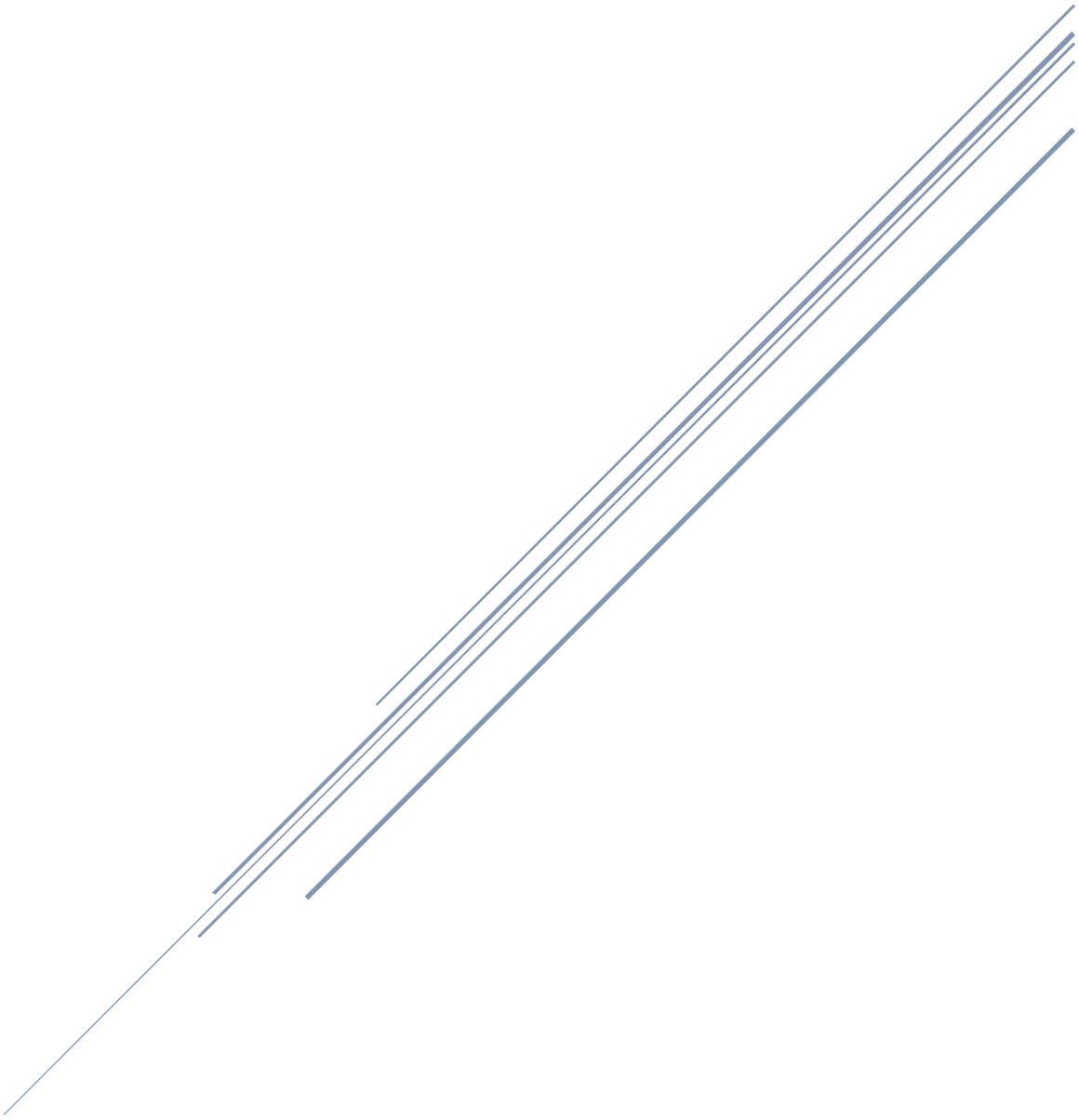
TASK FORCE ON THE FUTURE OF SMU LIBRARIES

Final Report: September 1, 2017



Southern Methodist University

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Introduction

The Task Force on the Future of Libraries at SMU was formed by Provost Currall on June 12, 2017, in order "to consider a refreshed blueprint for the library's future – one that fosters even greater coordination across all libraries." With the retirement of Dean Gillian McCombs and the transition to new leadership, the Provost believes the timing, "is right to finding new, lasting ways to foster coordination."

A kick-off meeting was held on June 22, 2017, and the task force has met weekly for the last 10 weeks, with occasional ad hoc meetings as needed for additional work. The committee discussed at length all the topics that seemed germane to our task.

This report represents the results of our collaborative work on how we might provide better service and resources to the university community in line with the goals of the SMU 2016-2025 Strategic Plan. We enthusiastically recommend a new and different organizational model – one that emphasizes deep collaboration. The members of The Task Force thank Provost Currall for providing us with the opportunity to work together to envision the future of the SMU libraries.

Executive Summary

The task force began its work with an in-depth analysis of the current state of the SMU libraries. What is working and what is not? What obstacles do SMU libraries face? Where should the libraries focus to support SMU's strategic goals?

The task force identified the key areas in which the libraries should work together in a more coordinated fashion: user experience, strategic planning, collection strategies, library systems support, instruction and research services, development, library boards, marketing, assessment, digitization services, digital repository and scholarly publishing, human resources, and technology. Through discussion, the task force members identified the greatest challenges and obstacles to creating a more coordinated environment as the following: fear of change due to centralization efforts implemented in 2015; lack of trust among library leaders; ineffective or limited communication channels between libraries; budget and endowment concerns; accreditation issues; and, lack of consistent development support.

We sought insight through extensive investigation of other universities' libraries, focusing on those in the Colonial Group Schools but including a number of others. We examined libraries' organizational charts, interviewed librarians at Colonial Group Schools and many other leading universities, consulted a Cox School of Business professor who specializes in organizational development, and surveyed the SMU Faculty Senate and various faculty library committees across campus. [Appendix A: SMU faculty feedback] The task force also investigated the structure and funding arrangements at other universities to determine optimal development support for the libraries.

The task force considered organizational structures ranging from complete centralization to complete decentralization, and variations in between. Our report focuses on two general options for organizational structures: a Collaborative Model and a Centralized Model. Ultimately it became apparent to all task force members that organizational structure is less important than deep collaboration among libraries. With that in mind, the task force designed a governance structure in the form of a new SMU Libraries Collaborative Council that will engage in strategic planning and decision-making aligned with the SMU Strategic Plan. The Collaborative Council should have as its chair the new SMU Dean of Libraries and a broad and representative membership: directors of all SMU libraries and five key library administrators.

Why a Collaborative Council? Almost every problem we identified can be constructively addressed through a combination of: (1) the new Collaborative Council; (2) greater centralization and coordination of some core library functions; (3) and the addition of several library and non-library key positions. The task force found no advantages from centralizing library personnel in areas such as acquisitions and cataloging. The personnel who perform these functions in Bridwell Library and Underwood Law Library must continue their work unchanged whether or not they are centralized into Fondren Library's Technology Services department. And the task force found no duplication of work or processes in these areas. The task force also interviewed libraries with centralized circulation services, and once again, found no advantages to this reporting structure; in fact, we found dysfunction at other libraries where staff work physically in one library but are overseen from another. Managing staff and other resources in a centralized structure was found to be difficult at best, which partially explains why centralized libraries are very rare among well-regarded university library systems.

Therefore, the task force suggests that centralizing reporting lines from the autonomous professional libraries is not a necessary condition to enabling all SMU libraries to coalesce in a new and more coherent manner. Instead, we propose that implementation of a new SMU Libraries Collaborative Council with strategic organizational changes to coordinate key cross-library functions, including vital development support, will successfully result in improving coordination and effectiveness across all libraries.

Detailed Report

Background and environmental scan

The task force gathered information on the current state of the libraries at SMU, including detailed library and OIT organizational charts and individual library strategic plans. We inventoried the various library processes, systems, and services currently used or offered by each library. We also inventoried all cross-library committees to determine their representation from each library and their purpose. A survey was conducted of the Faculty Senate and various faculty library committees across campus to assess the perceptions and concerns of the faculty regarding library services and how those may be impacted by changes to the organizational structure of the libraries.

Current library organizational and cross-library committee structure

Central University Libraries' (CUL) organizational structure consists of three library directors of Fondren Library, Hamon Arts Library, and the DeGolyer Library, who report to one dean and director. The Business Library director reports to the Senior Associate Dean at the Cox School of Business. Both the Bridwell Library and the Underwood Law Library directors report directly to their deans in the SMU Perkins School of Theology and the SMU Dedman School of Law, respectively.

The task force inventoried the current channels of communication among libraries and found several formal committee structures. The Council of Library Directors (CoLD) has existed for approximately 18 years. CoLD membership currently consists of the CUL dean, and the directors of the Business Library, Bridwell Library and Underwood Law Library. In the past, representatives from OIT and the Provost's Office were also members. With the implementation of shared services in 2015, OIT representation on CoLD was discontinued. This council meets monthly and the position of Chairperson rotates annually among the four members. CoLD is not highly effective because it does not include all library directors, and the recent focus

of the CoLD meetings is mainly on shared library software, technology concerns, and determination of annual library award winners. The focus of the council has narrowed over the years, and as a result, this communication channel among libraries is not conducive to rapid response to needed changes and growth. It also has been unable to create a comprehensive strategic plan for the direction of all SMU libraries as one unit, aligned with the university's priorities.

In addition to CoLD, the cross-library committees that have existed for many years are centered on our shared library systems, Alma/Primo (our library services platform) and ILLiad (our interlibrary loan software). The Automation Technology Steering Committee (ATSC) functions as the main communication channel between all of the libraries and OIT. The subcommittees that report to the ATSC generally have representation from all libraries and mainly serve to facilitate decisions about shared library software. ATSC reports to the Council of Library Directors. Representatives from all libraries also meet monthly to discuss collaboration on the purchase and funding of electronic resources in the Electronic Resources Collections Committee (ERCC). Because all of the cross-library committees are built around shared systems or shared electronic collections, the public services aspect of our libraries has been neglected. SMU libraries do not collaborate on or coordinate their library services, spaces, or web sites to improve our users' experiences.

Current development structure for support of libraries

The Business Library at the Cox School of Business, Bridwell Library at Perkins School of Theology, and Underwood Law Library at Dedman School of Law all have fundraising support through their school-based directors of development (DoD). These professionals are provided through SMU's Development and External Affairs (DEA) division. Although the full-time fundraisers (DoDs) are deployed to the schools mentioned above, only about 10% of their time is typically devoted to raising money solely for their school's library. Deans present competing priorities, which can take precedence over the school's library needs.

Central University Libraries, which includes Fondren Library (the university's largest library), DeGolyer Library and the Hamon Arts Library, do not have a director of development at this time or ample endowment support. After the recent campaign, it was determined that an embedded fundraiser for CUL was not justifiable, as there were not enough donor prospects to substantiate the full-time position.

Greatest challenges and obstacles

The task force assembled the following list of goals and challenges, with some examples of current issues, which guided us as we evaluated potential organizational structures and processes.

- High Morale
    - Need to improve poor communication and coordination across all libraries in the key areas of strategic planning, collection strategies, instruction and research services, development and library boards, marketing, assessment, technology unrelated to library systems, and library services;
    - Mitigate an existing lack of clear decision-making processes on current cross-library sub-committees as well as the Council of Library Directors;
- Excellent Customer Service
    - Ameliorate inconsistent service for students and faculty across libraries, and an inability to utilize our user experience team for all libraries;

- Robust library collection development
    - Address the mismatch between the university's strategic goals of becoming a comprehensive research university and increasing faculty grant money, and chronically inadequate library funding in core collecting areas supporting Dedman, Lyle, Simmons, and Meadows; [Appendix B: Relevant SMU Strategic Goals]
    - Cross-library collection analysis is difficult and needs a plan for improvement;
    - Ensure endowment agreements are maintained [Appendix C: DeGolyer concerns on endowment]
- Fully staffed human resources
    - Resolve difficulties in supporting new interdisciplinary research initiatives due to the lack of shared strategic vision and understaffing;
- Maintain professional school accreditation status
    - Manage uncertainty that exists over how changes to structure and governance might affect accreditation eligibility;
- Strong relationships with library donors
    - Increase effective use of the Library Executive Board and Friends of the Libraries for all libraries;
    - Institute development support for libraries in the CUL organizational structure, who currently have no communication process in place among the Directors of Development to coordinate major cross-library funding projects;
    - Ensure effective marketing is executed across all libraries;
- Systems Support for library services
    - Include a Systems Department crossing all libraries to support shared library systems and software, such as Alma, Primo, ILLiad, bepress, and CONTENTdm, and to coordinate the discoverability of data across library databases;
    - Create better communication, coordination, planning, and support for IT initiatives across libraries;
    - Develop a culture of assessment to be coordinated across all libraries.

Data gathering process

The task force members individually interviewed Colonial Group university librarians/deans, directors of specialized libraries, and other university librarians with decentralized, centralized or hybrid models to identify trends and solicit feedback on key questions. The task force, as a group, interviewed: Femi Cadmus, Cornell Law Library Director; Debra Wallace, Executive Director, Knowledge and Library Center (Harvard Business Library Director); Sarah Thomas, Vice President for the Harvard Library and University Librarian; and Kevin Smith, University of Kansas Dean of Libraries. [Appendix D: Institutions Contacted by the Task Force]

What we learned

There are a variety of organizational structures within university library organizations. The task force interviewed librarians from eleven of the Colonial Group institutions. We did not contact librarians from Brandeis University and Lehigh University as their library organizations include only one and two libraries, respectively. Of the eleven Colonial Group institutions interviewed, ten follow a hybrid model (similar to SMU's current model) and one (Tufts University) is fully decentralized.

The centralized organizational model is rare among university libraries. In order to gain perspective on the centralized model the task force contacted institutions outside of SMU's Cohort Peer Schools, Aspirational Peer Schools, and the Colonial Group Schools. Thus, contacts were made with Cornell University, the University of Chicago and the University of Oregon. Vanderbilt University has had a centralized model for many years but, under the new University Librarian, is in the process of providing greater autonomy to professional school libraries.

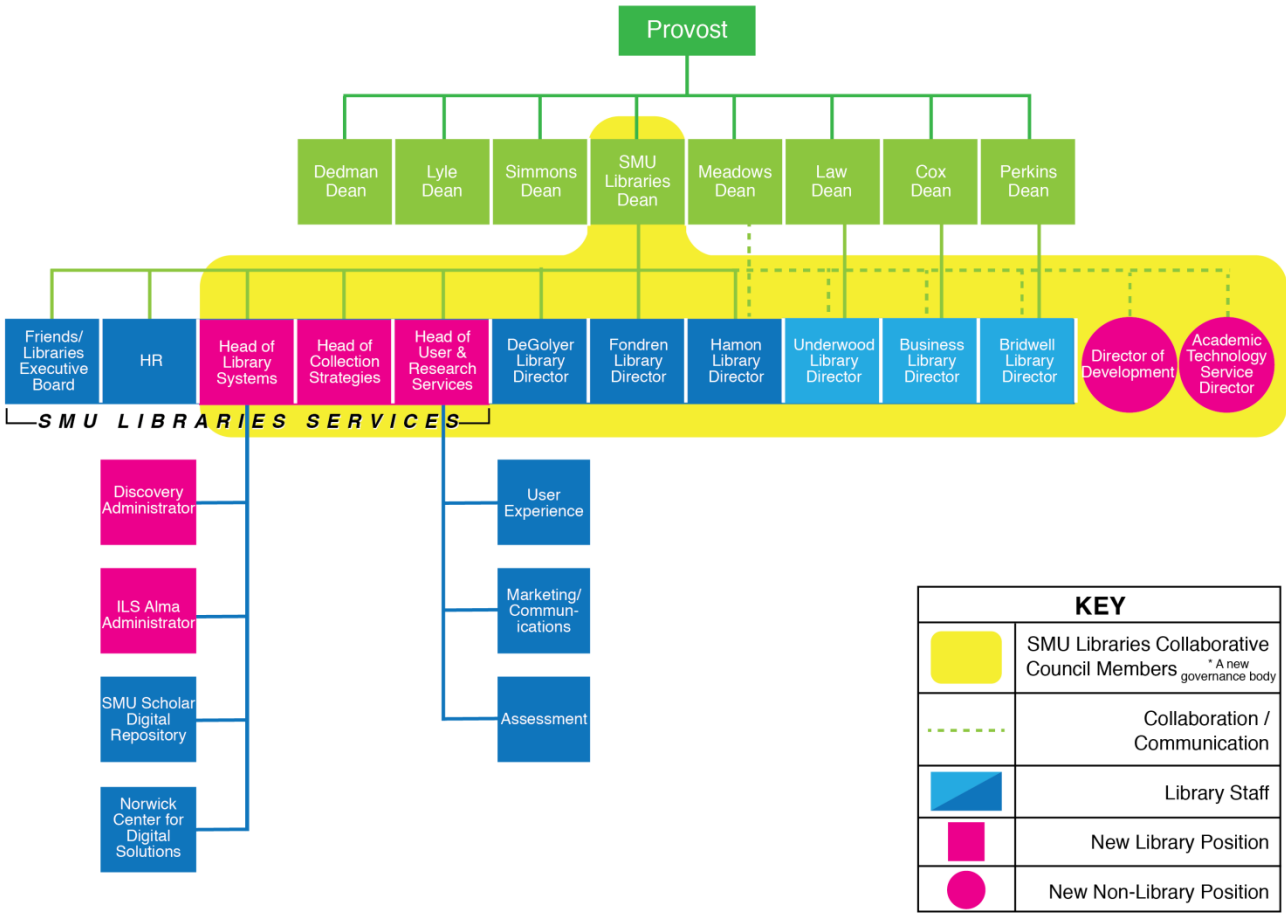
Almost all law libraries in the country report directly to their law school dean. Only 3.9% report directly to the central library dean. [Appendix E: Law School documents from Greg Ivy; Survey of Autonomy at SMU's Colonial Group, Cohort Peer, and Aspiration Peer Colleges and Universities (June 2017); Non autonomous U.S. Law Libraries] All of the university-based United Methodist theological libraries are autonomous, as well as the majority of the university-based theological libraries of other denominations. Other specialized libraries vary in their reporting structures.

