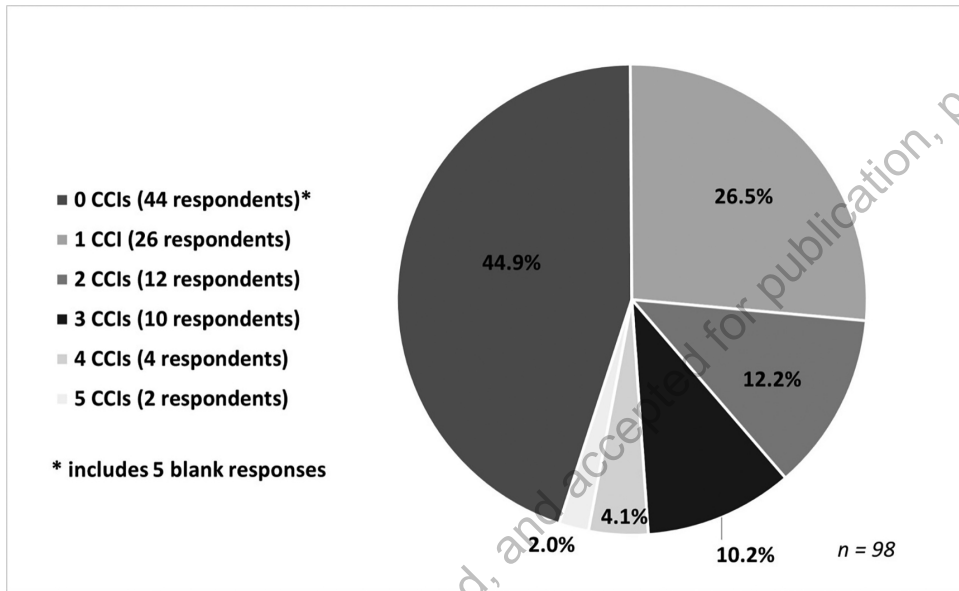


Figure 1. Number of cooperative collection initiatives (CCIs) in respondents' areas at their library.

Type of Initiative for Individual CCIs

This section of the survey asked respondents to report on the specifics for each of the initiatives in their collection areas at their library. The first question asked whether the initiative was informal between two or more librarians, an institution-to-institution agreement, or an arrangement coming out of a consortium. The following definitions were provided in the survey and developed out of the authors' own understanding of cooperative collection development and discussions with other area studies librarians: (1) Consortial: An agreement among two or more consortial member libraries. A memorandum of understanding (MOU) or other document defines areas of collection responsibility for each library. (2) Informal: An agreement between two or more librarians, not libraries. No memorandum of understanding between the libraries has been signed. (3) Institution-to-institution: An agreement among two or more libraries. An MOU or other document defines areas of collection responsibility for each library.⁴⁸

As shown in Figure 2, informal agreements were the most common type of initiative, with 44.0 percent. The 3.9 percent "Other" responses included one institution-to-institution initiative for which one librarian builds collections in two locations and two initiatives that were described as "member driven—opt in."

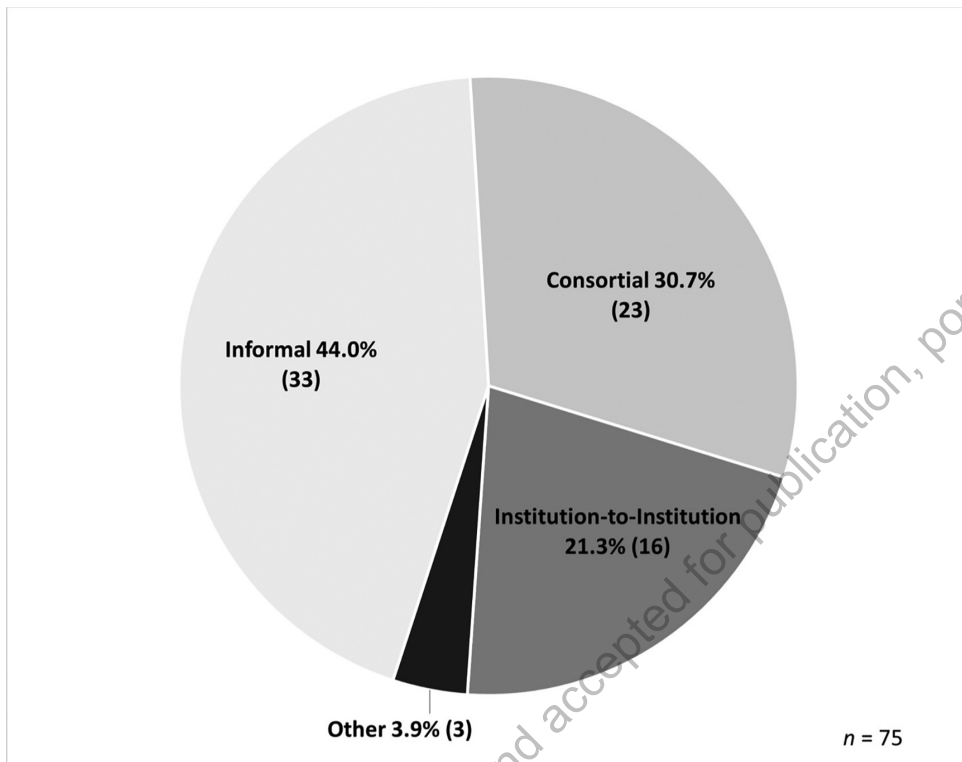


Figure 2. Type of CCI according to librarians.

For the 68 responses identifying the geographic coverage for CCIs in libraries (see Figure 3), the regions most widely represented were Latin America (22), South Asia (21), and Western Europe (20). Africa (6), the Middle East (8), and Southeastern Asia (8) occurred less often. Respondents selected "Other" for six initiatives and included more specific details in comments on coverage, such as "Brazil." These "Other" category results were folded into the broader region categories.⁴⁹ Covering more than one region in an initiative is an exception rather than the norm. Of the cooperative collection initiatives in the data, 82.3 percent deal with only one region, compared to 5.9 percent that cover two regions, 2.9 percent three regions, and 7.4 percent all eight regions.

