

Duggan Library Collection Development Policy

(Revised 2011)

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Introduction

The Duggan Library's mission statement reads, in part, "...providing meaningful contributions to the College's unique teaching and learning environment through [collection development of materials in print, audiovisual, electronic and other formats as appropriate in support of the curriculum]." To properly ensure this mission a written collection development policy is necessary. The major purpose of this collection development policy is to serve as a general guide by establishing criteria for the selection and maintenance of the library's collections in a variety of formats. Additionally, a useful byproduct of this policy is to facilitate accountability to external agencies. This policy reaffirms past and current practice that the library's collections are a responsibility shared by librarians and faculty while openly inviting recommendations from students, staff, alumni, community patrons, and friends. Such collaboration requires consistent effort to ensure meeting both short and long term collecting goals.

The primary purpose of the library's collections is acquiring and maintaining materials that directly support the undergraduate curriculum, including classroom instruction needs. Addressing faculty research concerns constitutes a secondary aim. Peripherally, the library also considers materials relating to the recreational needs of the college community and as a general information source for the community at large.

Given the nature of Hanover's curricular environment, as well as promoting ease of access to materials of all disciplines, campus branch libraries are, at this writing, unnecessary and not recommended. Therefore, all materials purchased with library funds shall be housed in, or in the case of electronic resources, emanate from, the Duggan Library.

NOTE: The process by which library funds are allocated is a question of procedure rather than policy and will be reviewed separately and periodically to determine the best method for consistent collection development to support the programs and needs of Hanover College.

Intellectual Freedom Principles

In all cases, Duggan Library staff members uphold, among others, the following American Library Association's policies and statements:

- Library Bill of Rights
- The Freedom to View
- Intellectual Freedom Principles for Academic Libraries
- Code of Ethics
- Challenged Materials
- Evaluating Library Collections
- Free Access to Libraries for Minors
- Privacy
- Policy of Confidentiality of Personally Identifiable Information About Library Users

These and other policies and statements are available from the [American Library Association](http://www.ala.org) (<http://www.ala.org>); policies listed above are also available at Duggan Library's circulation desk under permanent reserve.

As long as materials fit within the general collection parameters of the library, all points of view and subjects will be considered without prejudice or censorship. The library staff ensures equity and freedom of access to information unimpeded by social or cultural barriers. To facilitate this access, arrangement of library materials is in accordance with standard library classification schemes. Placement of items on shelves is determined solely by the classification system employed and shelf space.

Copyright Compliance

With respect to Copyright, the library's policy is grounded in the law and the American Library Association recommendations set forth for fair use of copyrighted material to ensure that we are within the bounds of copyright/fair use compliance. This includes photocopying, placing materials on course reserve, and absorbing the cost of copyright-related Interlibrary Loan fees.

The Curriculum

Hanover College offers the following academic programs that the Duggan Library supports as its primary objective:

- Anthropology, Cultural
- Art History
- Art Studio
- Astronomy
- Biochemistry
- Biology
- Business (CBP)
- Chemistry
- Classical Studies
- Communication
- Computer Science

- Creative Writing
- Economics
- Education (Teacher Certification)
- English
- Environmental Science
- Kinesiology and Integrative Physiology
- Film Studies
- French
- Gender Studies
- Geology
- German
- Greek
- Health and Movement Studies
- History
- International Studies
- Latin
- Mathematics
- Medieval-Renaissance Studies
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre
- Theological Studies

The following Liberal Arts Degree Requirements courses, and pre-professional programs are also supported:

- Liberal Arts Degree Requirements (LADR courses)
 - Great Works, The Examined Life, Modern Society, Natural World, Other Cultures, Abstraction and Formal Reasoning, World Languages, Health and Physical Fitness.
- Liberal Arts and the Professions (programs)
 - Teacher Certification (Education), Center for Business Preparation, pre-medical, pre-dental, and pre-law.

Collection Levels

While depth of collection in a given area will vary and change over time due to numerous factors, defining collection levels is useful as a basis for assessment and goals for future growth.

The following collection level definitions are modifications from the Research Libraries Group (RLG) and will be used for consideration of collection depth at the Duggan Library.