Formal cross-library committees, directors and leadership councils, shared financial arrangements, and memoranda of understanding (MOU's) between specialized libraries and the main library system are not captured on organizational charts. Nearly all the of the library organizations lacked consistent communication between university library deans and directors of autonomous libraries. In general, library deans in systems with autonomous libraries wanted more collaboration and consistency across libraries. Directors of autonomous libraries wanted to remain autonomous, collaborate on appropriate issues and enhance lines of communication between themselves and the university librarian.

New Organizational Structure Options

The first option, and the one recommended by this task force, is the Collaborative Model where decision-making occurs through the SMU Libraries Collaborative Council. The Council includes directors of all libraries, and members from new centralized services and key positions, as well as dotted line reports of a new Director of Development and a new Academic Technology Services Director. New, strategic positions report directly to the new SMU Libraries Dean, which will serve all libraries. These include: Head of Library Systems, Head of Collections Strategies, and Head of User and Research Services, which will centralize user experience, marketing and communication, and assessment across all libraries.

Option 1: Collaborative Model



Governance in the Collaborative Model: SMU Libraries Collaborative Council

The Collaborative Council's main function is to bring together the leadership of all libraries with the leaders of strategic areas that function across all libraries (such as, systems, collections, IT) for unified strategic planning that aligns with the SMU Strategic Plan. The council will focus on how the libraries can best serve our students, faculty, staff, and communities in areas such as: user experience, undergraduate learning, graduate and faculty scholarship and research, technology and digital initiatives, interdisciplinary and global research, and continuing education and outreach.

The Collaborative Council should be nimble and able to respond easily to change, bringing in leaders of new initiatives as needed to move projects forward quickly. The council should seek ways to connect libraries when new initiatives arise, sharing information, utilizing expertise across libraries, and collaboratively seeking solutions to roadblocks, with the goal of not only improving information discovery for our users, but of optimizing their experience to be one-of-a-kind.

The new SMU Libraries Dean will chair the council and will work to build a shared vision across all libraries through inclusive and comprehensive communication with all library directors, sharing information to and from the provost and deans. The new Dean will represent all libraries' interests in SMU administrative meetings.

The council will make its decisions collaboratively. No single library will be able to veto any initiative or decision and no decisions will be approved that would harm the services of a particular library. The new SMU Libraries Dean will seek consensus if possible. When consensus is not possible, the greater good will prevail (what benefits the most students/faculty).

The SMU Libraries Collaborative Council should lead the culture change that is needed in order to become a library system that leans towards saying "yes". The group will set a tone that values innovation and rapid response, that shares resources and expertise, and that rewards creativity and new ideas.

One of the concepts that has guided the committee as we look to develop a new organizational structure and to develop common goals is "deep collaboration." The task force members noted this idea surfacing in discussion with many university librarians and specialized library directors (of both autonomous and non-autonomous libraries). The same themes emerged regardless of the organizational structure. Whether a dotted line, solid line, or no line on the organizational chart, library organizations with multiple specialized libraries that worked well did so *not* because of the formal organizational structure, but because of the trust, communication, and collaboration of library leaders and their university administration. We found this idea to be summarized well by Vice President for the Harvard Library and University Librarian, Sarah Thomas:

> ...my most important lesson from having worked in a number of decentralized environments is that if you can find common goals, it doesn't matter what the reporting line is. And secondly, that it is people and networks and trust that matter, not org charts. So having the overarching goals and a truly inclusive environment goes a long way.

In this spirit we have identified a starting point for our common goals:

SMU Libraries Common Goals:

- Improve the delivery of targeted, effective, and seamless service for people across all libraries;

- Develop and share best practices to improve resource and service delivery by leveraging expertise within the organization;
- Facilitate better discovery of information and artifacts for research purposes;
- More fully utilize the SMU Scholar digital repository as a means to share the unique special collections and intellectual output of the university; and,
- Support the university's increasing focus on interdisciplinary studies through collaborations across the libraries.

Although concrete proposals to collaborate in these areas were beyond the scope and timeline of the task force, we think these areas should be discussed in the new SMU Libraries Collaborative Council. Library staff will be able to work with the Council in developing the most effective collaborations.

- User Experience:
    - User-centered design of services, web sites, physical spaces
    - Creation of a consistent experience across libraries for users
    - Assessment of services for sticking points and design of solutions (example: returning books at any library and easy delivery of books between libraries)
- Marketing
    - Create a new SMU Libraries brand and comprehensive marketing campaign with targeted messages to specific patron groups across all libraries
    - Create a shared events calendar to facilitate communication internally and externally
- Collection Strategies
    - Creation of shared collection development plans to clearly define collecting areas for various libraries
    - Creation of a campus-wide storage assessment
    - Analysis of potential strategies to mitigate effects of serials inflation on library budgets
- Digitization (Norwick Center for Digital Solutions)
    - Plan, assess and implement digitization services across all libraries
- Assessment
    - Comprehensive curriculum mapping of university courses having Library Instruction sessions taught in the class, and tracking session characteristics and learning objectives
    - Comprehensive data collection of library usage metrics across all libraries to feed into online library data analytics modules openly available for decision-making
    - Establishing a campus-wide survey for feedback from all library users and constituents
    - Fully representing all SMU libraries in the assessment data submitted for accreditation
- Special collections and Archives
    - Form a new standing committee to form a comprehensive vision for special collections
- Friends of the Libraries (FOL):
    - Redesign Friends of the Libraries with re-vamped programming and a new campus-wide marketing effort that highlights all SMU libraries
- Libraries Executive Board (LEB):
    - Redesign the Libraries Executive Board to highlight and support all SMU libraries
- Scholarly Communication
    - Plan and implement faculty research services, data management services, open access, publishing support, etc., across all libraries
- Digital Scholarship/Digital Humanities

    - Build partnerships, collaborations, and services to support this growing field with all library populations in mind
- Interdisciplinary research support
    - Create a new team to identify interdisciplinary programs and to interconnect library services across libraries to support faculty and students in these growing areas
- Information Literacy instruction and research services
    - Create a new team to coordinate information literacy and research services across libraries

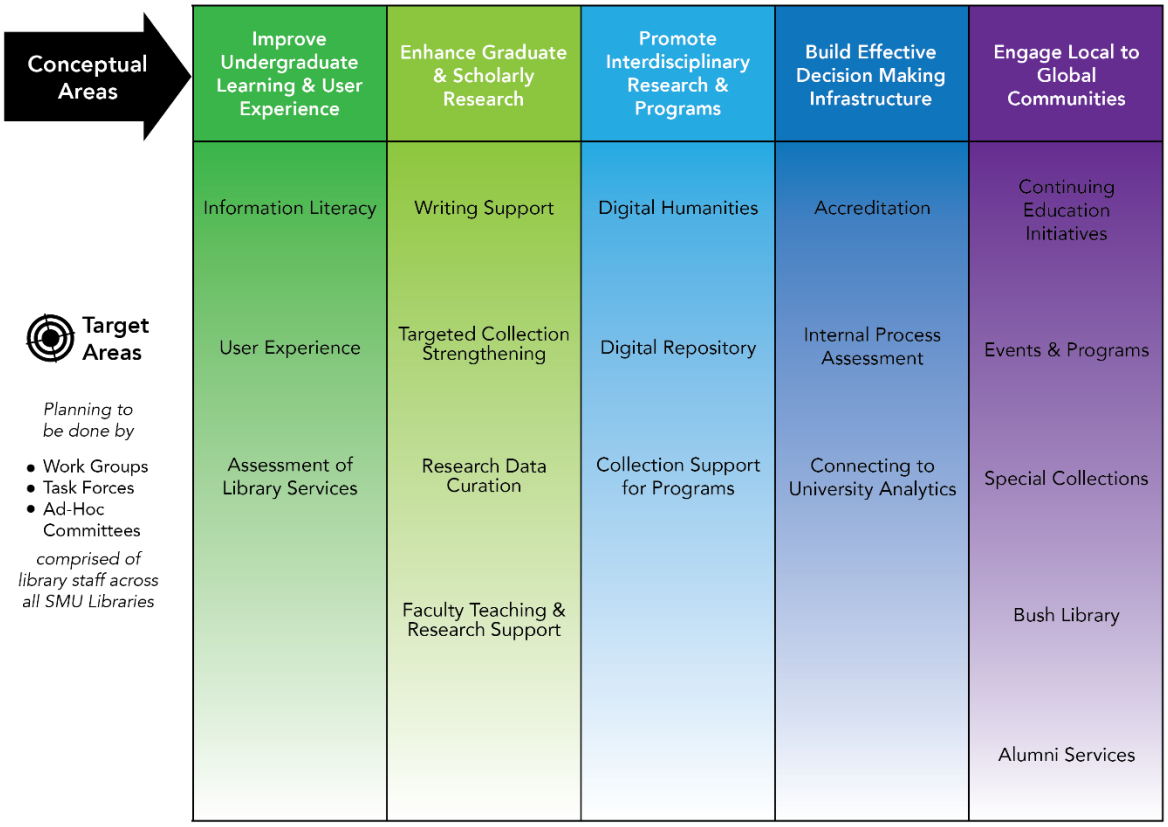
Development Support in the Collaborative Model

Embedded school DoDs in law, theology and business will continue to provide annual development support for their respective libraries. A new DoD will be hired to report as a dotted line to the SMU Libraries Dean who will work with the embedded school DoDs to coordinate large funding initiatives for collaborative asks across all libraries. This new collaborative development opportunity will be very attractive to funders (one gift provides greater impact). In addition to working on collaborative asks for all libraries, the new DoD will also coordinate annual support for libraries that report directly to the SMU Libraries Dean: Fondren Library, Hamon Arts Library, and the DeGolyer Library.

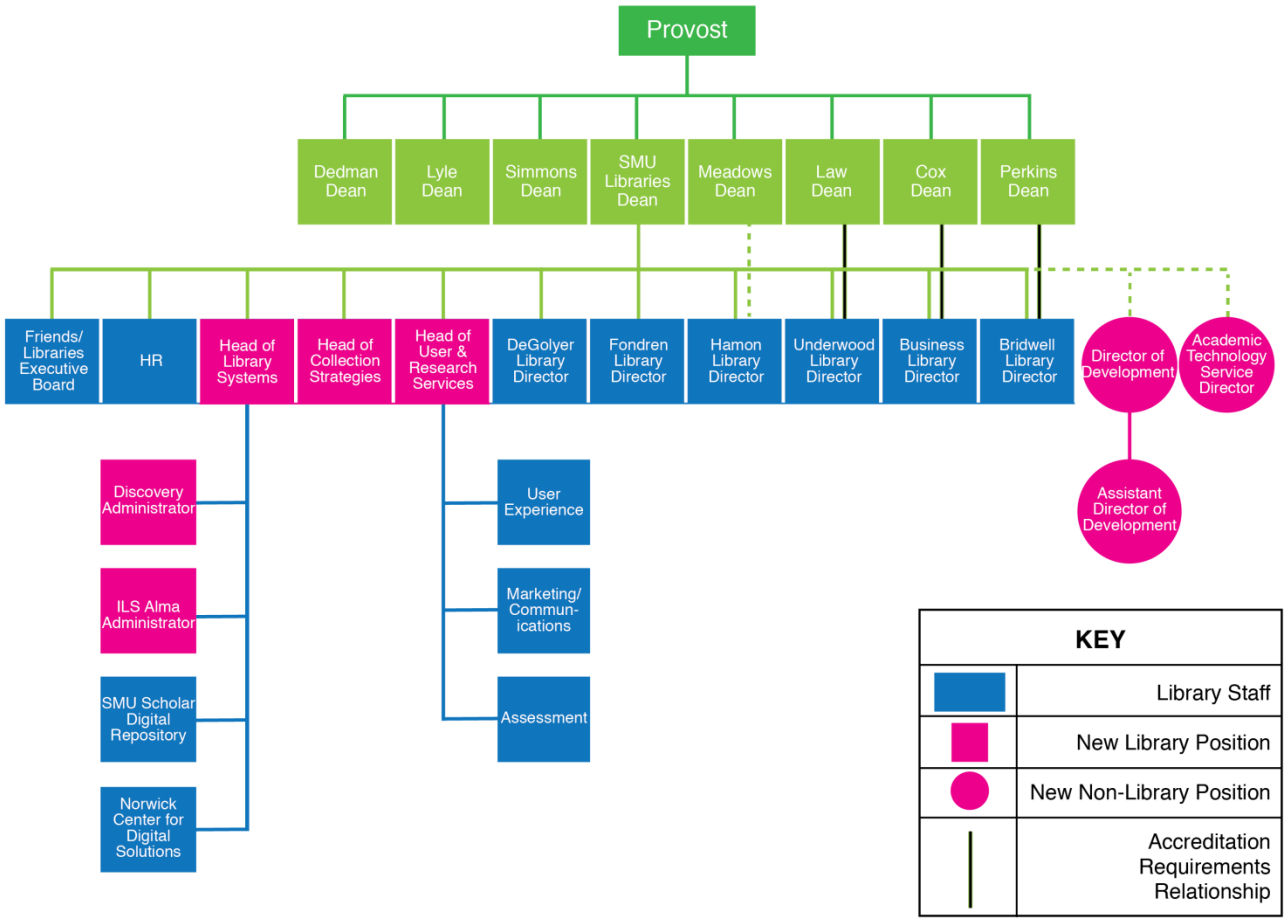
Strategic Areas for the Collaborative Council

The following chart shows how the broad areas of the SMU Strategic Plan align with the proposed work of the Collaborative Council.

Focus Areas for the SMU Libraries Collaborative Council



Option 2: Centralized Model



The task force includes in this report a centralized organizational model. We believe that this model has fewer positive aspects, but we think it is the only alternative we can provide to the collaborative model, as a fully decentralized model would be a step backward for SMU. After a lengthy analysis, the task force thinks the advantages to a centralized model that could be implemented at SMU are also possible under a collaborative model. As discussed previously, benefits come primarily from relationships and trust among the libraries, and not due to any particular organizational structure. The libraries could function under a central Dean, but whether they would be any better is not clear. To avoid redundancy, we do not state that each of the possible benefits below could also be achieved without a fully-centralized organizational model. We think that these benefits could also be realized with a well-functioning Collaborative Council, and well-staffed libraries. There will be minor differences in emphasis or execution, depending on which model is selected. What really separates the centralized model from the collaborative model are the potential disadvantages, which we discuss below.

A centralized libraries organizational model is rare among well-regarded university library systems. The universities that operate under this model have chosen to do so for historical reasons, because the professional schools within the university were not able to support their unique libraries financially, or because those universities have only one or two libraries. None of these situations applies to Southern Methodist University.

Fully centralized multi-library systems are not found within the Colonial Group or SMU's Cohort Peer schools, except for Lehigh University, which has only two libraries. Among SMU's twelve Aspirational Peer schools, Carnegie Mellon University is centralized, but the university does not have law or theology schools. Vanderbilt University's library system has been centralized for decades; however, the current University Librarian is in the process of providing greater autonomy to the graduate and professional school libraries.

The centralized model provided here shows solid reporting lines for the Bridwell, Business, and Underwood Law library directors to both the deans of their respective schools and to the new Dean of Libraries. In order for this model to function, extensive conversations regarding lines of communication and supervisory responsibilities would need to occur among each director, his or her school dean, and the new library dean.

The SMU Libraries Collaborative Council would not be part of a centralized organization. A management team or similar grouping of positions reporting directly to the new dean might be created at his or her discretion. The lower-level changes are similar to the collaborative model, as the task force understands that, in particular, the new technology and development positions are crucial to strengthening the libraries at SMU.

The positive aspects of a centralized model include the ability of the new Dean of Libraries to create and execute a unified vision that would include all SMU libraries. This would entail central control of the functions and personnel of all libraries on campus.

The new dean would need closer connections with other school deans than may now be present for Perkins, Cox, and Law, in order to keep conversation open about their needs under a centralized model. This would also be critical to maintaining accreditation for SMU's professional schools. This collaboration at the decanal level could prove beneficial for all parties, with the libraries being represented at a higher level in the organization than they presently are for professional schools.

Another potential benefit to a centralized model is the ability to function as a single SMU Libraries unit, with consistent service levels across campus. In a well-executed centralized model, service levels would be brought up to the highest common level possible, and staff could work across what are currently boundaries between libraries to provide this service in areas where it is not currently present.

Centralization in some form might benefit SMU's special collections, which in turn would strengthen teaching, research, and public outreach, but only if a new building, constructed specifically for special collections, is part of the plan. [Appendix F: The special case for special collections]

Finally, it could prove beneficial for fundraising at CUL if the libraries became a single unit. It is possible that this would make them more visible to donors, if they are presented as a desirable option by development staff. The current structure is not beneficial for CUL, so almost anything else would be better.

The negative aspects of a centralized model for the SMU libraries are significant. The task force initially thought some efficiencies would be created by centralizing technical services personnel and functions (ordering, payment, and cataloging of materials). Upon examination, it became clear that merging these areas for all libraries has the potential to create more, less-efficient work.

The SMU libraries have consolidated technical services areas to the extent practicable. Centralizing other technical services functions would not result in meaningful efficiencies. The main reason is that monographic acquisitions comprise the bulk of our acquisitions work, and the SMU libraries purchase these items principally from endowed funds. These endowments must be managed in accordance with donor agreements, which are tied to individual units and subjects. Because the nature of our collections is different, each library utilizes different acquisition methods and suppliers that are best-aligned with its needs. If we merged these units, we would still need to maintain roughly the same number of accounts with the same vendors to obtain our materials. Also, the rapidity with which we could get materials to the shelf would suffer if all materials were funneled into one department for receipt and processing, and then had to be moved across campus to the appropriate library.

The ability of the SMU libraries to retain professional school accreditation under a centralized model is potentially problematic. It would certainly involve additional work to set up the guarantees of independence and sufficient resources needed to meet accreditation requirements, and to monitor these relationships to ensure a relatively straightforward accreditation process. Here are some school-specific accreditation concerns. [Appendix G: ABA, ATS and AACSB Accreditation Standards]

- The American Bar Association accreditation standards explicitly and implicitly require a high degree of law school library autonomy (See Accreditation Appendix G, particularly ABA standard 602). Of the 206 ABA-accredited U.S. law schools, only eight (3.9%) have law libraries that are not autonomous. Almost all law schools (96.1%) consider law library autonomy from the "main" university library to be crucial for compliance with accreditation standards.

- The Association of Theological Schools accreditation standards apply equally to both free-standing seminaries and university-based theological schools. It is presumed that a library will be part of a theological school and that its mission and resources will align with the school's mission and be congruent with the composition of the student body. (See Accreditation Appendix G) All of the theological libraries in university-based United Methodist theological schools are autonomous.