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Impetus and Year of Formation for CCIs

Per the responding librarians, the initiatives mainly resulted from discussions with area studies and foreign language librarians, as opposed to directives from library administration or consortia. "Discussions with librarians outside my institution" was the main impetus for 47.9 percent of the initiatives. In contrast, "Library administration" was named as the chief driver for 18.3 percent and "Consortia" for 26.8 percent.

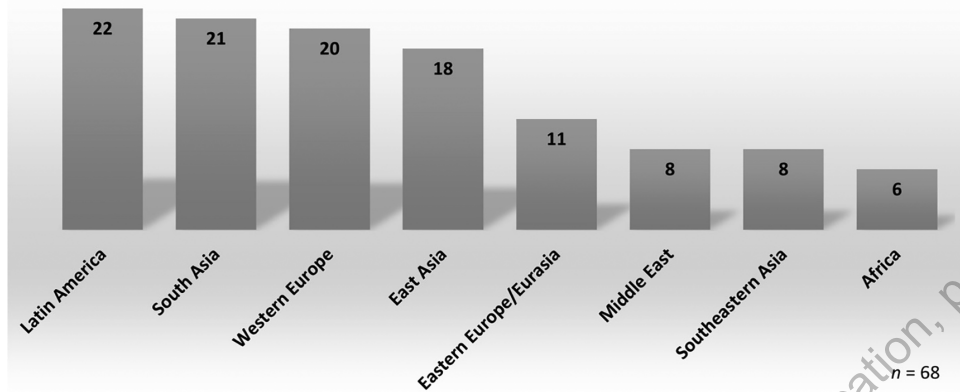


Figure 3. Responses identifying regions in CCIs.

Regarding the year each initiative began, approximately 63 percent started between 2000 and 2019, compared to 14.8 percent in the 1990s and 5.6 percent in the 1980s. The survey indicated that 7.4 percent of the initiatives were created before 1980, including one in 1963, one in the 1960s, one in 1935, and one in 1930. Five responses included comments of ambiguity or no knowledge of the start date, such as “long-standing” and “not sure.”

Languages Included

A series of five questions asked respondents to indicate all languages included in the CCI at their library. Fifty-five percent of the initiatives include English-language materials, compared to 44.9 percent which did not. Using multiple response questions with languages listed by three broad groupings, “European languages other than English,” “Asian languages,” and “African and Middle Eastern languages,” respondents selected all non-English languages for each initiative. In each of these questions, an “other” category (for example, “Other European languages”) was included to capture languages not included in the multiple-choice list. Respondents noted five European languages other than English in CCIs most often: Portuguese (20), Spanish (19), French (14), German (10), and Dutch (9). For Asian languages, they selected Hindi (18), Urdu (16), Panjabi (15), Bengali (14), and Chinese (11) as the top ones. Farsi or Persian (7), Arabic (6), Hebrew (5), Somali (4), and Yoruba (3) were most frequently identified for African and Middle Eastern languages.

Respondents were also asked to list any Latin American languages not already noted. Participants gave three answers: “any Mexican indigenous languages,” “Haitian Creole, Quechua, Quichua, Guarani, Nahuatl, Kaqchikel, any indigenous and creole languages of Latin America and the Caribbean,” and “Nahuatl, Maya, Creole.”⁵⁰ Slightly over a third of the responses (33.8 percent) mentioned only one non-English language, whereas 35.4 percent included 2 to 10 non-English languages, and 30.8 percent indicated 11 or more languages.



Formats Included

As illustrated in Figure 4, respondents indicated a preponderance of print over other formats in area studies and foreign language cooperative collection initiatives. Of the responses, 85.5 percent noted that the CCI at their library included print books and 56.5 percent print journals. The next most-included format was audiovisual materials with 27.5 percent, followed by databases with 20.3 percent, e-journals with 17.4 percent, and e-books with 15.9 percent. Of the responses, 17.4 percent noted "Other" formats in the comments, such as web archiving, ephemera, microforms, digital materials, artist's books, manuscripts, and primary sources. Well over one-third (40.1 percent) of the responses included only one format, while 21.7 percent reported two formats, 14.5 percent mentioned three formats, 8.7 percent, four formats, 4.3 percent, five formats, and 10.1 percent, six formats.

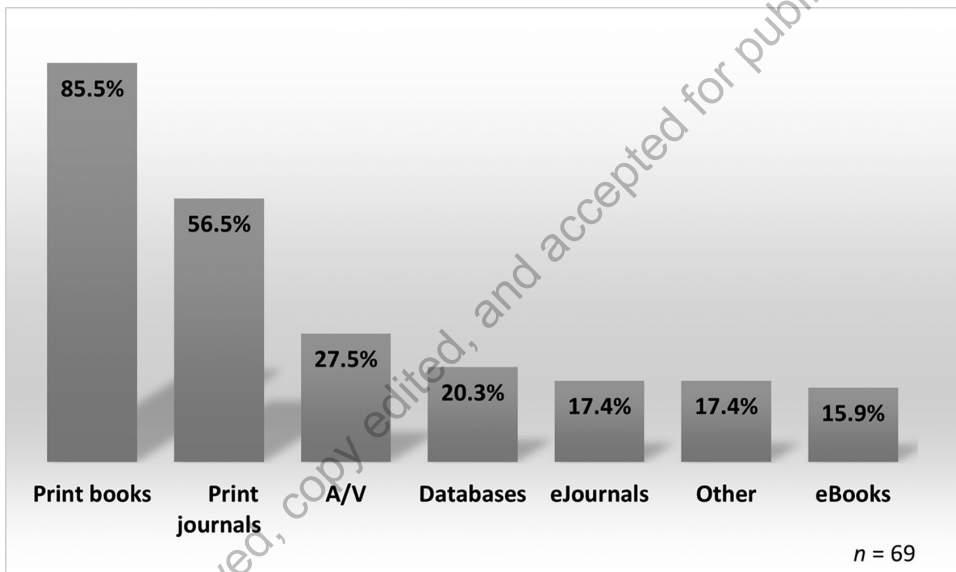


Figure 4. Responses indicating formats in CCIs.

Correlating the data by regions, responding librarians noted that print books and print journals were by far the most heavily included formats for all regions compared to audiovisual, e-books, e-journals, and databases.

