

Collection Development Policy

Buley Library

Southern Connecticut State University

(adopted October 12, 2012)

PREFACE

The Collection Development Policy provides a comprehensive coordinated framework for current and future collecting activity within Buley Library. Within this context it assists the Library's selectors in building a collection covering all applicable fields of knowledge and communicates this activity to the Library's other constituencies; faculty, students, staff, administrators, and the general public.

The Policy serves a variety of purposes reflecting the Library's relationship with its varied clientele. These purposes include:

- creating an orderly plan for Library collection development
- relating the collection building activities to the mission of the Library and to the teaching, learning and research needs of the clientele
- enabling the evaluation of collection strengths and weaknesses and directing future development
- assisting the selectors in materials selection by defining areas of collecting responsibility and coordinating collecting activities
- communicating guidelines to the Library's constituencies and other interested parties
- providing consistency and focus toward defined goals in order to shape stronger collections

In so doing, the Library recognizes the centrality of academic freedom in the areas of information resource selection and upholds the American Library Association's Library Bill of Rights (Appendix A).

INTRODUCTION

Organization of Collection Policy Statements

The Policy is organized by general subject area and, in certain instances, by specialized collection. Area and collection statements include the purpose, academic programs served, and the specific collection guidelines. These guidelines consist of language, geographic, and chronological parameters, as well as any notes or comments which may be relevant to the collection.

An evaluative breakdown of Collecting Levels for each subject is included with cross-references where needed. The following standard system of five levels has been adapted from those developed by the Research Libraries Group (RLG) and later adopted by the Association of Research Libraries (ARL) as well as the Library of Congress and is used to furnish a guide for maintaining the quality and coverage of the various subject areas:

- A. Research Level: Supports graduate (Master and Doctoral level) course work, or sustained independent study; i.e., that which is adequate to maintain knowledge of a subject required for limited or general purposes. It includes a wide selection of specialized monographs, complete collections of the work of important writers, selections from the works of secondary writers, and the appropriate reference tools and fundamental bibliographical apparatus pertaining to the subject.
- B. Advanced Study Level: Supports the course work of advanced (upper division) undergraduate programs or sustained independent study; i.e., that which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than Research Level. It includes a wide range of basic monographs both current and retrospective, complete collections of the works of more important writers, selections from the works of secondary writers, and the reference and fundamental bibliographic apparatus pertaining to the subject.
- C. Initial Study Level: Supports undergraduate (lower division) courses. It includes a judicious selection of current basic monographs (as represented by *Choice* selections) and periodicals supported by seminal retrospective monographs (as represented by *Resources for College Libraries*), a broad selection of works of more important writers, a selection of the most significant works of secondary writers, current editions of the most significant reference tools and bibliographic apparatus pertaining to the subject, and a limited collection of owned or remotely-accessible electronic resources, including texts, data sets, journals, etc.
- D. Basic Level: Introduces and defines a subject area and indicates the varieties of information available elsewhere. It includes a highly selective collection of major dictionaries and encyclopedias, editions of important works, historical surveys, and important bibliographies.
- E. Minimal Level: Pertains to a subject area in which few selections are made beyond very basic works.
- F. Out of Scope: A subject in which the Library does not intentionally collect materials in any format.

This policy reflects current collection development and management activities, and indicates potential future directions. All of the individual policy statements are subject to revision as course offerings, departmental emphases, and scholarly publishing fluctuates. Also, it is imperative that this document be reviewed periodically by the Library faculty in collaboration with the teaching faculty.

RESPONSIBILITY FOR COLLECTION DEVELOPMENT AND MANAGEMENT

The Acquisitions/Collection Development Librarian is responsible for guiding the growth of the Library's information resources in support of the University's academic programs by coordinating the selection, acquisition, preservation and de-acquisition of information resources in all formats. This is a collaborative effort in specific subject areas with designated library selectors and members of the teaching faculty. Ultimately, responsibility for building the Library's collections lie with the Library faculty. The professional responsibilities of the Library faculty, as defined in the Article 8.3 of the AAUP Collective Bargaining Agreement, 2007-2012, include

"...developing and maintaining the library collection of the university..."

It is the responsibility of Buley Library's faculty to monitor the availability of recently produced materials of value to the University and to initiate and coordinate selection decisions in their respective fields, in accordance with the overall Collection Policy. They will match Southern Connecticut State University's needs with newly available information resources as well as balance the needs for filling in retrospective gaps in the collections.

In addition to this formal selection process, effective collection development and management depends upon the continuing identification of relevant resources on the part of library and teaching faculty, students, and others. Included in this effort are the following:

1. review of existing and newly planned courses of instruction, degree programs and research projects in the context of overall University and Library goals and priorities;
2. participation of Library selectors in the deliberations of curriculum committees and/or other groups dealing with changes in or additions to existing courses, degree programs and research projects;
3. routine mechanisms for eliciting suggestions from teaching faculty members such as course reserves, reading lists, syllabi, as well as suggestions from any member of the University community for the addition of particular information resources to the collections;

4. formal and informal mechanisms for channeling comments and suggestions regarding the Library collection development and management policies and practices (such as participation in departmental faculty meetings, suggestion boxes, etc.);
5. programs for maintaining Library selector and user awareness of unique materials, specialized information services and significant collections available outside the University Library.

SELECTION CRITERIA

The mission of Buley Library is to “*provide resources...to support and enhance the teaching, learning, scholarship, and research mission of Southern Connecticut State University*” by developing collections of information resources which support these endeavors of the University community. This activity is based on a group of criteria which apply generally to all information resources being considered for addition to or removal from the collections. Particular criteria will assume greater or lesser importance depending on the type of material under consideration or the subject matter covered. Policy statements which explain the application of the criteria within particular subjects or areas of responsibility appear on the following pages.