- The Association to Advance Collegiate Schools of Business (AACSB) International standards focus on a school's ability to create and disseminate impactful research, and the Business Library plays a key role, through propriety data acquisition and access management, as well as detailed reference and research assistance for faculty. In addition, the Business Library contributes to the fulfillment of the core principles of AACSB (ethical behavior, collegiate environment, and commitment to corporate and social responsibility) through student engagement and instruction activities. Documentation that must be provided for accreditation includes describing the impact of library/information resources "..on the school's operations, outcomes (graduates, research, etc.), and potential for mission achievement going forward…". (See Accreditation Appendix G)

A major concern regarding a centralized model is that service levels could decrease for those currently well-served by autonomous libraries. This concern emerges both in the faculty survey and in discussion with library staff members. The concern is that over time, positions will be swept to the central library, and support needed to provide excellent service in independent libraries will deteriorate. As service levels deteriorate, we are concerned that morale will as well. One of the effects of OE2C and the shared services implementation has been a loss of morale among staff. As staff positions were cut or swept, and new processes put in place, individuals have taken on the responsibilities of two or more people. Centralizing the libraries will likely be viewed as another cost-cutting move by the university, and could further lower morale (both among library staff and faculty). The result of staff dissatisfaction and detachment would likely be a decline in the quality of the user experience in the libraries, which is so highly valued by faculty and students alike.

A related concern is that donor agreements and endowment terms may not be honored. This is not an idle concern, as Appendix C discussing the case of the DeGolyer Library illustrates. The faculty at Perkins are particularly concerned that Bridwell's endowments, which are the means by which it has become one of the nation's preeminent theology libraries, will be redirected to pay for resources in other subject areas.

The effect of centralization on recruitment for a Dean of SMU Libraries is unclear. Because most university library systems are not centralized, it is not obvious that better candidates would be attracted to a centralized (versus collaborative) structure. The effect of centralization on recruitment of future library directors for Bridwell, Business, and Underwood Law libraries is more apparent. Excellent candidates are generally uninterested in working in centralized libraries, and such a position has more potential to be seen as a stepping stone in a person's career, instead of as a desirable goal. This would lead to higher turnover and lower-quality directors for these units.

Faculty support is another potential problem for centralizing libraries. Currently the faculty in the Cox School of Business, Dedman School of Law, and Perkins School of Theology have strong support for, and pride in, their autonomous libraries. The libraries are deeply embedded in their schools and are strong recruiting tools for prospective faculty and students. The task force's survey sent to targeted faculty highlights their opposition to a change in the SMU Libraries organizational structure. Centralization of the library system is not supported by the majority of the faculty who responded to the survey and would elicit serious objections from some faculty members. Faculty are most concerned about protecting and augmenting resources and services (see Appendix A). Faculty will also be concerned about a change in the status of their peers. The directors of Bridwell and Underwood libraries currently have faculty appointments in their schools. This integrates them into the structure, programming, and academic life of

their units in a way that would be more difficult to achieve if they no longer had this status. It is possible that the faculty of these schools would not agree to a vote to separate the libraries from their units.

Finally, the centralization of libraries poses a potential burden for fundraising at the specialized libraries. The academic culture of SMU is centered on its schools. Alumni consider themselves to be Cox graduates; faculty consider themselves Perkins faculty; and students talk about their status as Meadows students. Pulling the libraries out of the schools, organizationally, removes the library from the fundraising discussions when an alumnus of a school wants to make a meaningful gift to that unit. These donors may be less inclined to give to a central library if they are not sure their funds will benefit students of their school.

The task force does not consider a centralized organizational structure to be the best model to move the SMU libraries and university forward into a dynamic future. With this model there are few efficiencies to be gained, little faculty support, and significant hurdles to overcome. Most of the benefits could be achieved under a less-centralized model.

Development Support in the Centralized Model

In this model, the embedded school DoDs will not be responsible for their school's library fundraising. A DoD and Assistant DoD will be hired, reporting as a dotted line to the SMU Libraries dean who will work to provide all fundraising support (annual and collaborative asks), for all libraries. This structure will provide adequate workload to satisfy the concern of too few prospects, provide greater focus on library needs, improve opportunities for cooperative funding, and centralize communication. Conversely, this model will require additional staff, school deans may feel a loss of control over library development strategy, more coordination with the school's embedded DoD's will be required, and funding priorities will need to be coordinated among all libraries.

Pros and Cons of Each Model

The task force analyzed the Collaborative and Centralized models with our goals in mind. We identified the advantages and complications for each model, as well as actions that we need to take to mitigate the challenges with each model.

Goals vs Models Comparison

Goal	Models	Benefits	Complications	Mitigations
High Morale for peak staff engagement/ performance	**Collaborative**	Stability/continuity of reporting structures maintains trust.	Possibility that a member library of Collaborative Council is not fairly represented.	Create Team Charter for Collaborative Council outlining clear decision-making rules, etc.
	Centralized	Opportunity for staff across libraries to engage more frequently.	Disruption of decentralized culture of academics at SMU leading to loss of trust; existing morale problems from OE2C Initiative.	Commitment of resources towards building trust & community.
Excellent Customer Service that is targeted, timely and responsive	**Collaborative**	Close relationships to schools/faculty remain intact; Quick response to unique information/ service needs.	Customer service levels vary based on available resources at each location.	Develop customer service goals and objectives via new SMU Libraries Strategic Plan; strengthen identified deficiencies with collaborative input and new positions as required.
	Centralized	Perception of SMU Libraries as one entity increases.	Timeliness & responsiveness decreases due to additional layers of decision-makers.	Establish decision-making roles and paths for prioritizing customer service concerns.

Goals vs Models Comparison, Continued

Goal	Models	Benefits	Complications	Mitigations
Robust library collection development to support teaching & research	**Collaborative**	Close engagement between librarians across campus with similar values provides framework for collection de-duplication, and maximizing cost effectiveness of acquisitions.	Priorities of professional schools may override SMU Libraries' priorities; Perception that professional school libraries receive preferential treatment.	Memorandum of understanding (MOA) between Deans of professional schools and Dean of SMU Libraries; Commitment from University leadership to fund collection development.
	Centralized	Single point for final decisions on collections across all libraries.	Priorities of SMU Libraries may override professional school priorities; More competition for limited funds decreases trust and collaboration.	Permanent budget transfers from the Schools to the Libraries necessary; memorandum of understanding (MOA) between Deans of professional schools and Dean of SMU Libraries; Commitment from University leadership to fund collection development.
Fully staffed human resources to accomplish strategic plan objectives	**Collaborative**	Directors with thorough knowledge of location operations enables targeted staffing to support specific needs of each location.	New strategic focus area committees will create new projects and directions requiring more time for staff already working the equivalent of two or more jobs.	Hire additional staff strategically to cover essential operations and allow time for creative collaborations across campus; use collaborative council to assess and balance workloads.
	Centralized	Ability of new Dean to control all functions and positions of all libraries on campus.	Increased staff time spent on collaboration responsibilities Shared library resources are stretched because of increased demands from all libraries; Disruption will affect faculty, staff, and students.	This model also requires hiring additional library staff; Develop plan to mitigate disruption of library services to students, faculty & staff during transition period.

Goals vs Models Comparison, Continued

Goal	Models	Benefits	Complications	Mitigations
Maintain professional school accreditation status	**Collaborative**	Years of successful accreditations show this model works for success.		
	Centralized		Research shows majority of accredited law school have library directors that directly report to the school Dean. It is unclear how changing reporting lines will affect law or other professional school accrediting bodies' judgments.	Additional explanation and assurances by University leadership to accreditation committees that commitment to professional school library is adequate; Increased data gathering and reporting requirements will need to be a new initiative for SMU Libraries; Professional school Deans need to retain decision-making authority in collections and mission of their library.
Strong relationships with library donors and supporters	**Collaborative**	Alumni have strong school affiliation, so professional school libraries can build on this trait.	School affiliations can cause other priorities of the school to overshadow professional school library needs.	Broaden Friends of SMU Libraries and the Libraries Executive Board to membership across all SMU Libraries. Acquire embedded DEA staff to cultivate donors.
	Centralized	Potential donors who want to give to libraries, and not to specific schools, could be developed.	In many cases, donors and endowments have provided funds exclusively for a library that supports a specific school; Some donors have already expressed negative views of centralization of libraries.	Clearly define protections of endowments for stated purposes. Acquire embedded DEA staff to address donor concerns.

Goals vs Models Comparison, Continued

Goal	Models	Benefits	Complications	Mitigations
Systems support for library services	**Collaborative**	Allows for more responsive role of systems with all facets of library operation.	Decision making needs to be more structured and can be more time-consuming; divided attention between main campus library (Fondren) and professional school libraries requires negotiation and can be time-consuming.	SMU OIT provides Academic Technology Services Director (ATSD) for SMU Libraries as for all other academic departments; Embed necessary IT personnel in libraries.
	Centralized	Clear decision-making authority regarding systems.	Constraints may hinder meeting unique needs of the professional school libraries; Can affect level of buy-in from all parties; User experience may suffer.	SMU Libraries' ATSD needs to work closely with professional school ATSD's to avoid duplication/confusion; Embed necessary IT personnel in libraries.

New Positions Needed Regardless of Organizational Structure

Library Systems Support Recommendation

The Task Force on the Future of Libraries at SMU recommends the addition of at least three positions devoted to the critical mission of supporting shared library systems. The SMU Libraries rely on the following shared systems to deliver resources to the SMU community and, oftentimes, researchers outside of the SMU community:

Alma: the cloud-based library services platform used by library staff to manage the back-office work of acquiring (purchasing), describing (cataloging), and delivering (via online or via circulation or check-out) physical and electronic resources held by and licensed by SMU Libraries. Course reserve readings and other high-demand materials are managed via Alma.

Primo: the user-facing web tool used to search for and display physical library resources represented by Alma, electronic resources (ejournals, ebooks, streaming video and audio, etc.), CONTENTdm (digitized special collections held by SMU Libraries), LibGuides (research guides provided by SMU librarians), SMU Scholar (institutional repository of scholarly works produced by SMU-affiliated researchers), and open access scholarly materials curated by SMU research librarians.

ILLiad: the interlibrary loan system shared by libraries worldwide to facilitate lending and borrowing library materials between institutions.

CONTENTdm: the cloud-based, user-facing web system used to showcase digital collections (either digitized from physical materials held in SMU Libraries special collections or born-digital items being preserved in SMU Libraries special collections). Individual files and collections are searchable from the CONTENTdm home page. Collections are discoverable via Primo.

EZProxy: hosted in the SMU Data Center on the main campus, the Libraries rely on EZProxy, along with the campus' Shibboleth instance, to provide authentication services to enable access to licensed web-based library resources to SMU researchers located both on- and off-campus.

SMU Scholar: the cloud-based, user-facing web system used to store and provide access to primarily open-access scholarly works contributed by SMU-affiliated authors. SMU Scholar resources are discoverable via Primo and also through the SMU Scholar home page.

LibGuides: the cloud-based, user facing web tool used by SMU Libraries research librarians to provide research starters, tutorials for using library resources, and rapid updates for library-intensive research projects for various classes throughout the University. LibGuides are discoverable through Primo as well as from a main index page for each library.

Proposed additional positions:

1) Head of Library Systems: Works closely with library functional experts and OIT staff to oversee the set-up, maintenance, and integration of library systems to optimize their impact on SMU Libraries and library users.

2) Library Services Platform (Alma) Administrator: librarian position reporting to the Head of Library Systems focused on back office-oriented activities for managing acquisitions, description, and

providing structure for circulating physical materials and providing access to electronic resources. Position is engaged with internal workflows, inventory management, and system configuration.

3) Discovery Administrator: librarian position reporting to the Head of Library Systems focused on user experience. Position is engaged with optimizing the discovery experience, with the interrelations between the user experience (UX) and Primo metadata management. Position focuses on facet optimization, rules normalization, working with data pipes and integrations, FRBR and deduping, and integrations with other service platforms.

Information Technology Support Recommendation

The Task Force on the Future of Libraries at SMU recommends the addition of one position in the Office of Information Technology (OIT) devoted to serving University Libraries.

SMU's Academic Technology Service Directors (ATSDs) serve as the primary technology enablers and strategic technology leaders dedicated to a specific organizational academic unit to ensure the coordination of technology solutions and services within that unit. ATSDs work with unit leadership to develop strategic goals and to manage and prioritize strategic initiatives that advance the capabilities of the client community. A dedicated Academic Technology Service Director for the University Libraries will specialize in understanding the broad variety of services offered by libraries and how they connect, integrate, and align with campus commodity IT services. Further, the Academic Technology Service Director will consult directly and regularly with the libraries' leadership on additional service offerings and regularly measure both technology needs and satisfaction levels of both library staff members and library customers. Current technology-based library services that would immediately benefit from a dedicated ATSD are GIS technology, Digital Humanities research technology, digital preservation platforms, Omeka and Open Source technology adoptions, etc.

The ATSD position would report directly to the OIT Director of Academic Technology Services as part of the SMU Academic Technology Services Division. Within the SMU Libraries, the ATSD will report to the SMU Libraries Dean.

Academic Technology Services Director Guiding Principles
•Align all technology services to **university and academic unit missions**
•Be an **open door** for all technology services and needs of the academic area
•Adopt **common technology foundations** for academic unit needs
•**Innovate** for emergent needs within the unit
•**Integrate** common foundations with localized innovations
•Be curious, stay open, **seek first to understand**
•Seek and use **ordinary** methodologies and standards to realize **extraordinary** services
•**Partner** and **influence** for greatness
•**Steward** resources wisely
•**Collaborate**, **communicate** and communicate **more**

OIT currently has Academic Technology Service Directors placed in most academic areas with a dean, but there is no such position within the current Central University Libraries organization. Note that there is no funding for a new position. An ATSD dedicated to libraries would need to either be a newly funded position or could come from a reclassification of an existing SMU position.

Development Support Recommendation

Regardless of the organizational structure that is ultimately implemented, the Fondren Library, Hamon Arts Library, and DeGolyer Library need to have significant development support. The task force recommends the Collaborative Model for the governance and reporting structure which includes one Director of Development. If a centralized model is implemented, two DoD positions will be needed. Funding for a new DoD or Assistant DoD can be fully or partially funded by DEA, or funded completely by libraries. The task force investigated funding arrangements across universities and found no consistent model to fund DEA positions in libraries. But most importantly, almost all libraries contacted by the task force had dedicated development support. The task force determined that it is critical for all SMU libraries to have a seat at the table with central development and its associated benefits.

Collections Support Recommendation

The task force recommends the creation of a new, senior-level position, Head of Collection Strategies. The new position will lead a collections team, consisting of at least a collections analysis librarian, an electronic resources management librarian, and an acquisitions librarian responsible for monitoring the budget, plus representatives from the subject liaisons and the autonomous libraries.

The Head of Collection Strategies will:

Coordinate the collection development activities of all SMU libraries by writing and updating policies for the print, electronic, and government documents collections, aligning SMU library resources with the strategic goals of the university.

Develop and oversee a strong program of collection assessment. Work with subject liaisons and lead collection assessment activities for program reviews, accreditations, and course proposals.

Investigate new collaborative collection development initiatives with local, regional, and national partners and monitor existing consortia (Texshare, GWLA, SCELC, CRL, Hathi, TCAL).

Develop plans for an offsite service center, for bulk storage of certain collections for Fondren, Hamon, DeGolyer, Underwood, and Bridwell.

Plan for and actively participate in responsible weeding initiatives to ensure that the collections remain viable and continue to support the curricular, instructional and programmatic needs of the university students, faculty and staff. At the same time, SMU should participate in coordinated national efforts to preserve the print record.

Oversee the subject profiles of the approval and patron-driven acquisition plans.

Oversee the gifts program and policies.

Contribute to outreach efforts, including the promotion of electronic and print resources to the university community.

Manage the $3+ million materials budget for the SMU Libraries, using sound financial accounting practices.

Oversee relationships, negotiations, and contracts with vendors for approval plans, DDA, and other one-time purchases.

Conclusion

The Task Force on the Future of Libraries at SMU recommends the Collaborative Model with centralization of key areas and new positions to implement coordinated services across all libraries. The new Collaborative Council is structured by design to foster and build trust, collaboration and communication around our strategic goals. The structure allows much needed grassroots changes to the culture of the entire library organization. The top-down Centralized Model imposes changes in a way that diminishes the very qualities we need to be successful: trust and collaboration. The Collaborative Model will allow for the creativity, flexibility and nimble responses to change that are crucial for the libraries to excel and remain relevant and vital to our users.

The task force considered the Centralized Model and realized through our analysis and discussions that indeed the Centralized Model *could* eventually achieve our goals outlined in our report, but to reach that success will require an inordinate amount of time, energy, political capital, and could demoralize the staff to the point that retention and recruitment issues arise. The task force also maintains that the Collaborative Model strengthens the leadership of the SMU Libraries dean and minimizes any potential leadership weaknesses, providing a robust leadership framework overall.

Finally, the task force recommends the Collaborative Model because we know it will work, as evidenced by the work of the very group writing this report. We have empirical evidence that with trust, communication, and collaboration, the leaders of the SMU libraries can work strategically to improve the way our libraries function, identify improvements, plan solutions, and come to consensus around a common goal.

APPENDICES

APPENDIX A: SMU Faculty Feedback

APPENDIX B: Relevant SMU Strategic Plan Goals

APPENDIX C: DeGolyer Concerns about the Endowment

APPENDIX D: Institutions Contacted by the Task Force

APPENDIX E: Law School documents compiled by Greg Ivy: Survey of Library Autonomy at Colonial Group institutions, Cohort Peer, and Aspiration Peer Colleges and Universities (June 2017); Non-autonomous U.S. Law Libraries

APPENDIX F: Special Case of Special Collections

APPENDIX G: ABA, ATS, and AACSB accreditation standards

APPENDIX H: Bibliography of reports or resources consulted

APPENDIX I: Numbers of Students and Faculty Served by each SMU Library

APPENDIX A: SMU Faculty Feedback

Background

To assess the perceptions and concerns of the faculty regarding utilization of SMU libraries and impact that changes to the organizational structure may have on academic activities, a short survey was prepared and sent to the Faculty Senate (64 persons), the Faculty Senate Subcommittee on Libraries (3 of whom are not Senators), the Bridwell Committee on the Library (4 persons) and the Faculty Library & Technology Committee for the Dedman School of Law (4 persons). The survey was sent to senators in both the 2016 – 2017 and the 2017 – 2018 cohorts since the Task Force was meeting during the summer of 2017 when the Senate transitions to the new membership. In total, the survey was sent to 75 persons. A total of 30 replies were received (40% response rate). The questions used in the survey are included in the aggregated responses following this summary.