For example, print books or print journals were included in over 90 percent of the responses for Africa, Eastern Europe and Eurasia, Latin America, the Middle East, and Western Europe. Print resources were mentioned in over 83 percent of the responses for East Asia, South Asia, and Southeastern Asia. Inclusion of a nonprint format (audiovisual, e-books,

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e-journals, or databases) was more prevalent in the responses for CCIs covering East Asia (72.2 percent) and Southeastern Asia (75 percent) and least common in those for Eastern Europe or Eurasia (27.2 percent).

Criteria

For each of their initiatives, the survey asked respondents to identify the criteria used in dividing collection responsibilities among other initiative partners. As indicated in Figure 5, “place of publication” and “subject” were the two most common criteria selected across the 67 initiatives, with 59.7 percent of respondents indicating these, followed closely by “language” with 53.7 percent. Library of Congress classification was used as a basis in 16.4 percent of the initiatives. The criteria noted in the “Other” category (13.4 percent) included “user suggested content,” “preservation,” and “manga genre.” Slightly more than half of all respondents (56.7 percent) selected multiple criteria.

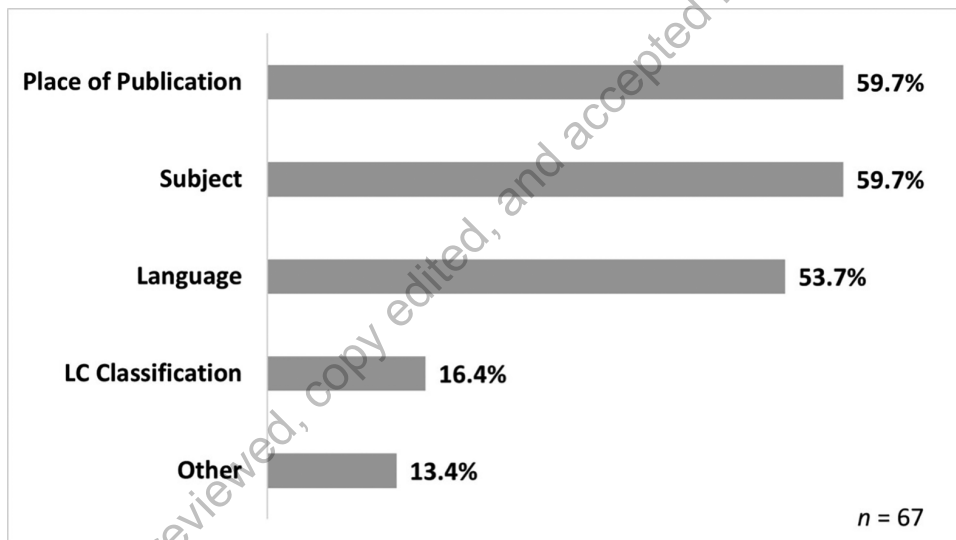


Figure 5. Responses indicating CCI criteria used for collection responsibilities.

Some criteria were more widely used for certain regions. For example, “language” was the top criterion for Eastern Europe/Eurasia (90 percent) and Western Europe (68.4 percent) initiatives. “Subject” was the most prevalent for those covering East Asia (81.3 percent), the Middle East (85.7 percent), South Asia (73.7 percent), and Southeastern Asia (85.7 percent). This criterion was also frequently used for initiatives covering Eastern Europe/Eurasia with 80 percent.



User Involvement and User Needs

For 29.2 percent of the CCIs, libraries directly queried users to help determine collection responsibilities. By contrast, respondents from 43.1 percent of the CCIs stated that users were not asked for input, and for 27.7 percent said they were unsure. Forty-seven free-form comments provided insight as to how users' needs were considered. Nine remarks noted that user input was actively sought by means of surveys, interviews, or other communication. One case mentioned faculty members as "participating in [the] selection of titles." All the comments suggested that faculty and other stakeholders were updated on an ongoing basis about the CCI. Twenty of the 47 comments indicated users' needs were considered based on past usage of material, stated research interests of departments or faculty, and knowledge of user needs. Existing collection strengths were noted as another basis for decisions. Seven comments indicated no interest in user input for the initiative. Some indicated that the goal was to make more diverse collections available to users in consortia or in North America. Still other comments said that users were not impacted by the initiative: "This CCI does not change anything from the user's perspective."

Sharing Information about the CCIs

In regard to publicizing the initiatives, 25.8 percent were shared exclusively with internal library staff. Fifty percent communicated with library users in a variety of ways, including direct email (25.8 percent), a public-facing electronic newsletter or website (30.6 percent), or presentations and consultations with users (4.8 percent). Respondents indicated that 27.4 percent of the initiatives were shared with external librarians and librarian groups via email (22.6 percent) and presentations or articles (8.0 percent). No systematic sharing was reported for 17.7 percent of initiatives, although in four cases, respondents reported communicating to internal staff, to library users, or to external librarians or librarian groups.

Impact of CCIs on Local Collections

The survey asked how these initiatives have affected the acquisition of what they consider core and peripheral materials for local needs. For libraries participating in a CCI, one would expect the collection of core materials would either stay at the same level or perhaps even increase. In contrast, the level for peripheral materials would decrease as these materials would be assigned to other libraries in the initiative. For core materials, 35.9 percent of the respondents felt the acquisition level stayed essentially the same, 14.1 percent thought the level increased, and 15.6 percent said that the level was reduced in some areas and increased in others. Only 4.7 percent of respondents noted that the level had decreased.⁵¹ For peripheral materials, the respondents' opinions split nearly evenly among these same categories: reduced (17.5 percent); increased (19 percent); stayed essentially the same (19 percent); and reduced in some areas, increased in others (14.3 percent).⁵²

Benefits and Costs of CCIs

The survey asked librarians with CCIs at their libraries whether they agree or disagree, on a Likert scale, that the benefits outweigh the costs of cooperative collection initiatives for area studies and foreign language collections. In consideration of the “library work involved,” respondents overwhelmingly agreed (44.1 percent strongly agreed; 32.2 percent agreed) that the benefits do outweigh the costs. Only 1.7 percent disagreed, and 22 percent neither agreed nor disagreed.⁵³ Twelve respondents or 20.3 percent selected “not applicable—my library does not participate in any CCIs.”⁵⁴ With regard to “users at my library,” 42.4 percent of respondents strongly agreed and 27.1 percent agreed with the statement that the benefits outweigh the costs, 10.2 percent disagreed, and 20.3 percent neither agreed nor disagreed.⁵⁵ Twelve respondents or 20.3 percent also selected the “not applicable” category.

