

SAINT NORBERT COLLEGE
Mulva Library

Collection Development Policy
Revised September 2015

The Collection Development Policy is a document which is comprised of two parts:

- 1) this narrative which is a statement of general policy and responsibility, and
- 2) the Collection Analysis Matrix, which applies quantitative and qualitative data on the existing collection and the current collecting intensity based on the 495 Nation Shelflist Count Subject Categories.

The Collection Development Policy is written and revised by the Director of the Mulva Library in consultation with the members of the Library Advisory Committee and the members of the professional staff of the Mulva Library, and is subject to the approval of the Vice President for Academic Affairs and the Dean of the College. The Director of the Mulva Library is responsible for the implementation of the Policy.

The collections of the Library are maintained to support the curricular needs of the St. Norbert College community, and the informational needs of the St. Norbert College administration, faculty, students, and staff as those needs relate to the educational mission of the College.

It is the goal of the Library to acquire a collection that will meet 90% of the instructional support needs of students and faculty.

It will be the goal of the Library to maintain cooperative lending and borrowing arrangements with other institutions in order to provide expeditious access to resources that will meet the balance of the above needs, and to support faculty research. Faculty research needs are addressed to the extent that those needs are coincidentally met in addressing the curricular and informational needs as stated above.

It is acknowledged that St. Norbert College is geographically distant from the research collections of major universities, creating barriers to the access to scholarly literature necessary to the faculty.

To the extent that the Library budget allows and technology permits, the Library will address those needs through purchase, cooperative lending arrangements, and electronic alternatives to local ownership, so long as these activities do not diminish the primary goals stated above.

The Library shall collect forms to include the following: monographs, serials (to include periodicals, looseleaf services, annuals, newsletters, newspapers), pamphlets, clippings, ephemera, manuscripts and archival material, maps, select government documents, theses, dissertations, technical reports, case studies, encyclopedias, and handbooks, pictures and photographs as they relate to the Archives, printed music, and K-12 textbooks, games and children's literature for the Curriculum Library.

The Library shall not typically collect textbooks in the areas of the curriculum. Exceptions can be made when an instructor deems it useful to be able to refer a student to the library collections to seek other textbook authors' explanation of concepts, other than that of the author of the text being used for the course.

Further, the Library shall not collect study guides, "Cliff Notes," posters, original art or reproductions, realia, specimens, artifacts, laboratory manuals, or language manuals. Any exceptions to the inclusions or exclusions are specified in the Collection Analysis Matrix.

The Library collections will be supported at levels defined in the Collection Analysis Matrix without fluctuation over time, without response to short term waver in popularity, marketability of degrees, etc. unless it is determined that a particular subject area has achieved a relatively permanent change of status with respect to the curriculum. A change, for instance, from intermediate instructional support level to basic information level shall be made when it has been determined that the curriculum has made a corresponding, relatively permanent shift. Such changes should be well documented in the minutes of the Curriculum Committee and the General Education Committee, and in the College Catalog, which along with appropriate correspondence between the departments and the Library, shall become permanent documentation in the St. Norbert College Archive.

The Library shall collect in formats to include the following: hardcopy, microforms (prefer 35mm over fiche over 16mm over other), CD-ROM, magnetic disc and other electronic sources, including on-line forms. Decisions regarding format collected will be based on price, accessibility options and the degree to which the electronic version duplicated the printed format. Other formats are collected by the College Department of Media Services whose collections are not governed by this policy.

The St. Norbert College Library is basically a single copy, single subscription library – except as noted below:

- a. Anticipated heavy use. At time of initial purchase, the faculty member or librarian may recommend more than one copy. This option is rarely exercised and is subject to the review and approval of the Coordinator of Library Technical Services.
- b. Demonstrated heavy use. A second or additional copy may be purchased to address unusual demand as evidenced by multiple holds for a single copy.
- c. Two or more copies of landmark publications of St. Norbert College sponsored publications which are anticipated to be of permanent value may be purchased. As such publications are so rare, so is the exercising of this option, and it is subject to the review and approval of the Coordinator of Library Technical Services.
- d. Added copies may be purchased for reserve or deposit at remote instructional sites.
- e. Gift books which duplicate current holdings may be added at the discretion of Library staff subject to no review.