Demographics

The number of responses from each academic unit are shown in the table below. Schools with autonomous libraries are indicated by *.

Academic Unit	Total Responses
Cox*	**3 (10.0 %)**
Dedman	**6 (20.0 %)**
Dedman I	4 (13.3 %)
Dedman II	1 (3.3%)
Dedman III	1 (3.3%)
Law*	**9 (30.0%)**
Lyle	**2 (6.7%)**
Meadows	**2 (6.7 %)**
Perkins*	**6 (20.0 %)**
Simmons	**2 (6.7 %)**

All academic units were represented in the survey responses, but a notably higher response rate was observed for Perkins and Law, which have robust autonomous libraries.

Summary of Responses

The aggregated responses from the survey are provided below. General observations regarding the responses are presented here to highlight key themes.

While a slight majority of responding faculty (57%) tend to principally use one library (typically the one most closely aligned with their discipline), many use two or more libraries across campus. This diversity of library usage underscores the need to make the library system easily accessible to all users across campus, regardless of their academic "home," as research needs are often interdisciplinary and may change over time.

Nearly all respondents use e-resources from the libraries, indicating the broad reach of such resources and the need for dedicated support of them. More generally, the range of library resources utilized by the faculty is quite broad. Some of the resources particularly mentioned are electronic journal access,

interlibrary loan, and library liaisons. Both the physical/electronic resources and library personnel are key elements for the libraries to meet the needs of SMU's faculty (and students). Additional specifics about resource usage can be found in the aggregated responses which follow.

The responses from members of the Law and Perkins faculty were universally opposed to centralization of the SMU library organizational structure. Reasons for this range from concerns about accreditation to endowment implications to specific school bylaws. A common theme undergirding all concerns from both Law and Perkins faculty, however, is user service. One of the key arguments in favor of autonomous libraries is that they have specialized resources and personnel that specifically support their research and academic needs. Spreading resources across campus or deploying staff without appropriate expertise may, it is feared, jeopardize this supportive and collaborative relationship the faculty have with their libraries.

The remaining responses are generally either neutral or opposed to centralization. Those that are neutral either use only one library (so they don't interact directly with the library organizational structure) or they don't feel they have any means to measure the impact of organizational structure on the library. But while there is little faculty enthusiasm for wholesale restructuring, there is openness to changes which would genuinely improve user services (e.g., allowing broader access to journal resources, finding collaborative efficiencies, increased funding and staffing, etc.).

Overall, the position of the faculty regarding centralization may be best summarized by one of the responses: "I don't believe that the issue is structure. The issue is services…" In the wake, perhaps, of OE2C, another respondent made explicit what may have been implicit in much of the resistance to restructuring: a "general aversion to the centralization efforts at SMU, which seem to reduce the quality and responsiveness of services." For this reason and others, the majority of faculty respondents do not recommend deep structural changes. Indeed, some who feel that services may have already been degraded by organizational changes (as one respondent described for IT service in the Underwood Law Library) recommend a return to previous state. Where services may be improved across libraries, there seems to be openness to enhancing collaboration between libraries. But the respondents' overwhelming emphasis on *resources and services* indicates that faculty see those as most critically in need of protection and augmentation rather than restructuring.

Aggregated Library Survey Responses

1. Which SMU Library do you use the most?

- Underwood & Fondren
- In person Fondren
- Rarely go to any but occasionally Fondren
- Only used Fondren
- Fondren
- Fondren
- Bridwell the most, but also Fondren, sometimes Hamon Arts Library
- Business Library
- Hamon Arts, sometimes Fondren
- Bridwell Library
- Hamon and Fondren, twice a year Bridwell

- Fondren Library
- Fondren, Bridwell, DeGolyer, Hamon, Underwood
- Business Library, Fondren
- Bridwell
- Fondren
- Fondren and Bridwell
- Fondren
- Bridwell
- Bridwell, Fondren, Hamon
- Fondren
- Underwood and Fondren
- Underwood Law Library and Fondren Library
- Underwood Law Library
- Underwood Law Library
- Underwood Law Library
- Underwood Law Library
- Underwood Law Library and Fondren Library
- Bridwell, Hamon Library
- Underwood Library

2. Do you regularly use e-resources and databases provided by the library, even if you do not affiliate yourself with a particular library location?

27 yes; 3 no

3. Which resources or services provided by the library are especially useful?

- Underwood's library liaisons, research librarians, Hein Online, various online journals, Oxford English Dictionary.
- Journal subscriptions so that I can freely access PDF files of relevant papers for my research.
- Especially useful: (1) the Springer.com book access. I wish it could be expanded to cover more recent and older titles. (2) Digital access to the journals in my area, as well as subscriptions in other fields
- Services for finding/buying articles/manuscripts that are new or not available.
- Online journal access. I know that other research universities offer services that I might find useful (e.g. data access and manipulation), but I find that SMU falls way behind those standards. We have a library system that is appropriate for a teaching school, not a research institute. Here's an example: most research universities have book delivery services for faculty. SMU does not. Even worse, I cannot even return a Fondren Book to the Business Library. I have to walk it across campus myself. This is shocking to me, and an inefficient use of my time.
- Electronic databases, interlibrary loan, photocopy services, curriculum library, the resource guides (for teaching)
- I love my Bridwell Library which was part of my decision to accept the job offer nine years ago. Our theological library is fantastic, a real gem, and probably one of the best theological libraries west of the Mississippi. Its treasures, resources, superior staff, and space should be promoted whenever SMU is talking about itself. I am not sure everybody is aware of its superior qualities, which

included the staff, but also the online and offline resources as well as the space. If you need me to specify certain databases or services provided by the staff, please let me know. But on the whole, I think that the Bridwell director offers a superior work environment which enables the Bridwell staff to always be cordial, helpful, and their expert-selves. I have noticed that Fondren lacks a lot of books in the H-number system (social sciences, etc.) and have been told that Fondren doesn't have enough resources. Bridwell is of course wonderfully endowed which should never be taken away from Bridwell. That would be a disaster and the beginning of the end of its superior status in the Theological/Religious Studies world. As we know, what is needed is not a reorganization of the library resources, but a most serious effort to find money to endow the Fondren Library. I cannot understand why the President and his team have been so lackluster about developing such a fundraising effort. Every year we are hearing the Fondren etc. Library Dean tell us the sad tale about the underdevelopment of the libraries under her care (excluding Bridwell, The Law and Business Libraries) I thus strongly recommend a serious fundraising effort to get Fondren Library better endowed. There must be wealthy donors out there who would love to get their name on various book-buying ventures and to be known as smart library donors.

- E-resources and databases. Also, having a research librarian come to class—and available for students doing projects.
- Interlibrary loan; use of special collections, (both actual and electronic).
- Reserve specialist at Bridwell is invaluable. I also consult with the Acquisition staff quite often when new books or electronic resources are needed as part of the permanent collection. The Director of Bridwell Library attends all faculty meetings and is conversant and participatory in the educational needs of a theological school. She speaks our language.
- I use e-books and online databases for journals *regularly*. These are crucial to my research and teaching. Currently, I'm finding the new website incredibly difficult to negotiate and very user Unfriendly, e.g., in doing the quick kind of general searches I used to be able to do to search for articles.
- For me personally, e-books, online databases, and film and media (especially streaming) services. I use them for research and in classes.
- First I want to say that I loathe the defaulting of the SMU library search engine (and that of many other university libraries, I believe) to EVERYTHING instead of to the library catalog. I do not see how that is useful for "less advanced users," as I am told. It creates a false idea about the number and kinds of sources available. It makes it harder to find important things. I hate the fact that we are catering to sloppy research skills instead of teaching proper ones, and penalizing experienced researchers with inconvenience in the process. That said, I use the following frequently; JSTOR; C19 and the various British and American serials to which it provides links through ProQuest; MLA International Bibliography; various other database products to which journal searches send me; Gale Cengage. I have occasionally bumped up against a journal that says it is for the law school only. I think I have sometimes managed to access the resource anyway. I must not forget Interlibrary Loan, which I use frequently, and I am grateful for the speed with which electronic sources are delivered. Some problems: I have lately encouraged journals that have been "weeded"—i.e., they were eliminated from our collections during Fondren's overhaul. It is a shame that we have more money for the outdoor practice field than for library resources and storage. Our budget announces our priorities. Also, since the renovation, some journals that used to be housed conveniently in Fondren's basement have migrated—so far, in my experience, to DeGoyler. That would be fine if there were a convenient way to find out. I have had to spend some time with library personnel trying to find journals whose records are now difficult to make sense of, and the people in the library were as baffled as I was. I assume this is will improve over time (at least I hope so!). But physical shelf markers would also help, thought the time for that

probably would have been when the journals were moved. I have spent some time this summer locating on the shelves books that I had returned to the library which were nevertheless marked overdue in my account. I had to pluck them off the shelves myself and bring them to circulation. And while I'm at it: sometimes the electronic books, though they can certainly be convenient in a pinch, are highly problematic. I once tried to print from an electronic book that permitted limited printing; the interface made it impossible to print properly. (Parts of the page image were cut off for each printed page.) This was a resource connected with Bridwell's collection, and the person at the desk managed somehow to get me a copy—I think from hard copy held by the library. In other cases I have found the page images to be of low quality. I generally report these issues.

- E-journals
- The Bridwell Library director and staff seek to support Perkins School of Theology in realizing its mission: "to prepare women and men for faithful leadership in Christian ministry…" I am keenly aware of and grateful for their commitment to the Perkins mission. I use Bridwell Library more than any other SMU library for research in theology and intersecting oppressions (i.e. race, class, gender, sexual orientation). Bridwell reference librarians, Jane Elder and Davis Schmersal, are exceptionally knowledgeable about my areas of research. They consistently help me identify texts in multiple formats that are relevant to my research questions. Also, they consistently go beyond just responding to my immediate requests to continue sending me current and relevant resources for my research. They also help me locate recently published books and articles for course preparation. Kimberly Hunter, Access Service Manager, and Sally Hoover, Interlibrary Loans and Reserves, are also extremely helpful when I am preparing to teach traditional courses and hybrid courses. Kimberly and her staff respond promptly to my questions and help me locate texts to reserve for my classes. Sally helps me reserve books as well as e-resources for canvas. I work closely with the Bridwell Library staff to assure academic support for Perkins students. We plan workshops, tours, and other activities to enhance student learning. I am especially grateful to Jane and David for their creative workshops and countless hours of working one-on-one with students who struggle with writing theology papers. We have experienced measurable improvements in our students' writing. Jane and David have honed good teaching methods for the writing clinic that they manage. I use e-resources and databases such as ATLA for my research and course preparation, but only if recommended by the Bridwell reference librarians. Their theological knowledge is priceless. Help with course preparation from circulation staff is also very helpful as well as the invaluable help from Tim Brinkley for archiving important documents from the academic dean's office.
- Inter-Library loan, various humanities databases, subscriptions to humanities journals. In the past, I have used library resources for my students, but constant turnover in staff (particularly research librarian for humanities departments in Dedman) and the kinds of courses I've taught lately (with less emphasis on big research projects), I have not done so in the last few years.
- JSTOR, MLAIB, OED, EEBO, Past Masters.
- Electronic journal access.
- I use the general online database of articles and books all the time. I also request that Bridwell purchase books in my area. The PhD students in religious studies are huge beneficiaries of Bridwell.
- Yes, I use the database available through Bridwell all the time, especially ATLA Religion Database, WorldCat, and the Library of Latin Texts. The range of electronic resources and databases available through Bridwell is very useful, and even more important is the highly skilled, knowledgeable, and accessible staff. Bridwell's greatest resource, however, is its collections: reference, periodical, circulating and special collections. This collection has been built up over 75 years with great commitment, knowledge, and foresight. It ranks Bridwell among the premier theological libraries

in the country, and indeed in the English-speaking world; it makes Bridwell certainly the equal of the theology libraries at Emory and Duke, and even the much older theology libraries at Columbia, Yale and Harvard, despite the fact that the Bridwell collections have been built up over a considerably shorter period of time. Bridwell not only offers a world-class collection in theology and religious studies, but outstanding resources in allied fields, including philosophy, history, literature, and cultural studies. It attracts users from across the University, and across the region and country.

- Most of the time, I am able to find conference papers and journal papers via web search, but mostly subscriptions to IEEE, ACM, Springer, and Elsevier publication resources. The library resources that I use most are Fondren Library but it is primarily because we do not have a Mac-based computer lab. Hence, for my class on mobile phone development, the computer labs are where we have some lecture but all labs for the class. Outside of that, I rarely use the campus traditional library resources other than checking out an occasional book from time to time from Fondren.
- I use Westlaw, and Lexis as do students in my writing classes. We also use National Law Journal and other electronic periodicals. Another essential for my writing classes is Hein Online. The library services provided for my writing classes are most useful. My Library liaison created and maintains research guides for several of my courses. At my request, he teaches an introduction to the research guide for the students at the beginning of the semester. He adds to the guide as new material becomes available. When I find a link I'd like to add, he'll do it. The plagiarism detection service is very important in my role as a teacher and as a member of the Honor Council. It allows one to detect plagiarism without spending hours checking. Finally, Underwood provides support and research assistance for my research assistants.
- I use inter alia, Westlaw, Lexis, Hein Online, and JStor. The very efficient staff of Underwood Law Library is particularly useful in providing support for my research. One of the research staff is designated as my liaison to the library. This liaison provides guidance on how to track down and access resources. That the research staff has a professional law degree and library qualifications is reassuring as to the reliability of the guidance. In an innovative program, the staff has also organized a trained cadre of research assistants that help identify, locate, and assess research projects I and my colleagues have proposed. The regular research staff supervises the work of these research assistants. The collection of books, as supplemented by an efficient interlibrary loan system and by databases, is sufficient for most of my research needs. Current issues of law reviews that I use regularly are circulated. The monthly exhibit of new law books in a convenient location in Storey Hall is useful. As a general observation, the personal relation I have had with all the library staff has been particularly important, whether they work at the checkout desk, the research office, the acquisition assistant, or the central administrator. Compared with law libraries elsewhere—many of which I have visited over the years—the services provided have been provided on a budget for staff significantly less than not only peer law schools but virtually all law schools.
- I have relied heavily on in-depth research provided by reference librarians. It has been invaluable to me. I also have relied on the library to provide help to my own research assistants. The Underwood Law Library also provides excellent service in obtaining books from other law libraries and delivery of books to my office. I use Westlaw almost daily, as well as National Law Journal, Texas Lawyer, and Hein Online.
- One-stop library support from dedicated law library reference librarians (library liaisons); librarian-provided research lectures and research guides for courses; in-depth research provided by reference librarians; Faculty Research Fellows (in-depth research provided by students supervised by reference librarians); book and document delivery, including retrieving books from other SMU

libraries; research databases; routing of publications; assistance and support of our research assistants; course reserves; plagiarism detection; literature searches; Bluebooking, citation verification; and the new book displays.

- The most useful resource is probably my library liaison who does a little bit of everything. He, like all the law librarians, has both a JD and MLS. I also use book and document delivery services, research databases (Lexis, Hein Online and a few of the electronic law periodicals) and support for my research assistant.
- Assigned Law Librarian (all of whom have a law degree); assistance in formulating my courses; assistance to my students in general writing and edited writing courses, assistance for my DR students and LLM and SJD students; last minutes assistance for my classes which are subject to change in current development; use of numerous research data bases; checking for plagiarism; notice of recent books and papers of relevance to my courses and research; assistance for my RA; use of special student Research Fellows; literature review searches; class presentation on research resources available in my areas of teaching and research. I use, on a regular bases, an array of electronic resources and data bases as well as hard material at ULL. E.g., Westlaw, Lexis-Nexis, Heine Online, BNA, China Law, FT, WSJ, Congressional Libraries, European Union Library, Texas Lawyer, etc.
- Useful resources: Westlaw, LexisNexis, Hein Online, Texas Lawyer, National Law Journal, PubMed Online, Gale Academic OneFile, and other social science journals available online. Useful services: Library Research Assistant – most used service! She receives assignments from me every month throughout the year, and is vital to my research for several articles and casebooks I am writing. Because she is an attorney and skilled researcher, she saves me an extraordinary amount of time which helps productivity. She helps my students in my writing seminar develop their research – meets with them individually. She sometimes provides a lecture to my students in writing seminars that provides direction with their research. She helps me update my courses each semester to incorporate recent family case law from around the U.S. She also provides citation updates for me on a regular basis (sends me authors and publications that cite my scholarship). Faculty Research Fellows are also instrumental in conducting research for me as a faculty member. There are not enough funds to pay for individual student research assistants if you are an active scholar who travels to present your work. Fellows assist with work of individually hired research assistant (s), provide blue-booking and citation verification, research databases, and perform literature searches.
- In addition to subscription e-resources and reserve materials, I use special collections and archival materials in courses in sacred music and worship. The archival staff is extremely helpful.
- As a new member of the law faculty, I find especially useful the services that the Underwood Law Library provides to law faculty. Because I will be teaching a writing intensive course, services such as Bluebooking, citation verification, and other law library features are important to me. In addition, I have a very active research agenda and so the availability of services such as Faculty Research Fellows, Research Assistants, and literature searches are especially crucial. I use Westlaw, Lexis, Hein Online, and several electronic publications.