Qualitative Responses

This section examines the open-ended questions related to motivations and perceptions. Each question received a different number of answers that substantively addressed the question. Each author grouped the responses into a set of broad categories. The authors then compared their categories and readjusted them to reach a consensus. Each response fell into one or more categories.

The survey asked participants the main reason their institution participates in a CCI. The 40 responses to this question fell into 12 general groupings; 2 stood out. The most frequently expressed reason for participating in a cooperative collection initiative, noted

The most frequently expressed reason for participating in a cooperative collection initiative, noted by 70 percent of respondents, was to provide access to a broader range of materials for local users, users from other institutions, or both.

by 70 percent of respondents, was to provide access to a broader range of materials for local users, users from other institutions, or both. Behind this came financial savings or efficiencies, cited by about 52.5 percent. The remaining reasons were all mentioned by fewer than a quarter of the respondents and included, in order of frequency: ability to specialize (22.5 percent), reduced duplication (20 percent), and space savings (17.5 percent). A few respondents listed such reasons as enhancing preservation, digitization, or interlibrary loan (ILL) processes; dealing with limited funding for foreign languages; or gains from participation such as sharing expertise, learning, or being a good citizen.

A set of questions open to all sought the benefits, the challenges, and their implications for CCD. One item asking all respondents to weigh in on the benefits of a CCI garnered 53 responses, 13 more than the question about the reasons for CCI participation. The results showed a similar emphasis on providing access to more materials (71.7 percent). There was less stress on financial savings and efficiencies (39.6 percent), and a stronger emphasis on the ability to specialize (32.1 percent). Taking only the 13 respondents who did not address the earlier question (and are presumably not already



involved in a CCI), 61.5 percent mentioned access to more materials, 69.2 percent cited financial savings efficiencies, and 38.5 percent cited both.

A question about the challenges of a CCI received 54 substantive responses. These could roughly be classed as either challenges of interinstitutional collaboration or of local support for the CCI. The most frequent answers involved the difficulties of creating and sustaining a division of labor (38.9 percent). Related to this was the problem of meshing local collection needs and parameters with a broader division of labor (35.2 percent). The challenges of local support included lack of support for area studies generally (27.8 percent); lack of institutional or library administration interest in a CCI (25.9 percent); staffing issues, such as lack of expertise or staff turnover (25.9 percent); and pushback by users (13 percent) or staff (11.1 percent).

Another question asked, "Do you envision new cooperative collection initiatives in your collection areas? If yes, please explain." Of the 69 responses, 34.8 percent said yes, 15.9 percent said no, 34.8 percent said maybe, and 14.5 percent did not know. Further explanation was sought only for the 24 positive responses, and 23 provided some explanation. Of these, 4 were about working in a particular region: Eastern Europe, East Asia, Southeastern Asia, and the Middle East. A fifth mentioned geographic areas or format-specific agreements more generally, and another suggested medieval studies as a possible subject. Fifteen responses were more generally aspirational, based on conditions favoring a CCI, such as space or budget constraints or an area of renewed interest. The final two responses expected failure of any attempt at collaboration.

The question asking why an institution had stopped participating in a CCI received only 10 responses. For five, the reason was that the CCI did not work for users or that user needs changed. For the other five, the reasons were all internal to the libraries: lack of administrative support, technological hurdles, collection management issues, staff departures, budget cuts, or general difficulty.

The last question allowed for general comments about CCIs. Several answers simply indicated that the respondent was not involved in any CCIs but wished they were. Others mentioned various alliances that did not involve CCIs. In several substantive comments, participants picked up on different themes. For example, one commented, "Definitely worth the effort—rewarding for both librarians and users."

Two other responses highlighted contextual issues that make CCIs attractive:

With the expansion of expedited material delivery services networks (e.g., BorrowDirect, RECAP, etc.), and the greater sharing of highly automated common storage facilities, this only makes sense. We are keeping our international collections truly international, and robust, for the benefit of current and future generations of students and scholars.

Collection initiatives are a good first step. Libraries now need to also focus on collaborative service initiatives to ensure that reference work, ILL, and other activities that support access and discovery can be carried out in a context where not all libraries have the linguistic and subject experts available.

Several commented on challenges:



Faculty don't always [understand why] a university next door has a book and we don't have it. Even though that might have been actively planned by the two universities to enable broader coverage.

It is sometimes hard to get the cataloging departments on board to insert retention notes or to prioritize cataloging . . . However, our initiatives have been so successful and long-term that almost universally Latin American studies librarians are passionate advocates of cooperative collection initiatives.

It must be stated that assessment or level of commitment is important. We've never actually done this to see if the cooperation is really working. We've also not done much reevaluating of the original agreement. I think these have to be flexible to really work—they should also not be thrown out every time a new AUL [associate university librarian] for collections arrives.

Sustainability of agreements in times of fiscal restraint could impoverish collections among all participating partners. Additionally, it is difficult to predict future research and what resources need to be immediately available (browsable) to faculty, students, and fellows. Other questions that arise are what impact CCI will have on the future of publishers and vendors as fewer copies of specific titles are sold to libraries? And what impact will fewer copies held across multiple institutions (perhaps 2 or 3 rather than 5 to 10) have on the long-term preservation of information?

Discussion

The results of this study show broad continuities and some contrasts with past studies, and provide new details that will help inform future efforts in CCD. At the broadest

At the broadest level, the survey found continuing, solid agreement that cooperative collection initiatives are worth the effort . . .

level, the survey found continuing, solid agreement that cooperative collection initiatives are worth the effort, with more than three-fourths of respondents stating that the benefits outweigh costs. This result is on par with the findings of Levenson and Nichols Hess, who ascertained similar support for CCD among participants in their 2020 survey.⁵⁶ These results are also in tune with the incentives noted in the introduction and the findings from earlier works that support area studies as a prime arena for CCD.