No cooperative collection development agreements exist with other institutions. Such agreements are mutually beneficial and should be encouraged and fostered.

There are not legal, regulatory or policy requirements of the institution binding upon collection development. Library collections shall be consistent with the St. Norbert College “Mission Statement,” “Goals and Objectives,” and “Religious Dimension” as defined in the College Catalog.

Ultimate responsibility for collection development is vested in the Director of the Library, who establishes policy in consultation with the librarians and faculty. Implementation of the policies is delegated to the Coordinator of Library Technical Services.

Librarians act as liaisons with the faculty, forwarding information about new publications, soliciting advice and guidance in the development of the library collection, keeping abreast of curricular changes and trends in the academic disciplines, receiving and evaluating suggestions for purchase, monitoring the collection for balance and growth, recommending budget allocations necessary to support the collection, retrospective purchase, scanning review sections of current journals and review sources, and generating suggestions for purchase. In addition, librarians contribute to an ongoing process of collection evaluation and weeding.

Faculty input is key to selection, collection evaluation and enhancement, and weeding. The faculty cannot be made responsible for collection development in the sense that they cannot be held responsible. The responsibility rests with the librarians and ultimately with the Library Director who must seek to foster an atmosphere of cooperative concern for making the Library responsive to the needs of the St. Norbert College community.

Collection evaluation is the responsibility of the librarians and ultimate responsibility rests with the Director. The advice and assistance of the faculty is solicited and factors heavily in all such evaluations. The library staff, in conjunction with the faculty and select standing committees of the faculty, such as the Curriculum Committee and the General Education Committee, should routinely engage in detailed mapping of the existing courses with the collection.

The selection of formats is the decision of the Coordinator of Library Technical Services. Individuals making suggestions for purchase may provide information and pricing on all available formats with recommendations as desired.

Binding guidelines are the responsibility of the Coordinator of Library Technical Services. Binding decisions are based upon such guidelines are made by individuals designated by the Coordinator.

The qualitative collection levels used in the Collection Analysis Matrix are those defined in the Guidelines for Collection Development, produced by the Collection Development Committee, Resources and Technical Services Division, American Library Association, edited by David L. Perkins, and published by ALA, 1979. Any modifications of these levels are defined here in Appendix A.

No languages shall be designated for exclusion. Where the subject of the material is the literature or language of other nations, the language of origin or translations into English are preferred. In all other subjects, English language publications are preferred over all others. Required publications not available in English which are judged to be useful and useable additions to the collection will be selected. All other non-English publications will be justified on a case by case basis.

Date of publication is considered where appropriate, and different guidelines may be used in current selection and weeding. As an undergraduate library which does not support research, current selection will emphasize publications of any date which support current teaching. The librarians and faculty may elect not to weed from the collection any publication deemed valuable but which does not support current teaching, but which could not meet current selection criteria.

No general statement of geographical area restrictions will be made. All such restrictions will be made in the comments section of the Collection Analysis Matrix.

Gifts are accepted only with the stipulation that they will be added at the discretion of the library staff. Every effort is made to offer unselected items to other interested parties or libraries.

No value will be assigned to gifts by the library staff. Rather, a letter of acknowledgement of the gift, listing types and numbers of materials will be provided the donor. In exceptional cases, a detailed, item specific list of materials will be provided the donor.

Book plates designating donor will be provided only for new material selected by the library and funded through monetary donation. Books purchased in memoriam will be plated similarly.

Weeding is the responsibility of the librarians in consultation with the faculty. All weeding decisions are subject to review by the Coordinator of Library Technical Services and the Director because of possible overlap with other constituencies. Criteria for weeding include: a) item would no longer pass current selection criteria; b) condition – if rare or unusual, to be treated as such and reprint sought. Otherwise to be weeded if condition prohibits use, even if it passes current selection criteria.

All complaints regarding the collections shall be directed to the Coordinator of Library Technical Services, or the Director. All complaints shall be reviewed against this policy and fiscal constraints.