4. Currently Fondren Library, DeGoyler Library, and Hamon Arts Library all report to a central dean, but Bridwell Library, Underwood Law Library, and the Business Library each report to their school deans.

a. **In working with different libraries, have you had any experiences where you feel this organizational structure directly affected the service (positive or negative) you or your students received?**

- Greg Ivy as head of the Underwood Law Library is amazing. It is important that he reports to the Law Dean, as we have a lot of unique interests. It helps with fostering a community feel at the law school. The Underwood staff is a product of not being centralized. The change I would recommend would to be to return LawTech to the law school. When the law school had its own IT people-who reported to Greg Ivy-I was able to receive timely and useful IT support. Now that it is centralized, I've pretty given up on the IT support. I think I've sent e-mails to central IT months and months ago that still haven't been addressed.
- This has not affected me, as my student are primarily from sciences and engineering.
- No relevant comments, other than a general aversion to the centralization efforts at SMU, which seems to reduce the quality and responsiveness of services.
- I've only used Fondren.
- It's a mess. My understanding is that the Cox School is responsible for funding Business Library directly. Additionally, we fund Central Libraries and Fondren because the school does not retain any undergraduate tuition. So Cox appears to be funding multiple libraries. Because the Business Library is managed separately, I cannot get any support on the resources I do use, which are present in other libraries on campus.
- I don't have any concerns about the current organizational structure.
- I have attended several CUL meetings each year. I found the directors of all the libraries to be impressive professionals. But it is clear to me that no other library or director comes close to understanding the needs of the law school and the law faculty. The law library director and his/her staff have law degrees and know the unique sort of research that law professors and lawyers conduct. Also legal navigating of legal databases is a unique skill. I am quite worried that centralizing all university libraries would lead to decisions made by individuals who have no clear understanding of what legal research is and what it must be in the future. Also the law library services our clinics, which represent actual clients. These clinics need rapid response to legal problems, particularly when the students and faculty are in court. Centralizing endangers such rapid response. And providing research for actual clients, makes the Law Library a very unique library on our campus.
- It's a fantastic infrastructure and it would be bad for Bridwell's Director to get a different report structure. Why is all of this centralization effort going on? It sounds like "Russia"…I oppose it. The structure has worked well for Bridwell and Perkins and I have never heard any colleague outside of Perkins complain about this structure. It has worked very well for 100 years. Why change it now? I'm afraid it has to do with Bridwell's endowments and the idea to get the money distributed away from Theological and Religious Studies. A very disconcerting idea.
- I don't believe the issue is structure. The issue is services (and responsiveness to faculty/students) and how quickly databases can be updated, added and removed.
- I only deal with the Fondren and Hamon Libraries so can't speak to a sense of difference.
- The autonomy of a theological library on a university campus allows for a "superior service paradigm". I trust this example of an autonomous library will elaborate my point. In 1984, the University of Basel, Switzerland, granted me permission to take one of my written doctoral exams in Atlanta. I was given a sealed envelope in Basel by Professor Heinrich Ott in Systematic Theology containing the one exam question. This envelope was to be opened by the librarian at Emory's Pitts Theological Library, Channing Jeske. I was allowed to use anything in that theological library, under supervision. Professor Ott warned me that it would be a "severe handicap" to write this exam in America. Yet, due to a family emergency, I had to return to Atlanta. The assignment: to compare the first edition of Karl Barth's Commentary on Romans to the second edition. The first edition was printed only in Germany; it had never been translated into English. There were only 1,000,000 copies ever printed of the first edition. I did not know this when I opened the envelope

in Pitts Library. Pitts Library at Emory not only had one copy of the 1,000,000 original editions of Karl Barth's Commentary on Romans, but they had the original copy sent to Professor Friedrich Gogarten whose marginalia were magnificent! When I opened the volume, the original bill (which carried a signature and cost of the book with Gogarten's address), fell on the floor! Furthermore, Pitts Theological Library had Gogarten's personal copy of Heinrich's Otts dissertation with comments, not all favorable; Gogarten was on Ott's dissertation committee! Imagine Heinrich's Otts chagrin when he could not see Gogarten's marginalia on Barth's commentary or on his dissertation. Pitts Theological Library at Emory was "a serious advantage". A theological library is like a rare garden. It must be tended by those who know theological tools. Retiring faculty members are much more prone to enrich the soil of scholarship with their own specimens if they know their contributions/donations will be guarded. Such was the case with the specimens I used at Pitts, all donated by a professor emeritus who had studied with Gogarten.

- I've had no experiences positive or negative with the organizational structure, and no reports from my students. Yes, it has occurred that I wanted an article in databases that other libraries subscribed to, that Fondren did not, and I could not access them. I had to request them through interlibrary loan and that seems a bit silly/redundant.
- Not that I'm aware of.
- I haven't.
- Bridwell Library holds a unique place in the life of Perkins School of Theology. As mentioned, Bridwell is essential to the Perkins mission and realization of outstanding theological education. Also, Bridwell is important to maintaining the respectable ranking Perkins has among other accredited theological schools, especially our benchmark school. The current organizational structure is good.
- N/A—I occasionally use Bridwell, but primarily as a wonderful space in which to write.
- Not really, aside from occasionally not having access to Underwood resources that would be handy.
- Not applicable.
- Yes, because Bridwell is a theological library it is in a better position to meet the needs of our students and faculty in theology as well as PhD students in Religious Studies. The move to centralization makes no sense in this case. It would jeopardize Bridwell's foundation funding and would diminish Bridwell's service to Perkins faculty and students, PhD students in Dedman's Graduate Program in Religious Studies, and, also very important, to one of our key SMU constituencies, United Methodist pastors and other United Methodist leaders in the area.
- I have not seen a negative impact this organizational structure has on SMU libraries in my 16 years on the faculty. It seems to me this structure has, however, had a positive impact on Bridwell itself, allowing the library to develop under its leadership and in harmony with the mission of the Perkins School of Theology into a library that has, as I have suggested, no superiors in its field in the US.
- I do not know of any changes I could strongly endorse.
- The current system is best. The Underwood library staff provide services that meet the particular needs of students in my classes. Law librarians are lawyers. They have the background and training to assist students because they understand law as well as how to find it. They know about the structure of state and federal courts and how the legislative process works, e.g. this foundation gives them the skill to teach our students how to negotiate the labyrinth of statutes, judicial opinions and administrative regulations they must use as lawyers. Additionally, one of the law schools' accrediting bodies, the American Bar Association, favors autonomous libraries for law schools. And I believe that autonomy is important enough to impact SMU's ability to attract good candidates for the law library director when necessary.
- No, I greatly prefer the present organization.

- The current organization is optimal. I do not recommend any changes.
- I'm not certain how the organizational structure has affected the service (exactly), but I'd say the service is pretty optimal right now. So I'd leave well enough alone. For the potential downsides of consolidating services, see our IT services.
- I have been a law student and law teacher at numerous US law schools (e.g. Michigan, Texas, Duke, Harvard, etc., all of whose Library Directors reported directly to the Law Dean and all of whom had separate line item in the Law Schools' budget…The Law Library, in my considered view formed over 5 decades is that a unitary law library and library staff are a primary pillar for a successful law program and law school.
- I receive much more specialized assistance from the law library staff because they have the knowledge to help me and know the areas of my research well. My students also receive specialized service unique to learning about the practice of law and the projects they are assigned.
- I have had no difficulty in working with the libraries on campus under the existing structure. The professional libraries have specific needs and are more closely tied to their respective faculties. I would be hesitant to change a structure that would weaken the services and holdings of these libraries.
- I have experience researching in over a half dozen libraries, all of which had organizational structures like Underwood's. I find this structure optimal for my needs.

b. **Would you recommend any changes to this organizational structure that you feel would improve services?**

- Aside from thinking that they have an odd organizational structure, I am not expert enough in our libraries to provide useful recommendations.
- N/A
- Centralize all the libraries, and treat the Business Library as a "branch". There needs to be more fairness and equity in how resources are allocated across the University, and this would be a good way to start. Of course, this works only if there is no "library tax" imposed on the school. This is part of the much broader problem of the university's budget model, and how it creates perverse incentives that hinder academic activities. Another observation. As far as I can tell, SMU Libraries offers no repository of university research. If I have a working paper, SMU provides no support for making that paper available online. Most research universities have some kind of "commons" or working paper series that allows the public to access faculty research. This is another shocking deficiency in SMU's support for research.
- Our educational librarian is very supportive and effective.
- No. I recommend a serious fundraising effort for the underfunded Libraries and get some smart donors involved who would love the honor of being affiliated with SMU's library system.
- I don't believe that the issue is structure. The issue is services (and responsiveness to faculty/students) and how quickly databases can be updated, added, removed.
- Centralization of all SMU libraries would be harmful to Bridwell. It would result in the loss of our primary donor. Four out of six foundational endowments specifically state that Bridwell must be connected to Perkins, not the university. It would jeopardize our accreditation standards with ATS. Centralization would require a change in Perkins' Articles of Operation and Bylaws of the Faculty. This would require a Perkins' faculty vote.
- My work has been seriously negatively affected by the new website structure and operations. No doubt some of this has to do with the newness (retraining), but a lot of it has to do with an increase in the number of steps needed to access the desired material; even when I get faster, I'll still be spending more time to get where I want to. I hope this committee will look into this.

- I would definitely recommend that electronic resources be available to all faculty, not just those assigned to particular colleges or schools.
- I don't have any recommendations.
- No I do not recommend any changes to this operational structure.
- Given that I don't have a means to compare, I can't answer this question in any meaningful way.
- It does seem a little odd that all of our libraries aren't coordinated and managed by a single authority. Isn't that an avoidable inefficiency? Would remedying it not improve services?
- Whether the other libraries need to be brought under the same centralized umbrella will depend on the extent which administrative functions are currently being duplicated by the current reporting structure.
- No, I think a change in the organizational structure would be very damaging, certainly for Perkins, the Dedman Graduate Program in Religious Studies, and the Law School. (I don't know as much about the situation with the Business Library but I assume there would be similar issues for Cox as well)
- No. I'm concerned, on the contrary, that significant changes in the organizational structure of the SMU libraries, particularly in the direction of greater centralization, would dilute the financial and leadership resources that have made Bridwell the outstanding institution that it is. Bridwell is certainly one of the jewels of the SMU library system and of the University as a whole, as is recognized as such across the country. I hope the current review of the SMU libraries will see the need to play to this strength, and to ensure the continued flourishing of Bridwell Library.
- I do not know of any changes I could strongly endorse.
- Yes, exempting Underwood Library from the merger with OIT would improve Underwood and Dedman Law in general. When we had IT people who reported to the law school's dean, we were very well supported. For example, if I had a technical problem in class, in the past a phone call brought someone immediately. I didn't lose valuable class time of the ability to use the teaching aids as I had planned. Today I have to call a number, collect a ticket, and then return to teaching because I know it will be a while before the message reaches the necessary people. When assistance arrives, it's the same excellent staff as before, but it takes a while for the system to telegraph my request to people who are two floors above my classroom. Since the merger of our IT staff with SMU OIT, my access to assistance is such that I simply forego using some teaching materials.
- No. The centralization of IT has been a disaster for the law school with virtually no advantages. Therefore if reorganization of the SMU libraries involves centralization I would be extremely apprehensive that the present high level of library services would decline. I would anticipate no advantages to the law school: specifically-trained staff might have their services to the law school curtailed; administrative staff may have confused lines of authority, spending more time away from supervising and initiating law library services. I foresee problems adapting a centralized organization to the specific requirements of the American Bar Association accrediting guidelines—guidelines that may not be compatible with the practices of the other SMU libraries. But most of all I fear the consequences of any attempt to remove law school control of the library budget.
- I do not recommend a centralized library system at SMU. I understand this to mean that the Underwood Law Library would be under the direction and control of the CUL Director. Of course, I think cooperation of all unites and some sharing might be possible, but it is important that the Law Library remain autonomous in providing its essential services. The work of the Law Library, which is world class, would be compromised if it had to rely on the decision-making of a central director who is not a lawyer and who does not understand the unwieldy and time-sensitive nature of legal research. Precedents can change overnight and new legislation can be written almost in a day. I remind you of the Patriotic Act that was passed after 9/11. The US Supreme Court can decide a

case that has implications throughout the nation—desegregating schools and same-sex marriages are two examples. A Law Library must have the leadership and capacity to handle research and changes that are distinct from other disciplines. While sometimes STEM areas may have breakthroughs, not many require a national or global research base to help decipher the effects or require a library director and staff who can assist in researching the national implications of such changes. For these reasons and others only 8 of the 206 ABA-accredited US law schools have non-autonomous law libraries. Given this reality, it would be more difficult to recruit a high-quality director for the law library if the system was centralized. The best people will be attracted to the autonomous law library. I strongly recommend that the autonomy of the Underwood Law Library be maintained.

- The current organizational is optimal. I do not recommend any changes.
- No. And I think it's pretty common for law school librarians to report to the dean (and be a member of the law school faculty). This just doesn't seem like an area that needs much tweaking.
- I think the current autonomous ULL organizational structure is optimal, is best conducive for our Law School to maintain a top quartile status, is consistent with the autonomous structures at most Law Schools in the country, and complies best with ABA accreditation standards. Also, in my view, a non-autonomous structure would lower the quality and performance of the library staff and would make law library recruitment more difficult.
- No.
- Bridwell's endowment is tied to the existing structure. If the structure changes, those funds would go to Perkins School of Theology, not to the CUL. Furthermore, I believe that SMU has had a rather bumpy road in centralizing specific services such as finances, creating much more work for many faculty and administrators and difficulty in paying students and other kinds of stipends. I am suspicious of any centralization that would reduce the control of a first-class theological library and place its services in the hands of those who do not know this field and make specific demands and add a layer of administrative policies that complicate and weaken its standing. If this is a veiled ploy to acquire the endowment of Bridwell Library for CUL, my understanding is that the documents would not allow this and the donors may withdraw support altogether.
- I would not recommend any changes at all. The prospect of having a dedicated law library, dedicated law library professionals, and many law-related library services was a significant attraction when I considered whether to join the faculty at SMU Law.

APPENDIX B: Relevant SMU Strategic Plan Goals

The 2016-2025 Strategic Plan contains six goals for the future of SMU and specifically addresses the libraries in Goal One. However, other goals address areas where the university libraries can and do provide significant contributions towards success. The following goals and objectives, along with implementation bullets for the specific objective naming the library, are relevant as areas where contributions by SMU Libraries can advance attainment of same.

GOAL ONE: TO ENHANCE THE ACADEMIC QUALITY AND STATURE OF THE UNIVERSITY:

A university is measured by the quality of its faculty, students, alumni, libraries, and facilities. These are – and always will be – the primary areas where qualitative growth and development are essential. For SMU to fulfill its goal of becoming one of the nation's finest educational institutions, distinguished faculty appointments must be made at the senior and junior ranks. Our concomitant rise in student profiles, both in quality and diversity, is equally important. Both of these elements will require additional endowments that enable the University to make permanent progress.

- Objective Six: Strengthen the Meadows Museum and University library system by expanding collections and enhancing the digital research infrastructure.
    - Craft a united strategic vision for libraries that supports SMU as a global research university with a liberal arts tradition.
    - Expand the information environment by increasing holdings to support teaching and scholarly research at the highest level.
    - Position librarians as active participants in the creative research process, including, but not limited to, digitization for primary resources, information retrieval, and curation of "big data."
    - Evaluate requirements for ranking among the top 100 academic libraries in North America, including financial costs

GOAL TWO: TO IMPROVE TEACHING AND LEARNING

- Objective Two: Design, implement, and evaluate interdisciplinary programs, combining fields generally considered distinct, to match needs of the modern city, state, nation, and world.
- Objective Four: Engage the community for lifelong learning through professional training and continuing education.

GOAL THREE: TO STRENGTHEN SCHOLARLY RESEARCH, CREATEIVE ACHIEVEMENT, AND OPPORTUNITIES FOR INNOVATION

- Encourage widespread development of campus-wide interdisciplinary research projects and programs for graduate and undergraduate students and faculty.

GOAL FIVE: TO BROADEN GLOBAL PERSPECTIVES

- Share research and best practices with metropolitan areas throughout the country and worldwide through interdisciplinary programs, such as the Cities Initiative, in order to raise the visibility and reputation of SMU to the nation and the world.

APPENDIX C: DeGolyer Concerns about the Endowment

One of our charges is to "Describe how all SMU libraries can work together in a more coordinated fashion in the future. Identify the greatest challenges and obstacles to greater cohesion and develop proposals to mitigate them."

It has been my privilege for 16 years now to lead the DeGolyer Library, getting to know its history and planning for its future. It has one of the country's finest collections of Western Americana and many other riches in its holdings; it has a dedicated and hard-working staff; it has a lovely reading room and exhibition hall, thanks to the recent renovation. It has a steady, and growing, influence on the academic enterprise on campus and a long-standing tradition of serving scholars from beyond SMU. All of this is for the good. But we have some serious problems as well.

Our greatest challenge and obstacle by far is not so much the particular organizational structure we may be in but a decision made by the SMU administration in 1990 to use income from the DeGolyer endowment to pay for DeGolyer staff salaries, a decision that not only broke with sixteen years of precedent, from 1974-1990, during which general, non-restricted funds supported DeGolyer staff, but also contradicted the letter and spirit of the original deed of gift from the DeGolyer Foundation. This is ancient history, in a sense, going back to the fiscal and administrative crisis brought on by the football scandals, the imploding Texas economy of the late 1980s, and the general mess inherited by President Ken Pye. Although the decision was made decades ago and one hopes it was meant to be a temporary expedient to allow SMU to weather the storm, we are dealing with the consequences of this decision in manifold ways down to the present day, particularly in the realm of internal cohesiveness.

Not only was no rationale given at the time for this misdirection of DeGolyer endowment funds, there has been no rationale since, though since 2001 I've sought in vain to find some explanation or justification from the administration. After years of going nowhere within CUL, I felt obligated, as the director of the DeGolyer and person responsible for the endowment, to appeal to Perkins. And with the arrival of new provost Paul Ludden in 2007, I took up the matter with him (having informed the CUL dean of my intentions). To Paul's great credit, he asked SMU Legal to look into things and their conclusion was that, indeed, DeGolyer salaries should not be paid from the endowment.

There has been little progress or movement since then, however. But it would appear that, with the OE2C savings, now would be a good time to restore the status quo ante 1990.

Why does this matter? First, it is simply good stewardship, a matter of ethical and legal responsibility. SMU says in its mission statement that it will cultivate "principled thought" and affirms its commitment to "moral and ethical values." Donors' intentions should always be honored, whether a gift is $1 or $150,000,000, a conservative estimate of the value of the DeGolyer collection and endowment today.

Second, it would allow SMU to establish a right relationship with the DeGolyer, as was originally intended and practiced. In a real sense, DeGolyer employees work now for Mr. DeGolyer, not SMU. Alienation, not coordination, was an unintended consequence of the 1990 decision. Actions speak louder than our words: when it withdrew salary support, SMU might as well have said, "We don't value you or your work; you are on your own." And yet the DeGolyer was not on its own but bound within a CUL structure, where its goals and objectives were often at odds with CUL's goals and objectives, especially in the matter of fundraising. We are literally a house divided.

