

Subject: Collection Development

Title: General Collection Development Policy

Date Adopted by the Library Services Faculty: 3/6/79

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## I. Purpose

The Collection Development Policy for Joyner Library is intended to assist those persons responsible for building, maintaining, and evaluating collections that support the instructional and research programs of East Carolina University.

This document serves as a planning document to direct future collection development and provides a way to measure progress in the collection development and management program. It also provides a method for communicating the Library's collection philosophy and principles to the University community and other users and institutions.

The Policy will be revised periodically to reflect changing academic needs and priorities.

## II. Mission Statements

### A. East Carolina University Mission Statement

The university mission statements express the purpose and character of the university. The statements are the basis for all university strategic planning. They guide the actions of the university and direct the development of evaluation criteria.

East Carolina University, a constituent institution of the University of North Carolina, is a public, doctoral university committed to meeting the educational needs of North Carolina. It offers baccalaureate, masters, specialist, and doctoral degrees in the liberal arts, sciences, and professional fields, including medicine. East Carolina University is dedicated to educational excellence, responsible stewardship of the public trust, and academic freedom. The university values the contributions of a diverse community, supports shared governance, and guarantees equality of opportunity. East Carolina University's motto is "Servire", meaning "To Serve", and it seeks to meet that

obligation through the following interrelated components of its mission.

*To Serve Through Education*

The educational mission of East Carolina University is to provide students with a rich, distinctive undergraduate and graduate educational experience. The university is committed to developing each learner's ability to discover, evaluate, and communicate knowledge; to make informed decisions; and to recognize a decision's ethical dimensions. The university also is committed to imparting a sense of citizenship and personal responsibility, fostering lifelong learning, and nurturing an understanding of the interdependencies of people and their environments.

*To Serve Through Research and Creative Activity*

The research mission of East Carolina University is to advance knowledge, to encourage creative activity, to solve significant human problems, and to provide the foundation for professional practice through the support of basic and applied research. The university is committed to integrating research and creative activities in the educational experiences of students. It also is committed to enriching culture and being a leader in innovative research applications.

*To Serve Through Leadership and Partnership*

The service mission of East Carolina University, as an institution with a tradition of strong regional ties and public outreach, is to provide leadership and to engage in partnerships supporting public education, health care and human services, cultural activities, and regional development.

**B. Joyner Library Mission Statement**

The mission of Joyner Library is to provide the materials and services integral to the educational, scholarly, creative, and intellectual endeavors of the students, faculty, and staff of East Carolina University, and actively to support the university's broader commitment to serve the region.

**III. Goals of the Collection Development Program**

Consistent with the mission of Joyner Library, the program's goal is to develop collections that support the university's academic programs. Selectors therefore choose materials that best serve the university's missions:

**Instruction:** The collections include materials that reinforce and enhance the quality of instruction in all courses offered at the university. University faculty should be able to depend upon Joyner Library resources for preparing courses and student assignments; students should be able to rely on Joyner Library resources for course-related study and the completion of assigned projects.

**Research:** Because research is an integral university activity, Joyner Library provides resources and services to assist faculty and students in the intellectual inquiry and experimentation that form the research process. Researchers should be able to utilize Joyner Library to obtain information essential to their investigations.

**Service:** In addition, Joyner Library supports the university's broader commitment to serve the region through its collection development activities, particularly in the areas of teacher education, the fine and performing arts, economic development, and the history of Eastern North Carolina.

#### IV. Intellectual Freedom

Joyner Library recognizes that free access to ideas and freedom of expression are fundamental to the educational process. It is committed to providing a balanced collection representing a diversity of perspectives on issues. To this end, Joyner Library subscribes to and supports the American Library Association's Library Bill of Rights, Freedom to Read Statement and Freedom to View Statement.

#### V. Principles of Collection Development

**A. Subject areas:** The primary subject areas collected are those that support the instructional, research, and service activities of the departments and programs of the University. Additional details regarding the subject areas may be found in collection development policies and guidelines for Library departments and/or units. Library selectors may also provide more information in guidelines for collecting in their subject areas.