Moving from general principles to more specific motivations, the clear message from those engaged in cooperative collection development is that they most commonly enter into cooperative collection initiatives in area studies for either or both of two reasons: to provide access to a broader range of materials or to save money. Thirty-seven and a half percent of respondents mentioned both, implying that they expect collaboration to yield both a broader collaborative collection and cost savings. These responses illustrate that one might classify motivations for CCIs into two types: to create a more diverse and balanced collection from which everyone has the potential to benefit and to address local constraints in collections budgets, staffing, or space. An incentive that may overlap both is the desire to specialize. These results align with earlier studies regarding benefits and challenges. It is interesting to note that, for those already involved in CCIs, the percep-



tion of gain is weighted toward the shared benefit of a broader collection, but for those not yet in a CCI, the thinking tilts toward rewards to individual institutions.

Moving from the why to the how, most CCIs were set up without direct local user input. For more than 43 percent of the CCIs, respondents specifically indicated that user input was not sought. Responses noted that user needs were considered based on past usage of materials, stated research interests of faculty, and the subject librarian's knowledge of user needs. All of this indicates that liaison librarians or subject specialists, with their knowledge of user needs and preferences, are best equipped for a defining role in deciding a library's collection responsibilities.

Our results revealed a diversity of types and arrangements of CCIs covering area studies and foreign language collections. Among the three main types of agreement, 44 percent of the CCIs were informal agreements among librarians, nearly 31 percent were arranged through consortia, and 21 percent happened through institution-to-institution agreements. Similarly, nearly half the respondents stated that the CCI originated from "discussions with librarians outside my institution," compared to 18.3 percent for "library administration" and 26.8 percent for "consortia." These findings emphasize the leading role of librarians as key decision-makers for CCIs.

CCIs employ a variety of criteria in dividing collection responsibilities. This is not surprising, since publishing patterns differ from region to region, as does the landscape of vendors and the collection-related responsibilities within each library. Slightly more than half the respondents (56.7 percent) noted their CCI uses multiple criteria, with "place of publication" (59.7 percent) and "subject" (59.7 percent) as the most frequently selected, closely followed by "language" (53.7 percent). Specialist librarians who do the day-to-day work of selecting, acquiring, and cataloging materials in foreign languages, working with vendors, and liaising with colleagues at other libraries are best placed to determine how to set up initiatives.

Consistent with previous studies, the most frequently cited challenge for CCD in this study's results is the complexity of managing CCIs, noted in 38.9 percent of comments, and the consequent need for consistent institutional backing. This includes time and labor for ongoing communication with partners and for technical support, implementation of the division of collection responsibilities, and maintenance of the initiatives. In the study by Levenson and Nichols Hess, 92.9 percent of respondents noted this complexity of CCI management as the greatest drawback.⁵⁷ Over a quarter of the comments in our survey reported a lack of sufficient support for CCD from library administration or managers as an ongoing issue, and 5 of the 10 failed cooperative collection initiatives were attributed to lack of institutional support. Similarly, 43.8 percent of respondents in the Levenson and Nichols Hess study noted a lack of administrative or managerial backing as an obstacle.⁵⁸ Having emphasized the importance of specialist staff in building

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and operating CCIs, the authors urge that administrators and managers stand behind them and allow them sufficient time and resources to do this work.

One notable finding that contrasts significantly with previous studies is the dominance of print over electronic formats. Over 83 percent of respondents noted print books

5 of the 10 failed cooperative collection initiatives were attributed to lack of institutional support.

or print journals as predominant formats, in contrast to Haar's 2004 study, which indicated only 54 percent.⁵⁹

Levenson and Nichols Hess, on the other hand, found greater inclusion of electronic formats over print.⁶⁰ This contrast is probably because, outside

North America and parts of Europe and Asia, most monographs are published in print only. These results also suggest the need to investigate whether the electronic formats cited in the earlier studies reflect a division of collection responsibilities among libraries in CCIs or whether they represent other forms of cooperation. This ambiguity highlights the need to distinguish among the forms of cooperation in collection development in future studies, because each form has different characteristics and will likely have a distinctive set of costs, benefits, and challenges.

Limitations and Further Research

As previously stated, the inherent bias from participants' self-selecting does not allow the authors to draw conclusions regarding the statistical significance of the findings. As participants from different libraries may have responded about the same CCI, some CCIs may be overrepresented in the data. As a result of these limitations, the authors cannot generalize about the frequency of type of agreement, inclusion of languages and formats, or use of criteria. Despite these shortcomings, the results do indicate patterns and characteristics of CCIs for area studies and foreign language collections. Furthermore, the findings correspond to those of previous studies.

This study clearly points to a need for greater transparency and dissemination of information about CCD among academic libraries. This is especially crucial for area studies librarians, given the complexities of obtaining materials from outside the United States and Canada as well as the lower potential user base for foreign language materials. Having some clearinghouse of cooperative collection initiatives like the mapping attempted by the Center for Research Libraries in the early 2000s would give librarians an overview of the types of materials that are collected and those that are not.⁶¹ Such a clearinghouse would also aid libraries in deciding whether to join an existing CCI or establish a new one. The field would benefit from more nuanced studies of CCD and interlibrary loan along the lines of the 2019 study by Hilary Thompson, *Austin Smith*, *Manuel Ostos*, and *Lisa Gardinier* about the borrowing of Latin American materials among BTAA libraries.⁶²



Conclusion

This study provides insights as to what sort of CCIs ARL libraries participate in, how these initiatives were established and configured, and which types of materials are included. The study also offers a window into the benefits and challenges to be considered, as well as perspectives from librarians involved in CCD.

The motivating factors for cooperating to build a collaborative collection are stronger than ever. Institutions face constraints of space and budget. They recognize that no institution can do it all and that cooperative collection development creates a shared collection that is greater than the sum of uncoordinated individual efforts. Technology has made issues of discoverability and access easier. Results from our survey clearly note overwhelming support for CCD among librarians who focus on area studies and foreign language collections. Providing users with a more diverse range of materials than a single library could possibly collect is one of the primary motivating factors, along with cost savings.

The key challenges are coordination and communication, both within and across institutions. Addressing these problems requires a multilayered approach. The data from this study show that a variety of methods and criteria are used for existing initiatives; thus, there is no one size fits all model for CCD. Area studies librarians, specific vendors, and local needs should be the key agents in setting up CCIs. Managers and library administrators must empower frontline subject specialist librarians to explore and create CCD while remaining cognizant of the effort and time required by staff to set up and manage such endeavors. Librarians, library administrators, and consortia should work together to minimize the complexity and management of CCIs and facilitate readjustment as conditions change.