Cohesion is defined as “the act or state of cohering, uniting, or sticking together.” DeGolyer Library is certainly stuck, but whether we are united under the CUL/SMU banner is open to question. Without a doubt we want to be and think we can point to a strong record of enhancing teaching, learning, research, and public programs as evidence of our commitment. But without financial backing from the administration, we will always be serving two masters. For example, in 1990, the University Archivist at the time was let go and the responsibility for supporting SMU’s own archives fell to the DeGolyer (at its expense, not SMU’s). This continued until 2004, when we applied for (and received) a three-year grant to hire an archivist, on the condition that SMU pay for the archivist’s salary once the grant period was over. SMU’s centennial in 2011-2015 would have been seriously diminished without the DeGolyer. This example could be multiplied many times over. In short, we raise money, we cultivate donors, we acquire unique materials that attract scholars, we teach classes, we help shape theses and dissertations, we collaborate with outside researchers, we give talks to civic groups, we serve on boards, we guide interns, we serve on campus committees, we mount exhibitions, we attend and sponsor conferences, we write papers, we host events, we publish books – all for SMU’s benefit but at no cost to the university. In this context of service to two masters, it is only natural that we “hate the one, and love the other” or “hold to the one, and despise the other.” Cohesion simply does not exist in such an economy. And it is only natural that our primary loyalty is to Mr. DeGolyer (who pays our salaries). This divided loyalty is unnecessarily counter-productive. Almost daily we have to ask ourselves, what do we get from the university in return for our labors? Is not the laborer worthy of his hire? If the present state of affairs had been the design and intent of the DeGolyer Foundation from the beginning, we of course would have no objections. But having salaries paid from endowment was not part of the agreement SMU made upon receiving the significant assets of the DeGolyer Foundation in 1974. If SMU pays our salaries, as intended, we can happily fall into any organizational structure; if it does not, it seems inconsistent to place the DeGolyer in an organization not of its own choosing and subject to the whims of an administration that may or may not have common goals or values.

Now that SMU is thinking about “the future of the library,” the time seems right for SMU to pay DeGolyer salaries again. Not only is it the ethical and legal thing to do, an obligation to be paid, a promise to keep, it is smart business, money that will be returned to SMU and that will multiply in value in the future. Far from throwing money away, every dollar spent on DeGolyer salaries and benefits will in turn free up comparable amounts from the DeGolyer endowment, to be spent on acquisitions. This is a rare opportunity – guaranteed, in fact: “Give, and it shall be given unto you; good measure, pressed down, and shaken together, and running over.”

SMU could solve several problems at once, legal, ethical, and financial. It could also support internal cohesion, value the work of the DeGolyer Library, and at the same time free up the DeGolyer endowment to operate as intended by the donor, bringing multitudes of rare research materials into the fold, which will in turn support SMU’s bid to take its place among the “top 50.” [It is clear that, simply to become close to an “average” top 50 school, SMU will have to invest much more heavily in its libraries, probably by a factor of two or three times more than at present. Supporting the DeGolyer is a good place to start.]

If SMU chooses not to pay DeGolyer salaries, the least it can do is be logically consistent and recognize that the DeGolyer Library should be as independent administratively as it is financially. We’d prefer, however, to work for SMU. But we can only work for SMU most effectively and cohesively when SMU pays our salaries. We’re confident that, if SMU were to try this experiment for 25 years (to make up for the “lost years” of 1990-2015), it will discover that it has created one of the best special collections libraries in the

country, one that will have played a crucial part in creating SMU's new identity as a nationally significant research university. As we like to say, oil wells do run dry, but libraries, properly housed, supported, and cared for, are a renewable resource, only getting better with age and able to delight and instruct every new generation.

APPENDIX D: Institutions Contacted by the Task Force

Colonial Group Schools

School	Director Title	Autonomous Libraries	Contacts
Boston College	University Librarian	Law	University Librarian; Law Library Director
Boston University	University Librarian	Archives, Law, Medical, Theology	University Librarian; Directors of Law and Theology Libraries
Brandeis University	University Librarian	N/A (only one library)	Did not contact
George Washington University	Dean of Libraries and Academic Innovation	Law, Medical, Textiles	Law Library Director
Lehigh University	Vice-Provost for Library & Technology Services	No (only 2 libraries)	Did not contact
New York University	Dean of Libraries	Health Sciences, Law	Dean of Libraries
Northeastern University	Vice Provost for Information Collaboration & Dean of Libraries	Law	Dean of Libraries
Southern Methodist University	Dean & Director, Central University Libraries	Business, Law, Theology	
Syracuse University	Dean of Libraries & University Librarian	African American Studies, Environmental Science, Health Sciences, Law	Law Library Director
Tufts University	No primary head of libraries	All Libraries/it is a decentralized system	Interim Director of Tisch Library; Director of Enterprise Library Technology
Tulane University	Dean of Libraries & Academic Information Resources	African American Studies, Archives/Special Collections, Business, Law	Dean of Libraries
University of Miami	Dean & University Librarian	Law, Ophthalmology	Dean & University Librarian
University of Notre	Edward H. Arnold	Law	University Librarian;

Dame	University Librarian		Law Library Director
Wake Forest University	Dean of the Library	Law, Medical	Dean of the Library

Other Institutions

School	Director Title	Autonomous Libraries	Contacts
Cornell University	Carl A. Kroch University Librarian	None/fully centralized	Law Library Director
Harvard University	Vice President for the Harvard Library and University Librarian	Yes (too many to list)	Business Library Director; University Librarian
Pennsylvania State University	Dean, University Libraries & Scholarly Communication	Health Sciences, Law	Dean, University Libraries
University of Chicago	Library Director and University Librarian	None/fully centralized	University Librarian; Law Library Director
University of Kansas	Dean of Libraries	Law, Medical	Dean of Libraries
University of Oregon	Dean of Libraries and Philip H. Knight Chair	None/fully centralized	Law Library Director
Vanderbilt University	University Librarian	None currently; in process of providing greater autonomy to professional school libraries	University Librarian; Law Library Director; Associate Dean of Libraries (also Divinity Library Director)

Appendix E: Survey of Library Autonomy at Colonial Group, Cohort Peer, and Aspirational Peer Colleges and Universities

Colonial Group Schools

Schools	Autonomous libraries?
Boston College	Y
Boston University	Y
Brandeis University	n/a, has only one library
George Washington University	Y
Lehigh University	N, but has only 2 libraries (no law or theology schools)
New York University	Y
Northeastern University	Y
Southern Methodist University	Y
Syracuse University	Y
Tufts University	Y
Tulane University	Y
University of Miami	Y
University of Notre Dame	Y
Wake Forest University	Y

Cohort Peer Schools

Schools	Autonomous libraries?
American University	Y
Baylor University	Y
Boston University	Y
Fordham University	Y
George Washington University	Y
Marquette University	Y
Pepperdine University	Y
Syracuse University	Y
Texas Christian University	n/a, has only one library
University of Denver	Y
University of Miami	Y
University of Tulsa	Y

Aspirational Peer Schools

Schools	Autonomous libraries?
Boston College	Y

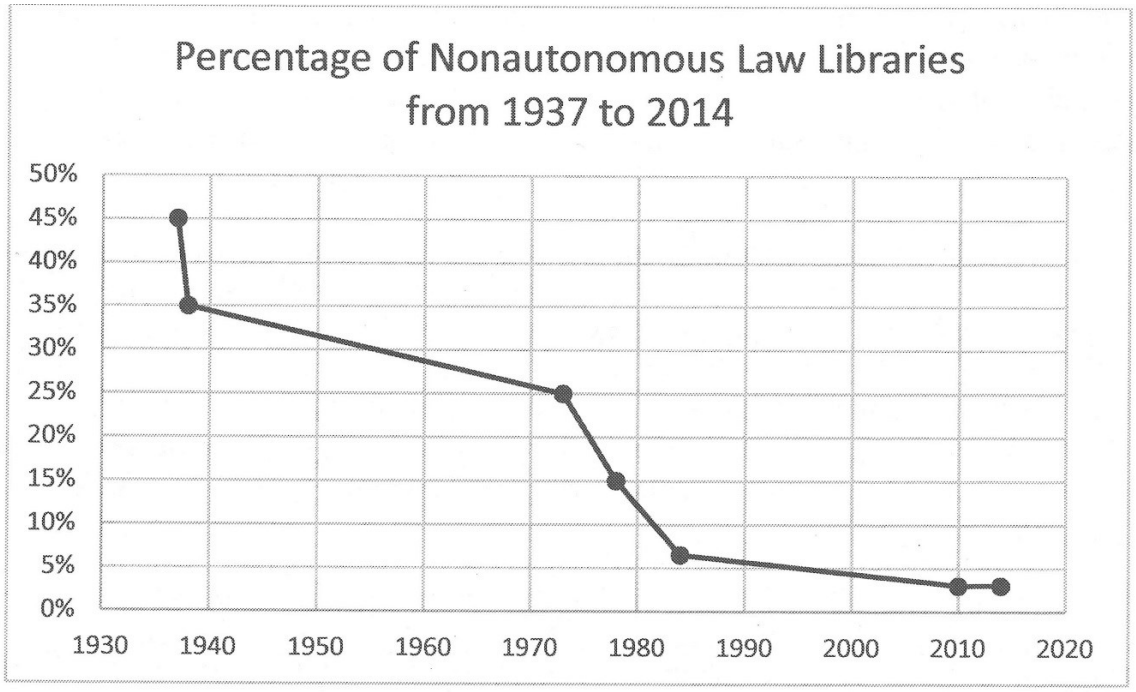
Brandeis University	n/a, has only one library
Carnegie Mellon University	N (no law or theology schools)
Emory University	Y
Lehigh University	N, but has only 2 libraries (no law or theology schools)
Tufts University	Y
Tulane University	Y
University of Notre Dame	Y
University of Rochester	Y
University of Southern California	Y
Vanderbilt University	N
Wake Forest University	Y

APPENDIX E (continued): Nonautonomous U.S. Law Libraries

There are currently 206 ABA-accredited law schools in the United States. Only eight (3.9%) of those law schools have libraries that are nonautonomous, meaning that the law library director reports to both the law school dean and the head of the university librarian.

The nonautonomous law libraries include Chicago, Cornell, University of Oregon, University of the Pacific, SUNY Buffalo, Vanderbilt, Washington University, and Wayne State University.

The trend for the past 80 years decidedly favors law library autonomy.



Source: Elizabeth G. Adelman, *The Three Percent: Common Issues in Nonautonomous Law School Libraries*, *in*
ACADEMIC LAW LIBRARY DIRECTOR PERSPECTIVES: CASE STUDIES AND INSIGHTS 56 (Michelle M. Wu ed., 2015).

APPENDIX F: THE SPECIAL CASE OF SPECIAL COLLECTIONS

SMU Libraries currently has several special collections. Within the administrative purview of Central University Libraries there is the DeGolyer Library, Bywaters Special Collections, the Foscue Map Collection, the G. William Jones Film Collection, the University Archives, and the Botanical Research Collection. Underwood Law Library has rare books as well as archival collections. Within Bridwell Library is an entire special collections department, consisting of rare printed materials, manuscripts, and Methodist archives.

A quick overview:

DeGolyer Library is a repository for special collections in the humanities, the history of business, and the history of science and technology. With over 150,000 books and several thousand archival collections, notable strengths are Western Americana, Texana, railroad history, voyages and travels, women's history, Presidential history, corporate archives (e.g., JCPenney, Texas Instruments, Baldwin Locomotive Works), the history of geology, and photography.

Bywaters Special Collections contains research materials on the visual and performing arts, with a focus on Texas and the Southwest.

Foscue Map Library is one of the preeminent collections of cartographic resources in the American Southwest, with an estimated 350,000 maps. It supports the key disciplines of geology, archaeology and anthropology, history, sociology, political science, and environmental science.

G. William Jones Film & Video Collection maintains moving images in a wide variety of formats (over 9,000 film prints and negatives, over 3,000 videotapes), examples of related equipment, print materials associated with moving images, and a climate-controlled storage facility.

University Archives holds the official administrative and historical records of the University. In addition, the Archives serves as the collective memory of Southern Methodist University.

The Botanical Library is a collection of several thousand rare books on long-term loan to the Botanical Research Institute of Texas (BRIT) in Fort Worth. The book collection was formerly housed at SMU in the Science Information Center in conjunction with SMU's Herbarium (also now at the BRIT).

Underwood Special Collections has both rare books and archival collections in legal history, notably the Joseph W. McKnight Collection of over 7,000 rare books in English, American, and Continental law.

Bridwell Library's Special Collections department has developed to include approximately 50,000 printed items, historical manuscripts, and archives for Perkins School of Theology, Bridwell Library, and Methodist Studies. Strengths and current collecting interests focus on incunabula, Bibles, Reformation and Counter-Reformation, devotional literature, church history, theology, popular devotion and popular piety, Wesleyana and Methodistica, and archival documents.

While there is some occasional and incidental overlap in the holdings of these collections (a history of the First Methodist Church in Paris, Texas, held by both Bridwell and DeGolyer, for example, or a 19th-century California law book held by both Underwood and DeGolyer), by and large they are distinctive, each operating within specialized and well-defined areas. What they have in common is a shared commitment to preserving original research materials, organizing and cataloging them, and making them accessible for the teaching and research needs of SMU and outside scholars. Some, such as Bridwell, DeGolyer, and Bywaters, have endowments associated with them.

Special Collections have other points in common: they generally include rare and expensive materials in their holdings; they regularly mount exhibits for the public; they can appeal both to inquisitive first-year students and advanced post-docs; they often attract well-heeled donors and serious collectors and are thus important in library development, both in terms of fundraising, often serving as sites for functions (receptions, dinners, tours, exhibitions, etc.), and in terms of outreach, publicizing SMU's unique resources via print and digital publications and attracting advanced researchers. Housing special collections also involves numerous physical demands (heightened security, better climate control, closed stacks, etc.). And finally, special collections units have staffs with specialized knowledge and training, usually advanced degrees in subjects related to their collections.

At present, each SMU special collection is housed in a separate location, with the exception of DeGolyer and the University Archives. This entails multiple reading rooms and staffs to work with researchers. During the current interim period, CUL has placed Bywaters under the administration of DeGolyer but the two collections remain physically separate. How this will play out in the long run remains to be seen.

As with our libraries as a whole, we do not think that there would be much to be gained from centralizing our special collections at this time. We would be introducing another administrative layer without gaining any efficiency, improving services, or strengthening collections; in fact, we would lose efficiencies, given the historical precedents of each special collection, the legal requirements of various endowments, and the close relationships most of the collections have with their constituencies, on campus and beyond.

Special collections staffs have collaborated with each other both in formal and informal ways for years and we would expect that, if the proposed collaborative model were enacted, we would continue to work with and learn from each other in new and fruitful ways, in donor relations, collection development, processing, digitization, social media, exhibitions, teaching, and publications.

What might make a difference in this equation at some point in the future would be a new building, dedicated solely to special collections and their unique requirements (physical security, climate control, specialized areas for processing, conservation, teaching, storage, exhibitions, public lectures, and so forth). If there were one reading room for special collections (rather than the current 4), we'd free up a lot of staff time for other professional activity. We'd also be better able to support the kind of interdisciplinary teaching and research that a broad and deep special collections library can make possible, simply by having everything under one state-of-the-art roof. Exhibitions, in turn, would benefit, not only from having more hands to prepare them but also from the breadth of materials that could be drawn upon for particular shows. This kind of facility (witness the success of the Beinecke at Yale, the Bancroft at UC-Berkeley, the HRC at UT-Austin) generates energy and attracts attention, from donors and academics. It could play an important part in SMU's advancement to the first rank of research universities, especially as a recruiting tool for faculty, students, and visiting scholars.

We think it could also be done while at the same time preserving each collection's identity and historical independence (Bridwell, DeGolyer, McKnight, Bywaters, and so forth). But there would be losses, especially the close relationship between special collections in law and theology and their respective faculty and students. To see a particular Bible or letter by John Wesley, for example, one might have to venture beyond the Perkins quadrangle. However, this slight inconvenience might be offset by greater visibility for special collections as a whole, both in the SMU community and the general public. From a practical point of view, consolidating special collections in a separate, spacious building would also play an important part in reclaiming much-needed space for the general collections, in all the libraries (Bridwell,

Fondren, Hamon, Underwood). Securing growth space for collections was an aspect of the recent Fondren renovation that was overlooked. DeGolyer alone, for example, currently occupies one-third of Fondren's total space.

In sum, at present we recommend deep collaboration among our special collections going forward. We also think the SMU administration should become aware of the great potential that a new facility, dedicated to special collections, would have in the overall academic enterprise.

ABA Accreditation Standards

CHAPTER 6

Library and Information Resources

Standard 601. GENERAL PROVISIONS

(a) A law school shall maintain a law library that:

(1) provides support through expertise, resources, and services adequate to enable the law school to carry out its program of legal education, accomplish its mission, and support scholarship and research;

(2) develops and maintains a direct, informed, and responsive relationship with the faculty, students, and administration of the law school;

(3) working with the dean and faculty, engages in a regular planning and assessment process, including written assessment of the effectiveness of the library in achieving its mission and realizing its established goals; and

(4) remains informed on and implements, as appropriate, technological and other developments affecting the library's support for the law school's program of legal education.

(b) (b) A law school shall provide on a consistent basis sufficient financial resources to the law library to enable it to fulfill its responsibilities of support to the law school and realize its established goals.

Standard 602. ADMINISTRATION

(a) A law school shall have sufficient administrative autonomy to direct the growth and development of the law library and to control the use of its resources.

(b) The director of the law library and the dean, in consultation with the faculty, shall determine library policy.

(c) The director of the law library and the dean are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance.

(d) The budget for the law library shall be determined as part of, and administered in the same manner as, the law school budget.

Interpretation 602-1

This Standard envisions law library participation in university library decisions that may affect the law library. While it is preferred that the law school administer the law library, a law library may be administered as part of a university library system if the dean, the director of the law library, and the faculty of the law school are responsible for the determination of basic law library policies, priorities, and funding requests.

Standard 603. DIRECTOR OF THE LAW LIBRARY

(a) A law school shall have a full-time director of the law library whose principal responsibilities are managing the law library and providing information resources in appropriate formats to faculty and students.

(b) The selection and retention of the director of the law library shall be determined by the law school.

(c) A director of a law library shall have appropriate academic qualifications and shall have knowledge of and experience in law library administration sufficient to support the program of legal education and to enable the law school to operate in compliance with the Standards.

(d) Except in extraordinary circumstances, a law library director shall hold a law faculty appointment with security of faculty position.

Interpretation 603-1

Having a director of a law library with a law degree and a degree in library or information science is an effective method of assuring that the individual has appropriate qualifications and knowledge of and experience in library administration sufficient to support the program of legal education and to enable the law school to operate in compliance with the Standards. A law school not having a director with these credentials bears the burden of demonstrating that it is in compliance with Standard 603(c).