0: Out of Scope

- The library does not collect in this subject.
- The library will try to obtain these materials through interlibrary loan.

1: Minimal Level

- A subject area in which few selections are made beyond very basic or introductory works.
- Includes subject areas which are outside the scope of the curricula but basic authors, some core works, or a spectrum of ideological views are represented.

2: Basic Information Level

- A selective collection of materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere.
- At this level, dictionaries, encyclopedias, bibliographic databases, bibliographies, selected editions of important works, historical surveys, handbooks, and selective core periodicals, may be included.
- The aim is to support students in introductory level courses.

3: Study or Instructional Support Level

- A collection that is adequate to impart and maintain knowledge about a subject in a systematic way.
- This collection level contains a wide range of basic works, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, fundamental bibliographic database(s), and reference works.
- At the more advanced level of Instructional Support, works will provide more in-depth discussions of research, techniques, and evaluation.
- This level is considered adequate to support personal research needs, as well as undergraduate instruction.

4: Research Level

- A collection that includes the major published source materials required for dissertation and independent research, including doctoral level research.
- Includes materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers.
- Pertinent foreign language materials are also included at this level.

5: Comprehensive Level

- A collection in which a library endeavors, so far as it is reasonably possible, to include all significant works of recorded knowledge, in all applicable languages, for a necessarily defined and limited field. The aim, if not the achievement, is exhaustiveness.
- Older material is retained for historical research with active preservation efforts.

Hanover's undergraduate liberal arts curriculum is generally well served at the Study or Instructional Support Level (3) and below. Materials in areas outside our collection scope (Level 0), for example, nursing, will not be actively purchased or collected. Recreational reading material (i.e. the Fitton Browsing Collection¹) and materials related to career development/information will be sustained at the Minimal Level (Level 1) while the Juvenile Collection² will be sustained at the Minimal to Basic Levels (1-2). Pre-medical, pre-dental, and pre-law programs will be supported at the Basic Information Level (Level 2). The only collection where Duggan Library will strive to maintain at the Comprehensive Level (5) is Hanoverian material, including all monographic publications by current faculty, Independent Studies, Richter Grants, and college publications. Other items at the Comprehensive Level (5), Research Level (4), and those considered Out of Scope (0) will generally be obtained through interlibrary loan, including much of faculty's personal research materials (which may also be subsidized through faculty grants awarded by the Faculty Development Committee. (See the Faculty Manual for details).

In almost all cases, library materials acquisition funds should be limited to items in the following levels: Minimal, Basic Information, and Study or Instructional Support.

Questions to Consider When Reviewing Materials for Potential Selection: A Guideline

- Is the material appropriate for one or more academic programs, faculty research needs, or general reading demands?
- Has the material received positive review evaluations in one or more accepted reviewing media and/or are citations of the material found in bibliographies or indexes?
- Is the publisher reputable?
- What is the author(s) reputation and credibility in the subject field?
- Is a book a new edition with revised information or merely a reprint?
- Is a periodical indexed or abstracted by services available through the library?
- Is the material part of a series or a multi-volume set whose purchase should be ongoing or necessary to complete the set?
- Is the material of student interest or concerns contemporary issues?
- Is the content of local interest?
- Does the material provide a significant addition to those already in the collection?
- Does the material provide depth to an existing subject area?
- Does the material fill a gap in the collection?
- Is the content accurate and error-free?

¹ Unique collection of recreational/leisure reading materials named in honor of long-time college librarian Mary Louise Fitton and designated with a collection code of FBC.

² Unique collection of children's literature that primarily exists to support the Education Department and designated with a collection code of Juvc

- Is the material solely to support individual faculty personal research needs?