Decisions concerning the acquisition and retention of information resources will be made within the context of the specific subject statements appended. The general factors to be taken into account are:

1. Relevance to the University’s Needs.

Relevance to the actual or potential needs of the University’s educational and research programs. Selectors maintain close ties with the departments and programs which comprise the primary user group for a particular subject or area.

2. Scope and Content.

The Library’s collections are not limited by format; where applicable, collections should be built in both traditional and emerging formats.

Monographs, which may treat very specialized aspects of a topic or may provide a comprehensive treatment of knowledge about the topic, are collected in most disciplines. Textbooks, workbooks, study guides and other similar treatments are only collected very selectively in most disciplines.

For periodicals, media and databases, preference is given to titles with subject coverage of sufficient breadth to be of use and interest to a teaching department or to an interdisciplinary program that cuts across departmental lines.

Special Collections, in general, are conscious areas of collecting activity that may be considered out of the normal collecting scope.

3. Relevance to Existing Collections.

Depth of existing collections in the subject and local availability of an item should be considered. The Library will rarely acquire everything published on a particular subject. Preference is given to resources which present new information or information from a different perspective from those already in the collection.

The Library cooperates with other institutions to provide access to resources through interlibrary borrowing and lending and provision of on-site access. Additionally, the Library attempts to minimize the duplication of expensive information resources held within the Connecticut State University System.

4. Scholarly Value.

The quality of a resource can best be determined by weighing several subjective factors collectively, i.e., sponsorship; degree of scholarship; degree of creativity; lasting value; reputations of the author, publisher, contributors, and/or editorial board; type and degree of illustrations; article bibliographies, etc. None of these alone is the deciding factor but each is considered as it contributes to or detracts from the overall quality of the item under consideration.

5. Currency and Timeliness.

Research and education in many disciplines, particularly in the sciences, computer science and health fields, require the most up-to-date information. In those areas, preference is given to items which report new and revised information in a timely fashion.

6. Bibliographic Accessibility.

The inclusion of a periodical in an indexing/abstracting source increases access to its content and as well as its level of use in the Library. Because the collection includes such a large number of primary indexes and online databases, bibliographic accessibility through indexing sources (whether print or online) is a selection criterion.

7. Relative Price.

The value of a monograph, periodical, database, etc. to the collection cannot be measured by considering the cost of the resource alone. Price is rarely the sole determinant for inclusion or exclusion of an item for the collection. The price of the material is only one component of the cost of acquiring it; added to the price is the cost to order, catalog, house, preserve, and/or license it.

8. Language and Country of Origin.

Generally, the Library's information resources are acquired in the English language. The obvious exception to this are items for the World Languages and Literatures Department, wherein the Library acquires materials only in those languages in which academic programs are taught.

GENERAL PRIORITIES

The following purchasing priorities have been established by the Library:

1. current imprints, published within the last two calendar years;
2. journal and database subscriptions in support of instructional programs;
3. replacement of missing or damaged items of importance or in demand;
4. duplicates of heavily used materials;
5. microform or digital replacement for degradable formats such as newspapers;
6. retrospective purchases of non-current imprints to strengthen holdings or fill gaps.

GENERAL PRINCIPLES

1. **Current Publications.** Current imprints which are relevant to the University's academic programs and mission are emphasized.
2. **Retrospective Purchases.** Retrospective purchases of non-current imprints to strengthen holdings or fill gaps are identified and evaluated in light of the appropriate overall subject or area policy statement as well as the financial resources available.
3. **Duplication of Resources.** The Library makes a concerted effort not to duplicate resources. Requests for multiple copies of particular resources must show sufficient justification of need. In no case does the Library purchase duplicate copies for the sole use of individuals irrespective of expected usage. Items may be acquired in accordance with the following guidelines:
 - a. multiple demand and heavy continuous use over an extended period of time;
 - b. reference titles for which there is a justifiable need and request for a circulating copy.
4. **Multiple Editions.** New editions of information resources will be acquired as requested. Retention decisions for older editions will vary.
5. **Preferred Format (Binding).** Hardbound editions of new monographs are preferred when available and financially feasible for the physical circulating collection.
6. **Collections.** Bound collections of readings from previously published periodicals are not desirable.
7. **Reprints.** Reprint editions are acquired when no other copies are available.
8. **Replacements.** Replacement decisions for replacing lost, missing, or damaged material are made on a title-by-title basis by the Librarian Liaison in accordance with the Collection Development Policy for the subject area.

9. Musical Scores. Musical scores are acquired for study purposes only, not for performance purposes.
10. Workbooks and Study Guides. Workbooks and study guides are not generally collected.
11. Dissertations. Dissertations are not generally purchased.
12. Out-of-Print Titles. Requests for out-of-print titles are carefully reviewed before submission because of their potential additional cost.
13. Multi-Volume Titles. Requests for one volume of a multi-volume set or serial are carefully reviewed by the Librarian Liaison due to the potential continuing commitment. Future and/or retrospective volumes of the work or set will not necessarily be automatically acquired.
14. User Requests. Material requests from patrons are reviewed and, where consistent with the Library's Collection Development Policy, will be considered for acquisition.
15. Library's Prerogative. The Library retains the prerogative to review requests for acquisition of any item.
16. Removal From Collection. Weeding (deacquisition) is the systematic evaluation of the Library's information resources with an eye to withdrawal of damaged or obsolete materials. This process is an integral part of a comprehensive collection development and management plan.

APPENDIX A

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.