Standard 604. PERSONNEL

The law library shall have a staff sufficient in expertise and number to provide the appropriate

library and information resources services to the school.

Interpretation 604-1

Factors relevant to the number and expertise of librarians and information resource staff needed to meet this Standard include the number of faculty and students, research programs of faculty and students, whether there is a dual division program in the school, any graduate programs of the school, size and growth rate of the collection, range of services offered by the staff, formal teaching assignments of staff members, and responsibilities for providing information resource services.

Standard 605. SERVICES

A law library shall provide the appropriate range and depth of reference, instructional, bibliographic, and other services to meet the needs of the law school's teaching, scholarship, research, and service programs.

Interpretation 605-1

Factors relevant to determining whether services are appropriate under Standard 605 include the extent to which services enhance the research and bibliographic and information literacy skills of students, provide access (such as indexing, cataloging, and development of search terms and methodologies) to the library's collection and other information resources, offer interlibrary loan and other forms of document delivery, produce library publications and manage the library's web site, and create other services to enable the law school to carry out its program of legal education and accomplish its mission.

Standard 606. COLLECTION

(a) The law library shall provide a core collection of essential materials through ownership or reliable access. The choice of format and of ownership in the library or a particular means of reliable access for any type of material in the collection, including the core collection, shall effectively support the law school's curricular, scholarly, and service programs and objectives, and the role of the library in preparing students for effective, ethical, and responsible participation in the legal profession.

(b) A law library core collection shall include the following:

- **(1) all reported federal court decisions and reported decisions of the highest appellate court of each state and U.S. territory;**
- **(2) all federal codes and session laws, and at least one current annotated code for each state and U.S. territory;**
- **(3) all current published treaties and international agreements of the United States;**
- **(4) all current published regulations (codified and uncodified) of the federal government and the codified regulations of the state or U.S. territory in which the law school is located;**
- **(5) those federal and state administrative decisions appropriate to the programs of the law school;**
- **(6) U.S. Congressional materials appropriate to the programs of the law school;**
- **(7) significant secondary works necessary to support the programs of the law school; and**
- **(8) those tools necessary to identify primary and secondary legal information and update primary legal information.**

(c) In addition to the core collection of essential materials, a law library shall also provide a collection that, through ownership or reliable access,

(1) meets the research needs of the law school's students, satisfies the demands of the law school curriculum, and facilitates the education of its students;

(2) supports the teaching, scholarship, research, and service interests of the faculty;

(3) serves the law school's special teaching, scholarship, research, and service objectives; and

(4) is complete, current, and in sufficient quantity or with sufficient continuing access to meet faculty and student needs.

(d) The law library shall formulate and periodically update a written plan for development of the collection.

(e) The law library shall provide suitable space and adequate equipment to access and use all information in whatever formats are represented in the collection.

Interpretation 606-1

The appropriate mixture of collection formats depends on the needs of the library and the law school. A collection that consists of a single format may violate Standard 606.

Interpretation 606-2

Reliable access to information resources may be provided through:

(a) databases to which the library or the parent institution subscribe or own and are likely to continue to subscribe and provide access;

(b) authenticated and credible databases that are available to the public at no charge and are likely to continue to be available to the public at no charge; or

(c) participation in a formal resource-sharing arrangement through which materials are made available, via electronic or physical delivery, to users within a reasonable time.

Interpretation 606-3

Off-site storage for non-essential material does not violate the Standards so long as the material is organized and readily accessible in a timely manner.

Interpretation 606-4

Cooperative agreements may be considered when determining whether faculty and students have efficient and effective access to the resources necessary to enable the law school to carry out its program of legal education and accomplish its mission. Standard 606 is not satisfied solely by arranging for students and faculty to have access to other law libraries within t

ATS Accreditation Standards

The Association of Theological Schools standard related to Library and Information Resources (Standard 4) is provided in full below. Standards for the Theological Curriculum (Standard 3) and the Faculty (Standard 5) are also provided to highlight the intersections of the theological library and theological school which show throughout the standards.

General Institutional Standards

Association of Theological Schools

Commission on Accrediting

COMMISSION ON ACCREDITING APPROVED 06/2010 | POSTED 04/30/15

Standard 4 Library and Information Resources

The library is a central resource for theological scholarship and education. It is integral to the purpose of the school through its contribution to teaching, learning, and research, and it functions collaboratively in curriculum development and implementation. The library's educational effectiveness depends on the quality of its information resources, staff, and administrative vision. To accomplish its mission, the library requires appropriate financial, technological, and physical resources, as well as a sufficient number of personnel. Its mission and complement of resources should align with the school's mission and be congruent with the character and composition of the student body.

4.1 Library collections

4.1.1 Theological study requires extensive encounter with historical and contemporary texts. While theological education is informed by many resources, the textual tradition is central to theological inquiry. Texts provide a point of entry to theological subject matter as well as a place of encounter with it. Theological libraries serve the church by preserving its textual tradition for the current and future needs of faculty, students, and researchers.

4.1.2 To ensure effective growth of the collection, schools shall have an appropriate collection development policy. Collections in a theological school shall hold materials of importance for theological study and the practice of ministry, and they shall represent the historical breadth and confessional diversity of Christian thought and life. The collection shall include relevant materials from cognate disciplines and basic texts from other religious traditions and demonstrate sensitivity to issues of diversity, inclusiveness, and globalization to ensure access to the variety of voices that speak to theological subjects.

4.1.3 Because libraries seek to preserve the textual tradition of the church, they may choose to build unique special collections, such as institutional, regional, or denominational archives.

4.1.4 In addition to print materials, collections shall include other media and electronic resources as appropriate to the curriculum and provide access to relevant remote databases.

4.1.5 The library should promote coordinated collection development with other schools to provide stronger overall library collections.

4.2 Contribution to learning, teaching, and research

4.2.1 The library accomplishes its teaching responsibilities by meeting the bibliographic needs of the library's patrons; offering appropriate reference services; providing assistance and training in using information resources and communication technologies; and teaching information literacy, including research practices of effectively and ethically accessing, evaluating, and using information. The library should collaborate with faculty to develop reflective research practices throughout the curriculum and help to serve the information needs of faculty, students, and researchers.

4.2.2 The library promotes theological learning by providing instructional programs and resources that encourage students and graduates to develop reflective and critical research and communication practices that prepare them to engage in lifelong learning.

4.2.3 Theological research is supported through collection development and information technology and by helping faculty and students develop research skills.

4.2.4 The library should provide physical and online environments conducive to learning and scholarly interaction.

4.3 Partnership in curriculum development

4.3.1 The library collaborates in the school's curriculum by providing collections and services that reflect the institution's educational goals.

4.3.2 Teaching faculty should consult with library staff to ensure that the library supports the current curriculum and the research needs of faculty and students. Library staff should participate in long-range curriculum planning and anticipate future intellectual and technological developments that might affect the library.

4.4 Administration and leadership

4.4.1 In freestanding theological schools, the chief library administrator has overall responsibility for library administration, collection development, and effective educational collaboration. The chief administrator of the library should participate in the formation of institutional policy regarding long-range educational and financial planning and should ordinarily be a voting member of the faculty. Normally, this person should possess graduate degrees in library science and in theological studies or another pertinent discipline.

4.4.2 When a theological library is part of a larger institutional library, a theological librarian should provide leadership in theological collection development, ensure effective educational collaboration with the faculty and students in the institution's theological school, and ordinarily be a voting member of the theological faculty.

4.4.3 The library administrator should exercise responsibility for regular and ongoing evaluation of the collection, the patterns of use, services provided by the library, and library personnel.

4.4.4 Schools shall provide structured opportunities to theological librarians for professional development and, as appropriate, contribute to the development of theological librarianship.

4.5 Resources

4.5.1 Each school shall have the resources necessary for the operation of an adequate library program. These include financial, technological, and physical resources and sufficient personnel.

4.5.2 The professional and support staff shall be of such number and quality as are needed to provide the necessary services, commensurate with the size and character of the institution. Professional staff shall possess the skills necessary for information technology, collection development and maintenance, and public service. Insofar as possible, staff shall be appointed with a view toward diversity in race, ethnicity, and gender. Where appropriate, other qualified members of the professional staff may also have faculty status. Institutions shall affirm the freedom of inquiry necessary for the role of professional librarians in theological scholarship.

4.5.3 An adequate portion of the annual institutional educational and general budget shall be devoted to the support of the library. Adequacy will be evaluated in comparison with other similar institutions as well as by the library's achievement of its own objectives as defined by its collection development policy.

4.5.4 Adequate facilities include sufficient space for readers and staff, adequate shelving for the book collection, appropriate space for nonprint media, adequate and flexible space for information technology, and climate control for all materials, especially rare books. Collections should be easily accessible and protected from deterioration, theft, and other threats.

4.5.5 Adequacy of library collections may be attained through institutional self-sufficiency or cooperative arrangements. In the latter instance, fully adequate collections or electronic resources are not required of individual Member schools, but each school shall demonstrate contracted and reliable availability and actual use.

4.5.6 In its collaborative relationships with other institutions, a school remains accountable for the quality of library resources available to its students and faculty.

Standard 3 The Theological Curriculum: Learning, Teaching, and Research

A theological school is a community of faith and learning that cultivates habits of theological reflection, nurtures wise and skilled ministerial practice, and contributes to the formation of spiritual awareness and moral sensitivity. Within this context, the task of the theological curriculum is central. It includes the interrelated activities of learning, teaching, and research. The theological curriculum is the means by which learning, teaching, and research are formally ordered to educational goals.

3.1 Goals of the theological curriculum

3.1.1 In a theological school, the overarching goal is the development of theological understanding, that is, aptitude for theological reflection and wisdom pertaining to a responsible life in faith. Comprehended in this overarching goal are others such as deepening spiritual awareness, growing in moral sensibility and character, gaining an intellectual grasp of the tradition of a faith community, and acquiring the abilities requisite to

the exercise of ministry in that community. These goals, and the processes and practices leading to their attainment, are normally intimately interwoven and should not be separated from one another.

3.1.2 The emphasis placed on particular goals and their configuration will vary, both from school to school (depending on the understanding of institutional purpose) and within each school (depending on the variety of educational programs offered). The ordering of teaching, learning, and research toward particular sets of goals is embodied in the degree programs of the school and in the specific curricula followed in those programs. The theological curriculum, comprehensively understood, embraces all those activities and experiences provided by the school to enable students to achieve the intended goals. More narrowly understood, the curriculum is the array of specific activities (e.g., courses, practica, supervised ministry, spiritual formation experiences, theses) explicitly required in a degree program. In both the more comprehensive and the more narrow sense, the curriculum should be seen as a set of practices with a formative aim—the development of intellectual, spiritual, moral, and vocational or professional capacities—and careful attention must be given to the coherence and mutual enhancement of its various elements.

3.2 Learning, teaching, and research

Learning and teaching occur in the classroom and through experiences outside the classroom; the responsibilities of teaching and learning rest with both students and faculty; the collaborative nature of theological scholarship requires that people teach and learn from one another in communal settings; and research is integral to the quality of both learning and teaching.

3.2.1 Learning

3.2.1.1 Learning in a theological school should reflect the goals of the total curriculum and be appropriate to postbaccalaureate education.

3.2.1.2 Learning should cultivate scholarly discourse and result in the ability to think critically and constructively, conduct research, use library resources, and engage in the practice of ministry.

3.2.1.3 Learning should foster, in addition to the acquisition of knowledge, the capacity to understand and assess one's tradition and identity and to integrate materials from various theological disciplines and modes of instructional engagement in ways that enhance ministry and cultivate emotional and spiritual maturity.

3.2.1.4 An institution shall demonstrate its ongoing efforts to ensure the quality of learning within the context of its purpose and as understood by the relevant scholarly and ecclesial communities.

3.2.2 Teaching

3.2.2.1 Teaching should involve faculty, librarians, and students working together in an environment of mutual learning, respect, and engagement.

3.2.2.2 Instructional methods should use the diversity of life experiences represented by the students, by faith communities, and by the larger cultural context. Instructional methods and the use of technology should be sensitive to the diversity of student populations, different learning styles of students, the importance of communities of learning, and the instructional goals. The integration of technology as a teaching tool and resource for learning shall include careful planning by faculty and administration to ensure adequate infrastructure, resources, training, and support.

3.2.2.3 Courses are a central place of interaction between teachers and learners. The way the instructor arranges the work and structures the class should encourage theological conversation. Courses and programs of study should reflect an awareness of the diversity of worldwide and local settings. In the development of new courses and the review of syllabi, faculty should interact with one another, with librarians, with their students, with the church, and with the developing fields of knowledge. Faculty should be appropriately involved in the consideration of ways in which technology might enhance or strengthen student learning. Course development and review best occur in the context of the goals of the entire curriculum.

3.2.2.4 An institution shall demonstrate its ongoing efforts to ensure the quality of teaching within the context of its purpose and as understood by the relevant scholarly and ecclesial communities.

3.2.3 Research

3.2.3.1 Research is an essential component of theological scholarship and should be evident in the work of both teachers and students. Theological research is both an individual and a communal enterprise and is properly undertaken in constructive relationship with the academy, with the church, and with the wider public.

3.2.3.2 As a function of learning, research involves the skills needed both to discover information and to integrate new information with established understandings. As a function of teaching, research assimilates sources of information, constructs patterns of understanding, and uncovers new information in order to strengthen classroom experiences.

3.3 Characteristics of theological scholarship

Patterns of collaboration, freedom of inquiry, relationships with diverse publics, and a global awareness are important characteristics of theological scholarship.

3.3.1 Scholarly collaboration

3.3.1.1 The activities of theological scholarship—teaching, learning, and research—are collaborative efforts among faculty, librarians, and students, and foster a lifelong commitment to learning and reflection.

3.3.1.2 Scholarship occurs in a variety of contexts in the theological school. These include courses, independent study, the library, student and faculty interaction, congregational and field settings, and courses in universities and other graduate level institutions. In each of these settings, mutual respect among scholarly inquirers characterizes theological scholarship.

3.3.1.3 Collaboration and communication extend beyond the theological school's immediate environment to relate it to the wider community of the church, the academy, and the society. Theological scholarship is enhanced by active engagement with the diversity and global extent of those wider publics, and it requires a consciousness of racial, ethnic, gender, and global diversities. In accordance with the school's purpose and constituencies, insofar as possible, the members of the school's own community of learning should also represent diversity in race, age, ethnic origin, and gender.

3.3.2 Freedom of inquiry

Both in an institution's internal life and in its relationship with its publics, freedom of inquiry is indispensable for good theological education. This freedom, while variously understood, has both religious roots and an established value in North American higher education. Theological schools have a responsibility to maintain their institutional purpose, which for many schools includes confessional commitments and specific responsibilities for faculty as stipulated by these commitments. Schools shall uphold the freedom of inquiry necessary for genuine and faithful scholarship, articulate their understanding of that freedom, formally adopt policies to implement that understanding and ensure procedural fairness, and carefully adhere to those policies.*

3.3.3 Involvement with diverse publics

3.3.3.1 Theological scholarship requires engagement with a diverse and manifold set of publics. Although the particular purpose of a school will influence the balance and forms of this engagement, schools shall assume responsibility for relating to the church, the academic community, and the broader public.

3.3.3.2 Theological scholarship informs and enriches the reflective life of the church. The school should demonstrate awareness of the diverse manifestations of religious community encompassed by the term *church*: congregations, denominations, parachurch organizations, broad confessional traditions, and the church catholic. Library collections, courses, and degree programs should represent the historical breadth, cultural difference, confessional diversity, and global scope of Christian life and thought.

3.3.3.3 The theological faculty contributes to the advancement of learning within theological education and, more broadly, in the academic community, by contributions to the scholarly study of religion and its role in higher education.

3.3.3.4 Theological scholarship contributes to the articulation of religion's role and influence in the public sphere. The faculty and administration should take responsibility for the appropriate exercise of this public interpretive role to enrich the life of a culturally and religiously diverse society.

3.3.4 Global awareness and engagement

3.3.4.1 Theological teaching, learning, and research require patterns of institutional and educational practice that contribute to an awareness and appreciation of global interconnectedness and interdependence, particularly as they relate to the mission of the church. These patterns are intended to enhance the ways institutions participate in the ecumenical, dialogical, evangelistic, and justice efforts of the church.

3.3.4.2 Global awareness and engagement is cultivated by curricular attention to cross-cultural issues as well as by the study of other major religions; by opportunities for cross-cultural experiences; by the composition of the faculty, governing board, and student body; by professional development of faculty members; and by the design of community activities and worship.

3.3.4.3 Schools shall demonstrate practices of teaching, learning, and research (comprehensively understood as theological scholarship) that encourage global awareness and responsiveness.

3.3.5 Ethics of scholarship

The institution shall define and demonstrate ongoing efforts to ensure the ethical character of learning, teaching, and scholarship on the part of all members of the academic community, including appropriate guidelines for research with human participants.

Standard 5 Faculty

The members of the faculty of a theological school constitute a collaborative community of faith and learning, and they are crucial to the scholarly activities of teaching, learning, and research in the institution. A theological school's faculty normally comprises the full-time teachers, continuing part-time teachers, and teachers who are engaged occasionally or for one time. In order for faculty members to accomplish their purposes, theological schools should assure them appropriate structure, support, and opportunities, including training for educational technology.

5.1 Faculty qualifications, responsibilities, development, and employment

5.1.1 Schools should demonstrate that their faculty members have the necessary competencies for their responsibilities. Faculty members shall possess the appropriate credentials for graduate theological education, normally demonstrated by the attainment of a research doctorate or, in certain cases, another earned doctoral degree. In addition to academic preparation, ministerial and ecclesial experience is an important qualification in the composition of the faculty. Also, qualified teachers without a research doctorate may have special expertise in skill areas such as administration, music, or media as well as cross-cultural contextualization for teaching, learning, and research.

5.1.2 In the context of institutional purpose and the confessional commitments affirmed by a faculty member when appointed, faculty members shall be free to seek knowledge and communicate their findings.

5.1.3 Composition of the faculty should be guided by the purpose of the institution, and attention to this composition should be an integral component of long-range planning in the institution. Faculty should be of sufficient diversity and number to meet the multifaceted demands of teaching, learning, and research. Hiring practices should be attentive to the value of diversity in race, ethnicity, and gender. The faculty should also include members who have doctorates from different schools and who exemplify various methods and points of view. At the same time, faculty selection will be guided by the needs and requirements of particular constituencies of the school.