Providing users with a more diverse range of materials than a single library could possibly collect is one of the primary motivating factors, along with cost savings.

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Appendix

Survey Instrument

Q1. You are invited to participate in a 15-minute research survey entitled “Cooperative Collection Development among ARL Libraries for Area Studies and Foreign Language Collections.” This study is being conducted by Brian Vetruba (bvetruba@umn.edu), European Studies and Digital Scholarship Librarian at the University of Minnesota, Twin Cities using Qualtrics.

The purpose of this survey is to investigate and document trends among libraries in the Association of Research Libraries (ARL) in cooperative collection building for area studies and foreign language collections. Liaison librarians/subject specialists are asked to provide details on cooperative collection initiatives (CCIs) for their specific area studies and foreign language collections. At the end of the survey, research participants are asked their views on cooperative collection initiatives in general.

This survey will not collect any identifying information about you, including your email address. There are no known risks associated with this research study; however, as with any online related activity, the risk of a breach of confidentiality is always possible. To the best of my ability, your answers will remain anonymous.

This study has been reviewed by the University of Minnesota, Twin Cities Institutional Review Board (IRB) to ensure the study conforms to ethical principles in the conduct of research with human subjects. If you have concerns about the conduct of this study, you may contact the University of Minnesota IRB at z.umn.edu/participants. Your participation in this study is completely voluntary, and you can withdraw at any time.

By selecting “Agree and consent to participate in this survey” below, you are indicating you meet the eligibility criteria and agree to participate in this research study. To opt out of the survey, select “Decline and leave survey.”

Thank you for your consideration!

Q2. To begin the survey, please read the following eligibility criteria and, if eligible and you consent to participate, click “Agree and consent to participate in this survey.” To opt out of the survey, click “Decline and leave survey.”

- o I affirm that I work at a library which is a member of the Association of Research Libraries (ARL).
- o I have a role as a subject librarian/liaison librarian/selector and am responsible for one or more area studies and/or foreign language collections.
- o I am at least 18 years old.
- o I understand my participation in this survey is completely voluntary and I can withdraw at any time without penalty.
- o I have read and understood these eligibility criteria and consent form.
- o Agree and consent to participate in this survey
- o Decline and leave survey

Skip To: End of Survey If a research participant selects “Decline and leave survey”



Q3. The institution where I work is a:

- Private university
- Public university
- Research or public library not affiliated with a university

Q4. My institution is in:

- Canada
- United States

Q5. The total number of volumes my library holds is

- 10,000,000 or above
- 6,000,000–9,999,999
- 4,000,000–5,999,999
- 3,000,000–3,999,999
- 2,999,999 or below

Q6. Indicate all areas for which you have collection responsibilities

- Africa
- East Asia
- Eastern Europe/Eurasia
- Latin America
- Middle East
- South Asia
- Southeast Asia
- Western Europe
- Other

End of Block: Default Question Block

Start of Block: Number of CCIs

Q7. For this survey, a cooperative collection initiative (CCI) is defined as a formal or informal agreement between two or more libraries or librarians to share collection responsibility for certain materials. Each library focuses on collecting materials with certain subjects, languages, or imprint, etc., while other libraries focus on other materials. These materials are made available to other institutions via interlibrary loan.

Indicate the number of cooperative collection initiatives (CCIs) you or your library are part of for your specific area and language collection responsibilities.

A required question. Loop and Merge based on the number of initiatives a research participant enters. For example, if they enter "2," the participant will be asked the questions in this block twice: once for each initiative. If they enter "0," a research participant will skip these questions and be brought to Q24.



Participants need to enter numerals, 0–100. If not, they will be asked to reenter.

End of Block: Number of CCIs

Start of Block: Individual CCIs

Q8. For the next set of questions, you'll be asked to respond for each cooperative collection initiative separately.

Q9. Indicate the type of cooperative collection initiative:

- o An informal agreement between two or more librarians (NOT libraries) to create a division of labor in an area, such that each collects materials in certain subjects, languages, or imprint, etc., leaving the rest to collaborators. No memorandum of understanding (MOU) between the libraries has been signed.
- o An institution-to-institution agreement among two or more libraries which agree to create a division of labor in an area, such that each collects materials in certain subjects, languages, or imprint, etc., leaving the rest to collaborators. An MOU or other document defines the areas of collection responsibilities for each library.
- o A consortial cooperative collection agreement among two or more consortial member libraries to create a division of labor in an area, such that each collects materials in certain subjects, languages, or imprint, etc., leaving the rest to collaborators. An MOU or other document defines the areas of collection responsibilities for each library.
- o Other:

Q10. The main impetus for this cooperative collection initiative came from

- o Library administration
- o Consortia
- o Discussions with librarians outside my institution
- o Other:

Q11. This cooperative collection initiative covers the following regions:

- o Africa
- o East Asia
- o Eastern Europe/Eurasia
- o Latin America
- o Middle East
- o South Asia
- o Southeast Asia
- o Western Europe
- o Other:



Q12. The following formats are included in this cooperative collection initiative:

- Print books
- Print journals
- A/V
- e-books
- e-journals
- Databases
- Other:

Q13. This cooperative collection initiative includes English-language materials:

- Yes
- No

Q14. Indicate the European languages other than English this cooperative collection initiative includes:

- Czech
- Danish
- Dutch
- Finnish
- French
- German
- Greek, Modern
- Italian
- Norwegian
- Polish
- Portuguese
- Russian
- Spanish
- Swedish
- Other European languages:

Q15. Indicate the Asian languages this cooperative collection initiative includes:

- Bengali
- Chinese
- Hindi
- Japanese
- Korean
- Malay
- Panjabi
- Thai
- Urdu
- Vietnamese
- Other Asian languages:



Q16. Indicate the African and Middle Eastern languages this cooperative collection initiative includes:

- Afrikaans
- Amharic
- Arabic
- Farsi/Persian
- Hausa
- Hebrew
- Somali
- Swahili
- Yoruba
- Other African and Middle Eastern languages:

Q17. List languages in Latin America not already noted that this cooperative collection initiative includes:

Q18. What year did this cooperative collection initiative begin for your library?

Q19. Indicate the criteria used to select each library's collection responsibilities for this cooperative collection initiative:

- Language
- LC Classification
- Place of publication
- Subject
- Other:

Q20. Were users directly asked about the materials their library should continue to acquire as a part of this cooperative collection initiative?