B. Allocation of financial resources: The allocation of financial resources is dependent on several factors, including the University's mission, program strengths and anticipated growth, number of students and faculty, the degrees offered, collection use, interlibrary loan data, and research activity and publishing trends. Decisions of the Graduate and Undergraduate Curriculum Committees are monitored so that allocations can be adjusted to support changes and additions to the curriculum.

C. Current and retrospective coverage: Though the emphasis is on the acquisition of current resources in all subject fields, Joyner Library will try to acquire retrospective works and backfiles as needed to strengthen and round collections, particularly in disciplines where retrospective materials are of special importance.

D. Formats: Information resources are produced in an increasing variety of formats. Collections no longer consist exclusively of print monographs and serials, though these materials remain important. Significant instructional and research tools also include, among other formats, microforms, various audiovisual formats (for example, compact discs, DVDs, or videocassettes), and online digital formats. Joyner Library strives to build collections that incorporate all forms of scholarly communication.

The large number of courses taught online via East Carolina University's distance education programs will be taken into account when making choices among formats, giving particular weight to degree and certificate programs that are offered completely online.

E. Resource Sharing and Consortial Agreements: Academic Library Services participates in a variety of resource sharing and consortial agreements to expand access to resources. An integral part of our collection development program is an attempt to select access tools and provide services which enable our users to identify and obtain access to materials held at or in conjunction with other sites. Consequently, the library's collections are composed of resources owned and housed locally, supplemented by materials accessible from other institutions. In addition to networks involving Interlibrary Loan, consortial agreements are used to provide a cost-effective means of access to serials packages, electronic books, and/or databases. Academic Library Services is committed to developing resource sharing and consortial agreements with other higher education institutions, including but not limited to the Carolina Consortium, the Center for Research Libraries, KUDZU, the Southeastern Library Network

(SOLINET), and the University of North Carolina University Librarians Advisory Council Cooperative Library Lending Agreement. Particularly important for Academic Library Services is its ongoing relationship with the William E. Laupus Health Sciences Library, which serves East Carolina University's Brody School of Medicine, School of Allied Health, and School of Nursing, as well as the Eastern AHEC (Area Health Education Centers), and University Health Systems of Eastern Carolina.

## VI. Collection Development Practices

A. Selection Responsibility: Joyner Library is firm in its belief that collection development is a joint effort of library selectors and teaching faculty. Faculty members are encouraged to recommend the acquisition of specific titles through the faculty liaison program. The successful development of the collection depends on faculty involvement. Final responsibility for selection decisions rests with the library.

B. Collection Levels: Different subject areas have different levels of collecting activity. Factors determining level of collecting include number and type of degrees offered, courses offered, number of faculty, research activity and the number of majors. Collection levels guide selectors' scope of selection for each subject area, and help provide a means of assessing the library's collection. Selectors may use these levels to define the scope of collecting within their subject areas. The following collecting levels may be applied to subject classification codes:

0. Out of scope: Means the library does not collect in this subject.

1. Minimal: A subject in which few selections are made beyond very specific works.

2. Basic: A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes selected editions of important works, historical surveys, important bibliographies, and is supported by major reference materials and a few major periodicals in the field.

3. Study: A collection which is adequate to support

undergraduate and beginning graduate course work; 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, significant collection of the works of important writers, selections from the works of secondary writers, and is supported by a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

4. 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 aims to include a wide selection of specialized monographs, in addition to other primary and secondary sources, as well as being supported by all important reference works and a very extensive collection of journals and major indexing and abstracting services in the field.

5. Comprehensive: A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field.

Definitions of the various levels of collection are modified from Guidelines for Collection Development, by David L. Perkins, ed. (Chicago: American Library Association, 1979, p. 3-5).

C. Selection Criteria: The following factors are generally considered in selecting all library materials. Selectors may have additional or more specific criteria.