5.1.4 The faculty who teach in a program on a continuing basis shall exercise responsibility for the planning, design, and oversight of its curriculum in the context of institutional purpose and resources and as directed by school administration requirements for recruitment, matriculation, graduation, and service to constituent faith communities.

5.1.5 Each school shall articulate and demonstrate that it follows its policies concerning faculty members in such areas as faculty rights and responsibilities; freedom of inquiry; procedures for recruitment, appointment, retention, promotion, and dismissal; criteria for faculty evaluation; faculty compensation; research leaves; and other conditions of employment. Policies concerning these matters shall be published in an up-to-date faculty handbook.

5.1.6 Theological scholarship is enriched by continuity within a faculty and safeguards for the freedom of inquiry for individual members. Therefore, each school shall demonstrate effective procedures for the retention of a qualified community of scholars, through tenure or some other appropriate procedure.

5.1.7 The institution should support its faculty through such means as adequate salaries, suitable working conditions, and support services.

5.1.8 The work load of faculty members in teaching and administration shall permit adequate attention to students, to scholarly pursuits, and to other ecclesial and institutional concerns.

5.2 Faculty role in teaching

5.2.1 Teachers shall have freedom in the classroom to discuss the subjects in which they have competence by formal education and practical experience.

5.2.2 Faculty should endeavor to include, within the teaching of their respective disciplines, theological reflection that enables students to integrate their learning from the various disciplines, field education, and personal formation.

5.2.3 Full- and part-time faculty should be afforded opportunities to enhance teaching skills, including the use of educational technology as well as training in instructional design and in modes of advisement appropriate to distance programs, as a regular component of faculty development.

5.2.4 Appropriate resources shall be available to facilitate the teaching task, including but not limited to, classroom space, office space, educational technology, and access to scholarly materials, including library and other information resources.

5.2.5 Schools shall develop and implement mechanisms for evaluating faculty performance, including teaching competence and the use of educational technology. These mechanisms should involve faculty members and students as well as administrators.

5.3 Faculty role in student learning

5.3.1 Faculty shall be involved in evaluating the quality of student learning by identifying appropriate outcomes and assessing the extent to which the learning goals of individual courses and degree programs have been achieved. 5.3.2 To ensure the quality of learning, faculty should be appropriately involved in development of the library collection, educational technology, and other resources necessary for student learning.

5.3.3 Faculty should participate in practices and procedures that contribute to students' learning, including opportunities for regular advising and interaction with students and attentiveness to the learning needs of diverse student populations.

5.3.4 Faculty should foster integration of the diverse learning objectives of the curriculum so that students may successfully accomplish the purposes of the stated degree programs.

5.4 Faculty role in theological research

5.4.1 Faculty are expected to engage in research, and each school shall articulate clearly its expectations and requirements for faculty research and shall have explicit criteria and procedures for the evaluation of research that are congruent with the purpose of the school and with commonly accepted standards in higher education.

5.4.2 Schools shall provide structured opportunities for faculty research and intellectual growth, such as regular research leaves and faculty colloquia.

5.4.3 In the context of its institutional purpose, each school shall ensure that faculty have freedom to pursue critical questions, to contribute to scholarly discussion, and to publish the findings of their research.

5.4.4 Faculty members should make available the results of their research through such means as scholarly publications, constructive participation in learned societies, and informed contributions to the intellectual life of church and society, as well as through their teaching.

AACSB Accreditation Standards

Excerpt from:

The Association to Advance College Schools of Business (AACSB). (2017, July 1). *Eligibility procedures and accreditation standards for business accreditation*. Retrieved from http://www.aacsb.edu/accreditation/standards

Section 1. Part 2: General Criteria

D. An applicant for AACSB accreditation must be a well-defined, established entity and a member of AACSB International in good standing. The entity seeking AACSB accreditation may be an institution authorized to award bachelor's degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution. [ACCREDITATION SCOPE AND AACSB MEMBERSHIP]

Definitions

- An institution is a legal entity authorized to award bachelor's degrees or higher.
- An academic unit operates within an institution offering bachelor's degrees or higher and may depend on the institution for authority to grant degrees and for financial, human, and physical resources.
- A business academic unit is an academic unit in which business education is the predominant focus across degree programs, research, and outreach activities. The business academic unit may seek accreditation as outlined in these eligibility criteria.
- Another (non-business) academic unit is an academic unit in which business education is not the predominant focus across degree programs, research, and outreach activities.

Basis for Judgment

- The entity applying for accreditation is agreed upon through AACSB processes and meets the spirit and intent of the conditions and expectations as outlined in these eligibility criteria. The entity must be approved well in advance (normally two years) of the onsite visit of the accreditation peer review team.
- Within the approved entity applying for accreditation, the programmatic scope of accreditation (i.e., degree programs and other programmatic activities to be included in the AACSB review process and subject to alignment with accreditation standards) is agreed upon through AACSB processes and meets the spirit and intent of the conditions and expectations outlined in these eligibility criteria. Program inclusions and exclusions are approved well in advance (normally two years) of the onsite visit of the accreditation peer review team.

- The entity applying for accreditation agrees to use the AACSB accreditation brand and related statements about accreditation in its electronic and printed communications in accordance with AACSB policies and guidelines.

Guidance for Documentation

- An applicant for AACSB accreditation must complete an AACSB Accreditation Eligibility Application, which identifies the applicant as either:
    - An **institution** that offers business education degree programs and related programmatic activities in one or more business academic units and other non- business academic units. In this case, all of the institution's business and management activities and related programmatic activities are included in the scope of the AACSB accreditation review. An institution is the default entity applying for accreditation.
    - A **single business academic unit** within an institution that offers business education degree programs and other related programmatic activities. In this case, the applicant may request that this unit be considered an independent business academic unit for accreditation purposes. If approved, all business education degree programs and related programmatic activities operating within the independent business academic unit are included in the scope of the AACSB accreditation review. This approach to scope does not preclude more than one business academic unit within an institution from seeking AACSB accreditation as an independent business academic unit. A single business academic unit may apply for status as an independent business academic unit, in effect acting as the entity applying for accreditation.

AACSB accreditation is granted by default to the institution, meaning that all business and management degree and related programmatic activities operating within the institution are to be included in the scope of the AACSB accreditation review (see below for guidance on requesting program exclusions). With the 2013 standards, it became possible for a school to apply for accreditation as a single academic unit within a larger institution offering business and management degree programs. For schools that do not make such a request, the assumption is that all business and management degree programs offered at the institution will be within the AACSB accreditation purview (institutional accreditation).

Redefining the accreditation entity from institution to single business unit is subject to the receipt of documentation that verifies that the business academic unit has a sufficient level of independence in four areas: (1) branding; (2) external market perception; (3) financial relationship; and (4) autonomy as it relates to the single business unit and the institution. The first two are necessary; the latter two are supplemental in making a determination about the unit of accreditation. This determination is made by the appropriate AACSB committee. The burden of proof is on the business academic unit to document its distinctiveness from the other academic units within the institution in the four areas noted above, which the association defines in the following ways:

- **Branding—**Independent branding of the business academic unit relates to the following: (1) market positioning; (2) promotion (e.g., websites, electronic and print advertising, collateral materials, etc.) of the business

and management degree programs and other programmatic activities offered within the business academic unit; (3) business school name, faculty, and degree titles; and (4) other brand differentiation between the business academic unit and other academic units within the institution.

- **External Market Perception—**This criterion is focused on the extent to which the external markets (students, employers, other stakeholder groups, and the public) perceive that the business academic unit is differentiated from other academic units within the institution. This differentiation may include elements such as student admissions, graduate recruiting and placement histories, and starting salaries.
- **Financial Relationships with the Institution—**Financial relationships relates to the following: (1) approval of operating and capital budgets for the business academic unit; (2) the business academic unit's control over a large portion of the funds available to the unit; (3) subsidies to the institution; and (4) ownership or control of physical and financial assets.
- **Business Academic Unit Autonomy—**Autonomy of the business academic unit is described in terms of its adherence to the policies and procedures of the larger institution or in terms of the source of approval of or constraints on its activities related to the following areas: (1) the strategic plan of the business academic unit; (2) approval of key decisions of the business academic unit; (3) appointment of the head or senior leader of the business academic unit; (4) geographic separation of the business academic unit and the larger institution; and (5) any other significant attribute of the relationship that affects the autonomy of the business academic unit.

- Based on AACSB approval of the entity that is applying for accreditation, the next step is to gain agreement on the programmatic scope of the accreditation review. Programmatic scope will normally include all business and management degree programs at the bachelor's level or higher, research activities, and other mission components. Other mission components may include executive education or other mission-focused outreach activities if they are business related. Regardless of the entity seeking accreditation, the following guidelines establish factors that determine if a degree program should be included or excluded from the AACSB accreditation review process:

  - Normally, bachelor degree programs in which 25 percent or more of the teaching relates to traditional business subjects or graduate programs in which 50 percent or more of the teaching relates to traditional business subjects are considered business degree programs. Traditional business subjects include accounting, business law, decision sciences, economics, entrepreneurship, finance (including insurance, real estate, and banking), human resources, international business, management, management information systems, management science, marketing, operations management, organizational behavior, organizational development, strategic management, supply chain management (including transportation and logistics), and technology management. This list is not exhaustive and should be interpreted in the context of the school and mission. Normally, extensions of traditional business subjects, including interdisciplinary courses, majors, concentrations, and areas of emphasis will be included in an AACSB accreditation review.

- Degree programs with business content below the thresholds noted above may be excluded from the AACSB review process if such programs are not marketed or otherwise represented as business degree programs and if such programs do not involve significant resources of the business academic units participating in the AACSB accreditation review process. Programs that could be construed as business degrees by the public should be requested for exclusion, even if they are below these thresholds.
- With the burden of proof on the entity applying for AACSB accreditation, degree programs with business content exceeding the minimum thresholds noted above may be excluded from the review process subject to approval by the appropriate AACSB committee based on that committee's judgment regarding the following factors:

    - Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion.
    - Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process. For example, degree programs must be included in the accreditation review if they are business programs announced and advertised in catalogs, brochures, websites, and other materials in conjunction with programs that are identified for inclusion. That is, to be excluded, degree programs must not be presented in conjunction with the included programs, either in the institution's materials or in materials for programs for which the exclusion is sought. To be excluded, programs must be clearly distinguishable from the included programs by title; in published descriptions; and in representations to potential students, faculty, and employers. Exclusions will not be approved when such exclusion will create confusion about which programs within the institution have achieved AACSB accreditation.
    - Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral. If the leadership of the entity applying for accreditation has influence over these factors or controls these factors relative to any business degree program, the program will be included in the scope of review.

- Other factors that may result in the exclusion of a degree program from an AACSB accreditation review are:
    - Degree programs subject to accreditation by other non-business accreditation organizations.
    - Specialized degree programs (e.g., hotel and restaurant management, engineering management, health care management, agribusiness, and public administration) that are not marketed in conjunction with the business program under AACSB review.
    - Degrees offered on a separate or independent campus.
    - Degree programs offered via a consortium of schools that do not carry the name of the applicant entity on the diploma or transcript.
    - Degree programs in secondary business education whether offered within the entity applying for accreditation or elsewhere.

- Degree programs offered by the entity applying for accreditation delivered jointly through partnership agreements, consortia, franchise arrangements, etc. are included in the scope of the review if there is any connotation that the entity applying for accreditation is recognized as one or more of the degree granting institutions.
- Degree programs in business and management delivered by other (non-business) academic units are reviewed primarily against standards related to student selection and retention, deployment of qualified faculty and professional staff, and teaching and learning.
- AACSB recognizes national systems and local cultural contexts, as well as regulatory environments in which an entity applying for accreditation operates. As a result, AACSB can vary the boundaries of what is considered traditional business subjects. AACSB will consider the definition of those boundaries in the local context in which the applicant entity operates. For AACSB to agree to vary its definition of a traditional business subject, the applicant entity must explain and document such variations within its local context.
- AACSB International must ensure that its brand is applied strictly and only to the agreed upon entity applying for accreditation and the programs and programmatic activities included within the scope of its review. For that reason, the entity applying for accreditation must document its agreement and alignment with the following guidelines regarding the use of the AACSB International accreditation brand and related statements about accreditation:
    - In the case that the entity applying for accreditation is the institution, the AACSB accreditation brand applies to the institution (e.g., the University of Bagu), all business academic units (e.g., the College of Business, Graduate School of Business, or Bagu School of Management), all business and management degree programs delivered by the institution or business academic unit (e.g., BBA, MBA, or Masters of Science), and degree programs in business and management included in the review that are offered by other (non-business) academic units (e.g., BA in Management or MA in Organizational Leadership). Note the AACSB accreditation brand may not be applied to other (non-business) academic units, only to the business and management degree programs included in the accreditation review that they offer.
    - In the case where the entity applying for accreditation is an independent business academic unit within an institution, the AACSB accreditation brand applies only to the independent business academic unit and all business and management degree programs it is responsible for delivering. The AACSB accreditation brand may not be applied to the institution or to other (non-business) academic units or the business and management degree programs they offer.
- Applications for accreditation must be supported by the chief executive officer of the business school applicant and the chief academic officer of the institution regardless of the accreditation entity seeking AACSB accreditation. When the applicant entity is an independent business academic unit at the same institution as another entity that already holds AACSB accreditation, the applicant must clearly distinguish the business programs it delivers from the AACSB-accredited entity. In all cases, the institution and all business academic units agree to comply with AACSB policies that recognize the entity that holds AACSB accreditation.
- For all AACSB-accredited entities, the list of degree programs included in the scope of accreditation review must be updated annually as part of the Business School Questionnaire so that the list of approved program exclusions may be maintained on a continual basis by AACSB. New programs introduced by business academic units that

are AACSB-accredited may be indicated as AACSB-accredited until the next continuous improvement of accreditation review. New business degree programs delivered by other (non-business) academic units may not be indicated as accredited prior to the next review.[2] New programs introduced by business academic units will be included in the scope of accreditation review.

E. The school must be structured to ensure proper oversight, accountability, and responsibility for the school's operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement. [OVERSIGHT, SUSTAINABILITY, AND CONTINUOUS IMPROVEMENT]

Basis for Judgment

- This criterion does not require a particular administrative structure or set of practices; however, the structure must be appropriate to sustain excellence and continuous improvement in business education within the context of a collegiate institution as described in the preamble to these standards.
- The organizational structure must provide proper oversight and accountability for the components of the school's mission that are related to business education.
- The school must have policies and processes in place to support continuous improvement and accountability.
- The school must demonstrate sufficient and sustained resources (financial, human, physical, infrastructural, etc.) to support the business academic unit (or units) seeking
  AACSB accreditation in its efforts to fulfill its mission, strategies, and expected outcomes. Resources must be sufficient to support the number and complexity of academic programs and other mission-related activities.

Guidance for Documentation

- Describe the organizational structure of the school, providing an organizational chart that identifies the school in the context of the larger institution (if applicable).
- Provide an overview of the structure of the school, its policies, and processes to ensure continuous improvement and accountability related to the school's operations. This overview
  also should include policies and processes that encourage and support intellectual contributions that influence the theory, practice, and/or teaching of business and management.
- Summarize the budget and financial performance for the most recent academic year. Describe the financial resources of the school in relationship to the financial resources of the whole institution (e.g., compare business degree program enrollments as a fraction of the
  institution's total enrollment).
- Describe trends in resources available to the school, including those related to finances, facilities, information technology infrastructure, human, and library/information resources.
  Discuss the impact of resources on the school's operations, outcomes (graduates, research,
  etc.), and potential for mission achievement going forward.
- Describe the total faculty resources for the school, including the number of faculty members on staff, the highest degree level (doctoral, master's, and bachelor's) of each

faculty member, and the disciplinary area of each faculty member. Describe the sufficiency of faculty resources in relation to program array and complexity.

- For each degree program, describe the teaching/learning model (e.g., traditional classroom models, online or distance models, models that blend the traditional classroom with distance delivery, or other technology-supported approaches). In addition, describe the division of labor across faculty and professional staff, as well as the nature of participant interactions supported. Extend this analysis to each location and delivery mode.
- Describe the school resources that are committed to other mission-related activities beyond business degree programs and intellectual contributions.

F. All degree programs included in the AACSB accreditation review must demonstrate continuing adherence to AACSB accreditation standards. Schools are expected to maintain and provide timely, accurate information in support of each accreditation review. [POLICY ON CONTINUED ADHERENCE TO STANDARDS AND INTEGRITY OF SUBMISSIONS TO AACSB]

All degree programs included in the AACSB accreditation review must demonstrate an understanding and continuing alignment with the AACSB accreditation standards and policies. Schools in the initial accreditation process must demonstrate an understanding and alignment with the accreditation standards and complete the initial accreditation process within the maximum seven-year time period from the date that an Eligibility Application is accepted.

After a school achieves accreditation, AACSB reserves the right to request a review of that accredited institution's or academic business unit's programs at any time if questions arise concerning the continuation of educational quality as defined by the standards. In addition, schools are expected to maintain and provide accurate information in support of each accreditation review.

Any school that deliberately misrepresents information to AACSB in support of an accreditation review shall be subject to appropriate processes. Such misrepresentation is grounds for the immediate denial of a school's initial application for accreditation or, in the case of a continuous improvement in the Accreditation Council

APPENDIX H: Bibliography

Bibliography

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APPENDIX I: Numbers of Students and Faculty Served by each SMU Library

Reporting Structure	Library	Director	Faculty	Graduate Students	Undergraduate Students	Total Students
Central University Libraries Elizabeth Killingsworth, *ad interim Dean*	Fondren Library	Jolene deVerges *Interim*	468 *(Simmons=76* *Lyle=69* *Dedman=312* *Guild Hall=11)*	2773 *(Simmons=1147* *Lyle=1114* *Dedman=408* *Guild Hall=104)*	4733 *(Simmons=159* *Lyle=640* *Dedman=1223* *Guild Hall=0* *Pre-majors: 2,711)*	7506
	Hamon Library	Beverly Mitchell *Interim*	127 *(Meadows)*	191	633	824
	DeGolyer Library	Russell Martin	0	0	0	0
Total CUL:			595	2964	5366	**8330**
Perkins School of Theology	Bridwell Library	Roberta Schaafsma	28	283	0	**283**
Dedman School of Law	Underwood Law Library	Greg Ivy	44	804	0	**804**
Cox School of Business	Business Library	Sandy Miller	81	880	1127	**2007**