

# **Collection Development Policy**

**Shea Memorial Library**

**American International College**

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# Collection Development Policy

## 1. Introduction:

A collection development policy ideally reflects the roles of the faculty and librarians, as well as the emphasis of the college programs and the requirements of the network consortia and accreditations.

Cooperation in the process of collection development allows librarians and faculty to achieve a balance between specialized interests of campus departments and general needs of library users. Faculty brings subject expertise while librarians contribute knowledge of the range of available formats and resources.

In creating a collection development policy, we are mindful that the academic focus of the college has changed from its earlier mission. This history is reflected in the current status of the collection. In addition to this changing influence from the campus, the publishing environment also impacts decisions on what to acquire because many new formats exist beyond the printed word.

An essential but often hidden participant in the mission of any library is the network to which the library belongs. Libraries have resorted to pooling their collections because it is not possible to acquire all the information resources an institution needs. As part of network membership, each library is expected to strengthen and maintain those parts of its collections for which it is most noted.

The Shea Library Collection Development Policy therefore rests on a three-part foundation: the cooperation between faculty and librarians in setting guidelines for the collection, the library's role in supporting college programs, and the exchange of resources through network memberships.

## 2. Purpose:

The purpose of the Collection Development Policy is to provide library staff with a source of information to create consistent and uniform guidelines for selecting and acquiring materials appropriate for the library collection as well as for determining which materials should be removed from the collection.

Librarians will be reviewing the policy periodically for currency, accuracy, and completeness. Individual changes will be made as the need for them arises. The policy statement may be made available to any member of the campus community upon their request.

### **3. Shea Library Mission Statements:**

Shea Memorial Library supports the mission of American International College through the provision of information resources and services. In this role, the library plays an integral part in the learning process by providing the entire community with access to information for fulfilling research requirements, course work assignments, professional development, and intellectual growth.

This is achieved through collection development, networking, electronic information retrieval, instruction in searching strategy, and assisted access to an array of resources and data. The library assures equitable, unbiased access for the whole college community and upholds the American Library Association's "Library Bill of Rights."

### **4. AIC Mission Statement:**

The mission of American International College is to prepare students for personal fulfillment, professional achievement and civic engagement through educational experiences that transform lives.

Academic programs founded on the knowledge, skills and values of the liberal arts engage students in theory and emphasize applied learning while preparing them for the challenges and opportunities presented in the global environment.

Committed to the intrinsic worth of each individual, AIC prepares students for life!

### **5. Profile of the College:**

Founded in 1885 in Lowell, Massachusetts as "The French-Protestant College", the original purpose of this institution was to educate French Canadians living in the area. When residents in the City of Springfield, Massachusetts offered financial assistance and a site, the college moved to Springfield in 1888. In its new location, it began to attract a more diverse immigrant population and in 1905 changed its name to American International College. During its early years, AIC played a prominent role in educating and training European immigrants for residence and eventual citizenship in the United States.

In the 1920's, its role began to change as AIC shifted its focus to the education of young students living in the area. The college began to evolve into a strong academic

institution offering programs in liberal arts and sciences, business administration and teacher training. In the 1950's and 1960's, the college began to expand its offerings with evening classes, graduate programs, and off campus programs for military personnel.

In the 1980's, AIC began a doctoral program in educational psychology and an undergraduate major in international business. More recently, the college has expanded its health science offerings to include physical therapy and occupational therapy. These additions compliment the academically strong programs in the sciences and nursing. An amplification of the college's programs will appear later in the document.

## **6. ALA 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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries, which 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 18, 1948  
Amended February 2, 1961  
inclusion of "age" reaffirmed January 23, 1996  
by the ALA Council

## 7. Implementation:

The process for the successful implementation of collection development has four basic components. These components include **communication**, **needs analysis**, **budgeting considerations**, and **network commitment**.

**Communication** between the faculty and the professional library staff facilitates the development of the collection. A faculty-student library committee exists for the purpose of keeping the library informed of the perceived needs of the academic programs. Our college librarians serve on curriculum committees to keep abreast of new courses and programs. In addition, professional librarians attend curriculum committee meetings in an effort to collaborate with teaching faculty, learn about new programs, and present new resources available to students. Deans and directors encourage faculty members to recommend new titles and assist in weeding the parts of the collection that fall into their respective disciplines.

Using appropriate criteria, a **needs analysis** of the collection helps to identify those areas demanding greater attention and support. Criteria for this assessment include; program enrollment, level of instruction, and contribution to other areas of study. Librarians implementing the policy evaluate whether the material is up-to-date, presented in appropriate media format being used, in good physical condition, and easy to store.

In developing the collection, **budgeting considerations** are a primary concern. If the cost of items is beyond the means of the budget, then librarians recommend alternative solutions. Some materials may be available in a less costly format or through a network affiliation.

For **network commitment** to function properly, each library in the network must support and maintain its entire collection and collect intensively in the areas for which it is most noted. Those areas of concentrated strength in our collection are not only used by our students but are also of importance to students from other academic libraries in the network. As the students of other colleges rely on the availability of those materials in our collection, so our students rely on the availability of resources in other academic libraries in the network. We are actually part of three network consortiums.

## 8. Type of Materials:

**Archival** - Due to the priceless nature of these treasures, only limited access is available to the serious minded researcher. Although the college does not have the financial resources to actively pursue the expansion of the collection, it nevertheless has grown through the generosity of its donors.