- Yes
- No

Q21. How were the needs and perspectives of users taken into account when establishing this CCI?

Q22. How was information shared about this cooperative collection initiative?

- Internal staff communication not available to users
- Public-facing electronic newsletter or announcement on library's website
- Direct email to users
- Email or announcement to librarian groups outside my institution (e.g., ACRL sections)
- Other:
- No systematic sharing

Q23. Additional information about this cooperative collection initiative:



End of Block: Individual CCIs
Start of Block: Overall Questions

Q24. The next set of questions asks for your opinions on all of your library's cooperative collection initiatives (CCIs), as well as your own thoughts on cooperative collection development in general.

Q25. Describe the main reasons your library participates in cooperative collection initiatives. Skip if your library does not participate in any.

Q26. As a result of cooperative collection initiatives, acquisition of materials at my library in areas that I consider core for current local needs has been:

- Reduced
- Increased
- Essentially the same
- Reduced in some areas, increased in others
- Not applicable—my library does not participate in a CCI

Q27. As a result of cooperative collection initiatives, acquisition of materials at my library in areas that I consider peripheral for current local needs has been

- Reduced
- Increased
- Essentially the same
- Reduced in some areas, increased in others
- Not applicable—my library does not participate in any CCIs

Q28. Do you envision new cooperative collection initiatives in your collection areas? If yes, please explain.

- Yes
- Maybe
- No
- Don't know

Q29. If your library has ever stopped any cooperative collection initiative, what were the reasons?

Q30. In general, what are the challenges for cooperative collection initiatives in area studies and foreign language collections?

Q31a. In general, what are the benefits for cooperative collection initiatives in area studies and foreign language collections?



Q31b. Considering the library work involved, the benefits outweigh the costs of cooperative collection initiatives for area studies and foreign language collections:

- o Strongly agree
- o Agree
- o Neither agree nor disagree
- o Disagree
- o Not applicable—my library does not participate in any CCIs

Q32. Considering users at my library, the benefits outweigh the costs of cooperative collection initiatives for area studies and foreign language collections:

- o Strongly agree
- o Agree
- o Neither agree nor disagree
- o Disagree
- o Not applicable—my library does not participate in any CCIs

Q33. Additional comments about cooperative collection initiatives:

End of Block: Overall Questions

Notes

1. University of Minnesota, "Report of the University of Minnesota Libraries Area Studies Collections Task Force," 2021, <https://hdl.handle.net/11299/226215>.
2. One example is the Triangle Research Libraries Network (TRLN), one of the oldest and most successful ongoing cooperative collection initiatives (CCIs) among academic libraries. It grew from a 1934 agreement between Duke University in Durham, NC, and the University of North Carolina in Chapel Hill to later include North Carolina Central University in Durham and North Carolina State University in Raleigh. These institutions are close geographically, and affiliates of each have full rights to the entire collective collection of some 19 million volumes. Deborah Lynn Jakubs, "Trust Me: The Keys to Success in Cooperative Collections Ventures," *Library Management* 36, 8–9 (2015): 660, <https://doi.org/10.1108/LM-08-2015-0058>.
3. For details, see University of Minnesota Libraries Area Studies Collections Task Force, "Report."
4. James Burgett, John M. Haar, and Linda L. Phillips, eds., *Collaborative Collection Development: A Practical Guide for Your Library* (Chicago: American Library Association [ALA], 2004), 58; Dan C. Hazen and James H. Spohrer, introduction to *Building Area Studies Collections*, Dan Hazen and James Henry Spohrer, eds. (Wiesbaden, Germany: Harrassowitz, 2007).
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6. Deborah Jakubs, "The AAU/ARL [Association of American Universities/ Association of Research Libraries] Global Resources Program: The View from a Crossroads," *Collection Management* 28, 2 (2004), https://www.tandfonline.com/doi/abs/10.1300/J105v28n01_11.



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8. Hazen, "Better Mousetraps in Turbulent Times?" 49; Hazen and Spohrer, introduction to *Building Area Studies Collections*, 11; Jakubs, "The AAU/ARL Global Resources Program," 7.
9. For details, see University of Texas Libraries, "South Asian Cooperative Collection Development (SACCOOP), 2023, <https://guides.lib.utexas.edu/saccoop>.
10. For greater details, see Brian Vetruba and David Faust, "Review of the Literature Concerning Current Cooperative Collection Development Agreements for Area Studies and Foreign Language Collections," 2023, <https://z.umn.edu/ccdagreements>.
11. John Haar, "Assessing the State of Cooperative Collection Development," *Collection Management* 28, 3 (2004): 184, https://doi.org/10.1300/J105v28n03_01.
12. Joe A. Hewitt and John S. Shipman, "Cooperative Collection Development among Research Libraries in the Age of Networking: Report of a Survey of ARL Libraries," *Advances in Library Automation & Networking*, 1 (1987): 197–98.
13. Patricia Brennan and Jutta Reed-Scott, "Cooperative Strategies in Foreign Acquisitions," *SPEC [Systems and Procedures Exchange Center] Kit* 195 (1993): 1, <https://hdl.handle.net/2027/mdp.39015033107734>.
14. For the survey and resulting map, see <https://web.archive.org/web/20041127033935/> and <http://www.crl.edu/awcc2002/ccdsurveyresults.htm>; Haar, "Assessing the State of Cooperative Collection Development," 184.
15. Helen N. Levenson and Amanda Nichols Hess, "Collaborative Collection Development: Current Perspectives Leading to Future Initiatives," *Journal of Academic Librarianship* 46, 5 (2020): 3, <https://doi.org/10.1016/j.acalib.2020.102201>.
16. Hewitt and Shipman, "Cooperative Collection Development," 206.
17. Haar, "Assessing the State of Cooperative Collection Development," 184.
18. Brennan and Reed-Scott, "Cooperative Strategies in Foreign Acquisitions," 2. The total number of responses for the question of geographic coverage was not given, thus only raw numbers are noted.
19. Haar, "Assessing the State of Cooperative Collection Development," 187.
20. Levenson and Nichols Hess, "Collaborative Collection Development," 3.
21. Levenson and Nichols Hess, "Collaborative Collection Development," 8.
22. Levenson and Nichols Hess, "Collaborative Collection Development," 5.
23. Haar, "Assessing the State of Cooperative Collection Development," 188.
24. Haar, "Assessing the State of Cooperative Collection Development," 189.
25. Levenson and Nichols Hess, "Collaborative Collection Development," 3.
26. Hewitt and Shipman, "Cooperative Collection Development," 191; Haar, "Assessing the State of Cooperative Collection Development," 184.
27. Levenson and Nichols Hess, "Collaborative Collection Development," 6.
28. Hewitt and Shipman, "Cooperative Collection Development," 207–8.
29. Levenson and Nichols Hess, "Collaborative Collection Development," 6.
30. Brennan and Reed-Scott, "Cooperative Strategies in Foreign Acquisitions," 2.
31. See Burgett, Haar, and Phillips, *Collaborative Collection Development*, 31–36; Sunshine Carter and Danielle Ostendorf, "Processes and Strategies for Collaboratively Purchasing Electronic Resources," *Collaborative Librarianship* 9, 1 (2017): 59–60; Bart Harloe, ed., *Guide to Cooperative Collection Development* (Chicago: ALA, 1994), 3–4; Johnson, "Collaborative Collection Development and Management," 333–40.
32. Burgett, Haar, and Phillips, *Collaborative Collection Development*, 23–26; Johnson, "Collaborative Collection Development and Management," 353.
33. Levenson and Nichols Hess, "Collaborative Collection Development," 5–6.
34. Hewitt and Shipman, "Cooperative Collection Development," 221.
35. Levenson and Nichols Hess, "Collaborative Collection Development," 6.