- Relevance of the subject matter to the curriculum
- Potential use of the work by students and faculty
- Appropriateness for meeting the curriculum-related research needs of faculty
- Quality of scholarship or literary merit as determined by bibliographic aids and review sources
- Accuracy of information and data
- Timeliness or permanence of the material
- Reputation of the author or publisher
- Quality of the physical product
- Availability of other library materials on the subject

- Inclusion of the work in important bibliographies and indexes
- Costs (may include time and processing costs as well as item price)
- Format and its effect on accessibility of the information

D. Selection Tools: Include but are not limited to:

- Faculty requests
- Automatic shipments and approval slips from the library's approval plan vendor(s)
- Online selection tools, including those provided by the library's approval plan vendor(s)
- Reviews in scholarly journals, Choice, Booklist, and other sources
- Publishers' catalogs
- Indexes, bibliographies and series lists
- Interlibrary loan requests
- Email lists and postings
- Catalogs of other colleges and universities, including:
  - o ECU's peer institutions as defined by the UNC General Administration
  - o Colleges and universities within the state of North Carolina
  - o Universities affiliated with KUDZU
  - o Colleges and universities which have cognate strengths in the subject area being developed
  - o WorldCat

E. Limitations:

1. Publication Date Guidelines: Current publications will be given priority. Faculty and student requests may trigger the acquisition of a retrospective title, as well as specific projects undertaken by the library. Retrospective coverage may be particularly important to develop support for new programs and added degrees.

2. Limitations Dependent on the Subject Area:

- a. Language of publication, although the main language of this collection is English
- b. Geographical focus of publication
- c. Chronological focus of publication

## VII. Guidelines for Selection of Specific Material Types and Formats

Separate collection development guidelines are in place for many specific types of materials collected by Joyner Library. Individual library departments and selectors may provide more specific guidelines regarding material types and formats for their departments and subject areas. The following guidelines apply to materials in the general circulating collection:

**Audiovisual Formats:** A variety of audiovisual formats is supported, including electronic books, online audiobooks, and videos. When videos are available in multiple formats, DVD is preferred.

**Dissertations and Theses:** Joyner Library acquires dissertations and theses completed by students in programs at the University. Dissertations and theses completed outside of the University may be acquired as needed.

**Microforms:** Joyner Library may acquire items on microfilm or microfiche, at the discretion of the selector and library administration. Microforms may be particularly important for certain collections or subject areas. Microforms may also offer the library the opportunity to acquire significant sets of research materials not otherwise available. Microformats are normally reserved for reprints, and normally for sets of items, rather than individual reels/fiche.

**Multiple Copies:** Joyner Library does not generally purchase multiple copies of monographs. Works for which circulation records and patron requests indicate exceptionally heavy demand are considered for duplication, especially upon recommendation by faculty. A duplicate may also be considered when justification can be made for a reserve copy in addition to a circulating copy.

**Replacements:** Materials that are missing or lost are not automatically replaced. Potential replacements are evaluated using the same criteria for selection as regularly purchased items, as well as the following: publication date, cost, circulation history, editions available, availability through Interlibrary Loan, and remaining books/items relevant to that subject. The library may select an alternative edition as the replacement. Heavily used materials, determined to be necessary for teaching and research, will be replaced as quickly as possible, if they are available.

**Reprints:** Reprints of monographs and journals are selectively collected, based upon the availability and comparative quality and price of the original or microform edition, or the existence of additional material in the reprint edition.

**Textbooks:** University textbooks are not usually purchased because of their changing editions, expense, and restrictions to access. The exceptions are textbooks that have earned a reputation as classics in their fields, or when a textbook is the only or best alternative source of information on a particular topic.

**New and Developing Formats:** As modes of scholarly communication increasingly vary, selectors may acquire materials in new and different formats. These selections will be subject to the same criteria of relevance to the University's teaching, research, and service missions.

#### VIII. Guidelines for Deselection of Materials

Deselection, the permanent removal of material from the collection, is essential for the maintenance of an active, useful library collection. Deselection is also made necessary by the limits imposed by the library's available space and the physical condition of the items. Selectors are responsible for conducting ongoing deselection efforts in their areas of collection responsibility. Faculty members are encouraged to give feedback regarding the deselection of titles in their areas of teaching and research. The general factors considered for deselection of monographs are:

- the title is no longer germane to the curriculum or of intrinsic scholarly significance;
- the physical condition of the title makes it unusable and a decision has been made not to try to preserve it;
- the title has been in the collection for a long period of time with no evidence of recent usage and lacks scholarly, historical, or archival value;
- the title is a little used duplicate; and/or
- the edition has been superseded. Care should be taken, however, to retain at least a representative selection of superseded editions of important scholarly texts.