**Instructional** - The Education Resource Center maintains a collection of K-12 textbooks and other instructional materials for reference and use by education majors and faculty. The School of Education plays a primary role in the development of the collection in the Education Resource Center. Instructional materials housed in the Media Center are governed by the Collection Development Policy and are primarily used for instruction by the college faculty.

**Monographs** - Primary sources for the treatment of single subjects but not limited to the print medium, are intended for the study of a single subject. The Collection Development Policy most directly impacts this area by setting priorities.

**Reference** - These are secondary and tertiary sources for the general support of broad and specific areas of the curriculum. Used for quickly acquiring terse facts and information, they include dictionaries, encyclopedias, and atlases.

**Research** - Primarily consisting of theses, and dissertations; these resources are used for the support of research projects. The collection is primarily expanded through the scholarly efforts of the students.

**Serials** - These resources are published in successive parts and include newspapers, journals, annuals, and indexes. Received on a continuum basis, the library assumes a financial obligation over an extended period of time for these materials. The Collection Development Policy plays a major role in setting the priorities for these resources.

## 9. Format of Materials:

**Audio Tapes** - Recordings made on 1/8" wide iron-oxide coated vinyl tape, recorded at 15/16 i.p.s and contained in 2 1/2"x 4" in cassettes are the primary audio medium owned by the library. The Oral History Collection holds the greatest number of audiotapes. There is presently very limited use of this medium on campus; however, the library will consider the acquisition of audiotapes if it is necessary to fulfill an instructional need.

**Books** - Books are available in an assortment of bindings. Hardbound books are generally acquired for very heavy usage. For lighter or more limited use, the library may consider spiral bound, paper bound, or notebook binders (for continuations).

**CD-ROMs** - The Library has acquired a limited number of CD-ROM's for satisfying some of the information needs of patrons. Although a useful tool for stand-alone terminals and local networks, the availability of resources on the Internet has reduced the Library's reliance on this medium.

**Database and On-Line Resources** - There are increasingly more resources available via databases and on the Internet at a considerable savings through network purchases. Because of the speed of access, the extent of the data base sizes, and the ease of searching, the library has acquired access to more resources through this medium.

**Serials** – Collected both electronically and in print.

**Microforms** - Most of the periodical back files are available in microfilm and microfiche. Because it is easy to retrieve, copy, store, and protect from theft; the Library has resorted to this medium for much of its periodical collection. Recently, due to the increased availability and convenience of on-line resources this collection has been culled.

**Miscellaneous** - The Library does not purchase artwork or valuable and irreplaceable historical records but will accept gifts from donors.

**Other Media** - A variety of media formats are used as information sources. They may include globes, models, memorabilia, manipulatives, and instructional kits. Many of these items will be housed in the Education Resource Center.

**Video Tapes and DVDs** - The Audio/Visual Center houses, circulate, and maintain a collection of videotapes for faculty use. The commercial recordings include both DVD and VHS formats and are available in A/V in the basement of the library.

## **10. Characteristics of Material:**

**Timeliness** - In general, contemporary materials are purchased more rigorously than older, classical materials. It is appropriate, however, to select excellent works regardless of date published.

**Language** - Shea Library will collect mostly English-language materials. Materials in non-English languages will be collected when it is deemed important to have an edition in the original language or when there is qualitative benefit to having a work in another language.

## **Collection Levels:**

In order to analyze the collection and measure its effectiveness in supporting the curriculum, it is necessary to identify the degree of comprehensiveness of all areas of the collection. The levels of support are identified in the following manner:

**Level 7 - “Comprehensive”** A collection in which the library endeavors, so far as reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms) for a necessarily defined field. This level of collecting intensity is that which maintains a “special collection”. The aim, if not the achievement, is exhaustiveness. Limited funding prevents most libraries to reach this level.

**Level 6 - “Research”** A collection which includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It also includes all important reference works and a wide selection of specialized monographs, as well as extensive collection of journals and major indexing and abstracting services in the field.

**Level 5 - “Advanced Study”** A collection which is adequate to support course work of advanced undergraduate and master’s degree programs, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. 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, a selection of representative journals, and the reference tools and fundamental bibliographic apparatus pertaining to the subject.

**Level 4 - “Initial Study”** A collection which is adequate to support undergraduate courses. It includes a judicious selection from currently published basic monographs supported by seminal retrospective monographs (as are represented by Books for College Libraries); a broad selection of works of more important writers; a selection of the most significant of secondary writers; a selection of the major review journals; and current editions of the most significant reference tools and bibliographies pertaining to the subject.

**Level 3 - “Basic”** A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

**Level 2 - “Minimal”** A subject area in which few selections are made beyond very basic works. Materials purchased to answer general interest questions, not for curricular support.

**Level 1 - “Out of Scope”** The library does not generally collect in this area but will consider adding gifts.

### **Collection Analysis:**

Using the definitions explained in the section interpreting collection levels, the collection will be analyzed according to the list of subdivision as presented in the Library of Congress Classification system. In this analysis, the collection level represents the current, desired collection, not a historical analysis of the existing collection. The level is determined by the level of teaching and research of each academic program and indicated by the codes of the American Library Association in its 1979 guidelines for Collection Development and modified by the RTSD/ALA Subcommittee for Collection Management and Development.