General Collecting Principles

- Selection of materials shall be a collaborative effort between faculty and the library.
- The library will encourage suggested titles for purchase from students and other library users. Acquisition of recommended titles will be subject to criteria as stated in this Collection Development Policy.
- Selection of materials to be added to the Duggan Library collections is based on demonstrated need with an emphasis on the quality of the selection. Materials that support the curriculum receive the highest priority.
- Acquisition of materials may occur through direct order purchases, vendors, gifts, government document depository, and exchanges with other libraries.
- Specialized (research level) material will be primarily provided through Interlibrary Loan.
- All materials purchased with library funds will reside in, or emanate from (in the case of electronic resources), the library.
- With the exception of library office materials, items purchased for the library's collections will be cataloged with bibliographic information available from the online public access catalog. All newly received library materials must be cataloged and processed before they can be taken out of the library. Exceptions may be made for faculty due to unusual circumstances for teaching purposes only. In such cases, all materials must be returned undamaged within two weeks. Requests to use items prior to cataloging should be directed to the Director of the Duggan Library, or to the Cataloging staff, in the Director's absence.
- Where multiple formats (print, microform, audio-visual, electronic, etc.) are available for a given item, the format selected should be the one that provides the greatest benefit in terms of access, ease of use, and perpetuity, to the library's users.
- Each discipline should have an appropriate amount of primary source materials to support curricular needs, in particular upper class courses.
- Generally, only English language materials will be purchased with library funds except where a world language is the basis for an existing major (for example, Modern and Classical languages). One exception is that world language materials may be purchased where the text is secondary to other content, for example, art books where images are the primary content.

Issues Regarding Specific Types of Library Materials for Acquisition

General

- Library materials for interdisciplinary courses are to be supported, not as independent entities, but within context of the entire curriculum by the faculty who teach these courses.
- The library strives to provide current technology devices that facilitate access to materials in non-print format.

- Consideration for acquisition of dissertations will only be at the request of faculty, or students working on senior thesis³ type works, and will be purchased out of the Interlibrary Loan/Document Delivery account as funds allow and at the discretion of the library director. These items may be added to the library's collections subject to the criteria as stated in this Collection Development Policy.
- Materials that are missing or damaged will be considered for replacement subject to criteria as stated in this Collection Development Policy.
- The library will not collect computer software programs (for example, SPSS).
- The library will not normally purchase multiple copies of materials. Exceptions may be made for duplication of appropriate titles for Special Collections, in Reference where a duplicate to a circulating title is prudent, where multiple sections of a course are being taught simultaneously, or when an additional copy to a circulating title is deemed necessary for the purpose of course reserves. (In any case, due to the nature and intent of course reserves, library allocation funds will not be used for purchase of multiple reserve copies).
- The library will not normally expend funds for items designated as "vertical file" materials. Examples are pamphlets, booklets, newsletters, folded maps, etc.

Monographs

- To ensure the longevity of investment in library materials purchased, the library will automatically acquire print monographs in hardback, unless only a paperback copy is available.
- Paperback copies may be purchased in lieu of hardback to save money but will be targeted for re-binding with hard cover.
- Out-of-print materials will be considered for purchase the same as in-print materials subject to this Collection Development Policy.
- The library will not use allocation funds to acquire textbooks used in current course offerings.
- Purchase of books in electronic format (ebooks) for the general collection may be considered in lieu of print by preference of the ordering faculty member or as part of any *patron driven acquisition* options that may be implemented.
- Where feasible, the library may subscribe to ebook collections to supplement purchased volumes.

Serials

- The library will initiate a review of current periodical subscriptions with each department every few years. Likewise, departments may request a review at anytime.
- Requests for new periodical subscriptions will be considered in consultation with faculty members at the department level.
- Ordinarily, retrospective purchases of periodicals will be added in microform or in electronic media; retrospective periodicals in print will only be added to fill a gap in the existing collections.

³ Formerly known as Independent Study

- Standing Orders will normally be limited to serial purchases, (or ongoing reference works, or multi-volume sets published over a limited period).
- The retention schedule of general interest magazines (i.e. non-academic titles) and newspapers is determined on a case-by-case basis. Upon recommendation by a faculty member, change in the retention rate of a given title will be considered.
- If not made available through electronic means, indexes and abstracts necessary to support Hanover's academic programs will be provided in print form.
- Print copies of periodical issues duplicated by stable electronic resources will not normally be retained.

Government Documents

- While the Duggan Library is a federal depository, selection of government documents will be based on their content value to the curriculum, not solely because they are government documents.
- Generally, maps will be acquired through our federal depository status.