36. Burgett, Haar, and Phillips, *Collaborative Collection Development*, 22–31; Carter and Ostendorf, “Processes and Strategies for Collaboratively Purchasing Electronic Resources,” 60; Harloe, *Guide to Cooperative Collection Development*, 4; Johnson, “Collaborative Collection Development and Management,” 353–54; Christine N. Turner, “E-Resource Acquisitions in Academic Library Consortia,” *Library Resources & Technical Services* 58, 1 (2014): 36, <https://doi.org/10.5860/Irts.58n1.33>.
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38. Burgett, Haar, and Phillips, *Collaborative Collection Development*, 22–28; Johnson, “Collaborative Collection Development and Management,” 353.
39. Levenson and Nichols Hess, “Collaborative Collection Development,” 7.
40. Hewitt and Shipman, “Cooperative Collection Development,” 223.
41. Brennan and Reed-Scott, “Cooperative Strategies in Foreign Acquisitions,” 2.
42. Levenson and Nichols Hess, “Collaborative Collection Development,” 7.
43. Hewitt and Shipman, “Cooperative Collection Development,” 221.
44. See the correspondence from the University of Minnesota’s IRB: https://drive.google.com/file/d/1UoFL7peh8QIesZPhufAu1_UVSZ3PtKsX/view?usp=sharing.
45. Email lists included ACRL Asian, African, and Middle Eastern Studies Interest Group (AAMESIG-L), ACRL European Studies Section (ESS-L), ACRL European Studies Section Nordic Studies Librarians (ESS-SCAN-NORD-L), African Librarians Council (ALCASALIST), Collaborative Initiative for French Language Collections (GRN-CIFNAL), Committee on Research Materials on Southeast Asia (CORMOSEA), Committee on South Asian Libraries and Documentation (CONSALD-L), Council on East Asian Libraries (EASTLIB), German-North American Resources Partnership (GRN-GERBIB), Germanic News and Discussion for Librarians who work with materials from the German-speaking Countries (GERMANE), International and Area Studies Collections in the 21st Century (IASC21), Middle East Librarians Association (MELANET-L), Seminar on the Acquisition of Latin American Library Materials (LALA-L), and Slavic Librarian Forum (SLAVLIB).
46. Complete survey results are available at the Data Repository for University of Minnesota: <https://conservancy.umn.edu/drum>.
47. This number includes five respondents who skipped this question but answered questions in the last part of the survey.
48. In creating the definitions, the authors consulted Joseph J. Branin, “Cooperative Collection Development,” in *Collection Management: A New Treatise*, Charles B. Osburn and Ross Atkinson, eds. (Greenwich, CT: JAI Press, 1991), 81–110; Burgett, Haar, and Phillips, *Collaborative Collection Development*; Harloe, *Guide to Cooperative Collection Development*.
49. Smaller geographic areas noted in “Other” comments included Brazil (1), Puerto Rico (2), and Mexico (1) which were added to “Latin America.” Another comment “Japanese Studies” was added to “East Asia.” Another respondent noted that their initiative only included Western Europe but that others at their institution had other initiatives for other areas.
50. For complete results of the language questions, see <https://z.umn.edu/ccdarticlelanguages>.
51. In the survey, 29.7 percent of respondents marked “not applicable—my library does not participate in a CCI.”
52. In the survey, 30.2 percent of respondents marked “not applicable—my library does not participate in a CCI.”
53. Likert options were “strongly agree” (26), “agree” (19), “neither agree nor disagree” (13), “disagree” (1), and “not applicable—my library does not participate in any CCIs” (12).
54. The 12 selecting “not applicable—my library does not participate in any CCIs” were also excluded when calculating the percentages; thus, the total number responses was 71 and those with opinions equaled 59.
55. Likert options were “strongly agree” (25), “agree” (16), “neither agree nor disagree” (12), “disagree” (6), and “not applicable—my library does not participate in any CCIs” (12).



56. Levenson and Nichols Hess, "Collaborative Collection Development," 7–8.
57. Levenson and Nichols Hess, "Collaborative Collection Development," 7.
58. Levenson and Nichols Hess, "Collaborative Collection Development," 5–6.
59. Haar, "Assessing the State of Cooperative Collection Development," 187.
60. Levenson and Nichols Hess, "Collaborative Collection Development," 3, 5.
61. Haar, "Assessing the State of Cooperative Collection Development," 184.
62. Hilary H. Thompson, *Austin Smith, Manuel Ostos, and Lisa Gardinier*, "Borrowing Latin American Materials in the Big Ten Academic Alliance: A Case Study for Consortial Data Analysis," *College & Research Libraries* 80, 6 (2019): 766–86, <https://doi.org/10.5860/crl.80.6.766>.

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