

# Foley Collection Development Policy

## January 2005

### 1. Introduction

The Collection Development Policy of Foley Center Library is designed to provide both a theoretical background to the need for and development of the policy, and to serve as a practical guide for library staff, faculty and university administration regarding how and why collection development decisions are made. The goal is a dynamic document that reflects abiding principles as well as current policies and procedures. The document was developed in conjunction with the Foley Center Library faculty and the Dean of the Library. The policy has also been submitted to the University Library Committee for their review. The policy will be reviewed by the Foley Center Library faculty on a semi-annual basis and will be posted on the library web site to make it readily available to the university community.

### 2. Statement of GU mission and brief institutional history

Gonzaga College was established in 1887 by Rev. Joseph M. Cataldo, SJ. With the opening of the School of Law in 1912 the college gained university status and continued to grow with the opening of the School of Business Administration in 1921, the School of Education in 1928 and the School of Engineering in 1940. The university currently has an undergraduate enrollment of 5,000 and a graduate enrollment of 1,500. There are 300 faculty members and 550 staff and administrators employed on campus. While Gonzaga remains very much an undergraduate residential campus the university has a long tradition of off campus programs which today focus on the School of Education and the Department of Nursing. Off campus classes are provided in face to face, video and online formats.

Gonzaga remains an independent, Roman Catholic and Jesuit university committed to its mission which includes providing our students with an excellent educational experience that encourages individual intellectual, moral and spiritual development and a thirst for justice. The university embraces a strong liberal arts tradition and all students are required to take core classes including philosophy and religious studies.

### 3. Statement of Foley mission and brief library history

Foley Center Library's mission statement developed in 2002 reflects the library's commitment to the education of the whole person as reflected in the university's mission statement and the long tradition of Jesuit education.

Opening Doors to a World of Information

With EASE: Environment, Access, Service, Education

**Environment** The Foley Center Library provides a physical, intellectual, and social environment where creativity, collaboration, and scholarly pursuits can flourish.

**Access** The Foley Center Library collects, preserves, and organizes a diverse array of information and scholarly resources to facilitate open inquiry and information retrieval.

**Service** The Foley Center Library supports the members of the University community in their intellectual endeavors.

**Education** The Foley Center Library equips users with the tools to locate, evaluate, and synthesize information.

4. Standards and Ethical/Legal principals

a. Intellectual Freedom and Censorship

The Foley Center Library recognizes its obligation, in support of academic inquiry, to provide information representing all points of view on controversial issues and topics. In this regard the Foley Center Library supports and is guided by the American Library Association's Library Bill of Rights and Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights (Appendix A)

The library does not add or withdraw, at the request of any individual or group, material which has been chosen or excluded on the basis of stated selection criteria. An individual or group questioning the appropriateness of material is asked to submit a "Request for Reconsideration" which will be given to the Library Dean for review.

b. Confidentiality

Foley Center Library abides by the American Library Association Code of Ethics which protects the user's right to confidentiality. Foley Center Library also is bound by section 304-20-060(4) of the Washington State Administrative Code which forbids the dissemination of information regarding patron use without appropriate court order. (Appendix B) Any legal request for patron information will be directed to university counsel.

c. Copyright

Foley Center Library complies with the provisions of U.S. Copyright Law (17 U.S.C.) and its amendments. The library also fully supports the Fair use section of Copyright Law.

d. Academic Freedom

Foley Center Library administration and faculty agree that the protection of academic freedom is crucial to realizing the mission of the university and the library. Gonzaga University accepts the 1940 AAUP Statement on Academic Freedom and Tenure as the core of its Academic Freedom Policy (Appendix C). Complete understanding of Gonzaga's Academic Freedom Policy includes the correlative professional responsibilities described in the AAUP Statement on Professional Ethics (Appendix C).