Electronic Databases

- The library will maintain access to a wide variety of electronic databases, including indexes, abstracts, full text (periodical and book) and media that support the academic programs at Hanover College.
- When subscribing to an electronic resource where ownership (versus access only) is an option, a permanent (versus renewable) license will be explored, relative to financial feasibility.
- Database access and use is subject to licensing agreements.

Audio/Visual Materials

- To stay abreast with the most current technology, DVDs will automatically be the format of choice for motion picture materials, unless only VHS is available.
- Educational motion pictures have a much higher priority for acquisition than feature films unless the feature film directly supports a current course being taught.
- Feature films not directly supporting courses may be purchased as discretionary funds allow.
- For both DVDs and VHS, the NTSC (North American format) is strongly preferred to the PAL (European) format. Given the lack of equipment to play PAL formatted material on campus, these will only be purchased when a NTSC version is not available.
- Compact Discs, when available, will be purchased instead of cassette tapes or vinyl as the format for audio materials.
- Other visual material, such as slide sets, will be considered if it directly supports the curriculum.

Reference Materials

- The library maintains a separate acquisitions budget for print and electronic reference materials and uses standard current awareness tools to aid in the selection of items supporting the curriculum. Reference titles may also be suggested by contacting the library director.
- Dictionaries, encyclopedias, bibliographies, biographical sources, general subject surveys, handbooks, almanacs, indexes, abstracts, etc. will be provided for up-to-date coverage across disciplines and subject matter.
- Reference materials in ebook format are made available through purchase and subscription models.

Archives and Special Collections

- The college archives housed in the library contains rare books, manuscripts, college records, files, photographs and ephemera, along with the largest Presbyterian Archives Collection in the state. Given its unique nature and importance this area has a separate collection development policy found at <http://library.hanover.edu/aspcolldev.html>.
- The acquisition of rare books and other items will be through the Lynn Endowment Fund⁴, and donor gifts. (See section "*Donations*" under Archives and Special Collections policy at <http://library.hanover.edu/aspcolldev.html>).
- In some cases it may be deemed appropriate to transfer volumes from the General Collection to the Library's Special Collections.

Gifts

- Only *general collection* gift materials meeting the conditions of this Collection Development Policy will be added to the Library's holdings. (see gift policy at <http://library.hanover.edu/giftpol.html>).
- Where feasible and if desired by the donor, gift materials added to the collection will receive a gift plate with the donor name.
- Non-material gifts to the library for specified purposes (for example, monetary donations to the Lori Ferguson Reading Collection⁵) will only be used as designated.
- Periodical gifts of actively published titles not owned by the library cannot be accepted from individual subscribers.
- Gifts suitable for the Archives will be evaluated under the Archives and Special Collections policy.
- The library will strive to find other options for disposition of gifts not added to the collection such as donating to local book sales or making periodical titles available through a Duplicate Exchange program.

Recreational Reading

⁴ Endowment in memory of Charles J. Lynn (Hanover Trustee 1938-58), established as a means for the Library to procure items for the Lynn Rare Book Collection housed in the Archives.

⁵ Gift fund established in memory of Lori Ferguson, organizer of Hanover college Women's Book Club, and Duggan Library staff member (1968-2003) to annually purchase books for the Book Club and that are gift-plated in Lori's name and added to the Fitton Browsing Collection.

- Leisure reading material will be provided through the Lori Ferguson Memorial Reading Collection as selected by the Hanover College Book Club, and occasional gifts.
- Books on tape are not collected and will not be purchased with library acquisition funds.