Attempts at censorship in an academic institution are not expected and will be resisted if they occur. All reasonable, responsible, authoritative, and non-defamatory sides of controversial issues shall be represented. This statement is consistent with the “Religious Dimension” of St. Norbert College as a Catholic institution of higher education which allows free intellectual inquiry in all areas, including those which the hierarchy of the Roman Catholic Church have assumed a firm position. Balance is critical, and the library though its collections and services, must be vigilant to represent current opinion and research, and not to influence it.

Archives

[Statement in preparation]

Other Special Collections

[Others should be considered such as sheet music, tests, etc.]

Curriculum Collection

[Has been mentioned. Should have separate statement.]

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ADDENDUM

SERVICES AS THEY RELATE TO COLLECTIONS. While libraries are often thought of as collections, or places to study, or places to find information, they are in fact, complex organizations that include resources, services, instructional services, links to resources outside the institution, links to information and knowledge bases worldwide. Locally held collections are important and are the primary thrust of this document. However, this library is far greater than its collections, and the emphasis is placed upon access to information over ownership, access to the information needed over ownership of a specific reference tool, access to article over ownership of the subscription or serial backfile.

This policy statement is directed exclusively to local collections. Cooperative agreements with other institutions, electronic resources, and the services designed and implemented to access them must be considered in the evaluation of overall library quality. It must be observed that cooperative agreements depend upon St. Norbert College bear its share of the burden in the maintenance of local collections in order to effectively participate in such agreements. Services and access to the collections of other libraries presume that SNC reciprocate equitably, and maintain quality of local collections in order to do so.

ELECTRONIC RESOURCES. Electronic resources, whether monograph or serial, are frequently an alternative format of choice, and sometimes the only format of choice. Electronic formats are considered when they are deemed to effectively replace the paper format and are more cost effective. In determining cost effectiveness, the librarian will consider the subscription cost, cost of handling, and the availability of archived backfiles. In determining the ability of the electronic format, the librarian will consider any other factors such as the quality of reproduced tables, graphs, illustrations, completeness, graphics, resolution, etc. In some cases, due to the distributive access which electronic format affords, the librarian may elect to subscribe to more than one format.

Since in the case of most electronic formats, online publishers purchase the right to republish, content, pagination, etc. may be altered from the original paper. Faculty and students must familiarize themselves with the various formats and standards for citation, for electronic format, unlike microform, is not only an alternative format but a separate publication.

TO BE INCORPORATED INTO THE INTRODUCTION. This collection development policy covers only locally held collections – monographs, serials in both paper and electronic subscription, and archived serials in paper, microform and electronic formats.

ST. NORBERT COLLEGE
The Mulva Library

Collection Development Policy

COLLECTION ANALYSIS MATRIX

August 1991 (Revised March 1999)

The codes below are adapted from the American Library Association Collection Development Committee, Guidelines for collection development, Chicago, American Library Association, 1979, and adapted for the Research Libraries Group conspectus. They are applied to the 495 National Shelflist Count Subject Categories used in the qualitative assessment data that follow.

0. Out of the scope or no collection.

The library collects nothing in this area.

1. Minimal level.

A subject area in which few selections are made beyond very basic works.

2. Basic information level.

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.

3. Instructional support level.

A collection which supports undergraduate or graduate course work, 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, complete collections of the works of important writers, selections for the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

NOTE: For a college library, there is a need for further refinement of the “Instructional support level” code for use by libraries without comprehensive or research level collections. For purposes of this qualitative matrix, code level “3” is not used, but rather subcodes “3A” and “3B” are used.

3A. Instructional support level – Introductory/Intermediate.

A collection which is adequate to support undergraduate courses. It includes a judicious selection from currently published basic monographs (as represented by Choice selections), 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 works 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.

3B. Instructional support level – Intermediate/Advanced.

A collection which is adequate to support the 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 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 bibliographical apparatus pertaining to the subject.

4. Research level

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 an extensive collection of journals and major indexing and abstracting services of the field.

5. Comprehensive level.

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) for a necessarily defined field. This level of collecting intensity is that which maintains a "special collection"; the aim, if not the achievement, is exhaustive.

These codes are further modified with the following language codes:

- E. English language predominates.
- F. Selected foreign language in addition to English.
- W. Wide selection in all appropriate languages.
- Y. Primarily one language, not English.