De-selection

An important component to collection development is the de-selection (weeding) of obsolete materials. Such materials can be outdated books (information contained is no longer accurate or is misleading), superseded editions, incomplete sets of longer works, superfluous duplicates, worn or damaged volumes, obsolete media materials, unsolicited or unwanted gifts, titles outside the collecting scope of the library, or small runs of cancelled periodical titles. One question that can be asked as a guiding principle is, "would allowing an item to remain in the collection produce a *negative value*?" Appropriate de-selection improves access, allows room for new materials, encourages growth in a subject area, and saves space. The criteria for de-selection will be consistent with this Collection Development Policy. That is, does the volume in question support the curriculum? Is the material timely? and so forth. (See section: *Questions to Consider When Reviewing Materials for Potential Selection: A Guideline.*)

Usage statistics alone should not be used as an automatic indicator for de-selection and neither is the age of an item, in and of itself, an acceptable criterion for such action. Of course, there are works that become classics in their field, while others may have intrinsic historical value, for example, as representative of the culture of its time, or be appropriate for transfer to the Archives. Nonetheless, properly managing the library's collections must include allowance for de-accessioning materials that no longer support the mission of the college or the purpose of the library's collections as defined in this policy statement. And, like acquisitions, de-selection of materials, must be a consultative endeavor between faculty and librarians. Faculty will have the opportunity to review general collection materials targeted for de-selection and make recommendations for retention of items in question. Referral to standard bibliographies such as *Best Books for Academic Libraries*, *The Reader's Adviser*, *Katz's Magazines for Libraries*, as well as *Choice* or other appropriate current awareness and retrospective evaluative sources may be recommended for consultation as part of the decision making process for a given title. Decisions about potential serials cancellations will be done in consultation with affected academic departments while government documents targeted for weeding will be done in full accordance of federal depository standards. In all cases, the library will make every effort to transfer deselected items (donation to another library, duplicate exchange program, book sale, etc.) with disposal considered only after transfer options have been exhausted.

Cooperatives and Interlibrary Loan

In today's information environment, especially with current constraints on space, staff, and budget, it is impossible to collect in any one library everything its users may need. Recognizing this fact, librarians have developed agreements and interlibrary loan policies to provide access to materials beyond those available at individual libraries. The Duggan Library belongs to several consortia and participates in multiple interlibrary loan agreements. These make reciprocal borrowing, low-cost loans, and discounted subscriptions viable options for access to items that otherwise would be beyond our means to acquire or that would be outside the scope of this policy. The existence of other area and regional libraries provides another means of access to materials not in the Duggan Library collections. These options allow us to concentrate our

resources on acquiring, processing, and maintaining materials in support of our undergraduate liberal arts programs while offering access on an as-needed basis to a much broader range of materials.

Collection Summary

According to the American Library Association's, *Guide for Written Collection Policy Statements*, in addition to ensuring consistency in the selection and de-selection processes in order to shape more responsive collections, a collection development policy should ideally identify levels of strength and weakness in specific areas of the library's collections. However, to properly ascertain collection strengths and weakness, a conspectus approach as outlined by the Research Library Group (RLG) would need to be employed. A conspectus approach is a summary of collection strengths and collecting intensities, arranged by subject or classification scheme, utilizing standardized codes to define existing, and desired, strengths and intensity. By defining strengths, areas in need of development would thus be unveiled. While this sounds ideal, in reality, such an approach is subjective, extremely time-consuming, costly, and beyond the scope of our current resources. Nonetheless, it should be noted that some manner of collection evaluation (such as periodic assessment of allocation fund expenditures by departments) is highly recommended. It is the perception of some of our students and faculty via recent library user surveys, exit evaluations, etc., that the library's holdings are sparse in some collection areas, contain egregious gaps in others, and still in other areas, the holdings are sorely outdated. By systematically employing faculty/librarian collaborative evaluation method(s) and comparative tools (such as the *Best Books for Academic Libraries*), as well as an increased awareness of our own collection development issues along with adherence to a collection development policy, we can provide the very best collection to support the Hanover College curriculum for all library users.

Conclusion

While specific rules for every set of circumstances cannot be anticipated, it is hoped this policy will be useful in helping to make sound judgments regarding library collection activities as we strive to be good intellectual and financial stewards. However, as stated in the *Introduction*, this policy is a guide, and is intended to be flexible for continued alignment with the development of the college and its curriculum. The Library, like the College, is a living institution, and it is understood that collection development, by its very nature, a dynamic and ongoing process, must also evolve to remain relevant. Accordingly, this policy will be periodically reviewed for updating, and suggestions are always welcome (joyce@hanover.edu).

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