## 5. Overview of collection

### a. Broad subject areas emphasis

The collection is a reflection of the current curriculum and the role the library has played in the life of the Jesuits in the Spokane area. Collection strengths include those areas covered in the core curriculum including philosophy, theology, history and literature. Materials that support the subject colleges are also collection priorities, these would include, engineering, business and education. The law school is supported by the Chastek Law Library. In addition to our current curricular strengths the collection was greatly enhanced by the acquisition of the Mt. St. Michael's seminary collection in 1970, this 47,000 volume collection which formed the Scholasticate and Seminary Library focused on philosophy and theology and added a depth to the collection not normally found in an institution of our size.

### b. Collections and their locations

The core of the collection consists of books and media in the library general stacks. This collection includes monographs, annuals, videos, DVD's and other media. This is a wide ranging collection which supports the core undergraduate curriculum as well as the graduate programs offered. Specialized collections include:

**Reference:** The Reference collection supports the reference librarians in answering patron questions in a timely, systematic way. The collection focuses on books that are encyclopedic, statistical and current. This collection is housed on the shelves adjacent to the Reference Desk. The collection development policy for Reference materials is included in Appendix D

**Special Collections:** Special collections include the Gerard Manley Hopkins collection, the Bing Crosby collection, Bruna collection, the Mt. St. Michaels Rare Book Collection, other smaller collections as well as the University archives. These collections are housed in the Special Collections vault on the third floor of Foley. The collection development policy for Special Collections is included in Appendix E

**Curriculum Center:** The Curriculum collection is designed to serve the needs of the students in teacher education courses at Gonzaga. The collection includes; curricular guides, K-12 textbooks, classroom preparation materials (lesson plans, workbooks, etc), and juvenile fiction and non-fiction with an emphasis on award winning juvenile literature. The Curriculum collection is located in the Franklin Love Curriculum Center on the second floor of Foley Center Library. The collection development policy for the Curriculum Center is in Appendix F

**Jesuit Oregon Province Archives (JOPA):** The JOPA collection is owned by the Oregon Province but many of the materials are available for use and study by the Gonzaga community. The collection contains historical records of the early Jesuit missions in the Pacific Northwest and Alaska including, native language publications, photos, baptismal records, and artifacts. Also contained in the collection are personal papers of members of the Oregon Province. The JOPA collection is located in Foley Special Collections on the third floor.

Popular Collection: The Popular collection contains most feature film videos and DVD's as well as the classical music CD collection and the McNaughton leased collection of popular fiction and non-fiction titles. The popular collection is located on the main floor behind the Reference Desk.

Microforms: The Microforms collection consists of microfilm, microfiche and microcards with the bulk of the collection in microfilm or microfiche. Materials are collected in microform when the format type dictates (newspapers), when that is the only format that the materials are made available (ERIC, Pre-Canadiana collection) or to supplement paper periodical collection through the acquisition of microform back titles. A few selective periodical titles are solely acquired on microfiche. All microforms are fully cataloged and are filed by Library of Congress classification.

Periodicals: The Periodicals collection contains current and back issues of all serials published more frequently than annually. In addition to standard periodicals the collection also houses backfiles of indexes and abstracts and current issues of a small number of newspapers. Backfiles are arranged by Library of Congress call number and current issues are alphabetically arranged by title.

Government documents: Foley Center Library is not a depository library but receives depository materials from the Chastek Law Library which is a designated depository library. Foley Center Library selects less than 10% of available document item numbers and has a small collection focused on material which supports the curriculum including census material, and publications from the Department of State, Department of Justice, and National Criminal Justice Service. Other items are selected on a case by case basis. The federal documents collection is classified by the Superintendent of Documents classification scheme and is located on the main level.

Foley is also a depository for Washington state publications. All publications are received and with the exception of ephemera are added to the collection. These materials are cataloged and classed with an appropriate Library of Congress classification number and are shelved in the general stacks.

c. Clientele served

Foley Center Library's primary clientele is the Gonzaga University community which includes undergraduates, graduate students, faculty, and staff. Students for the most part reside in Spokane but the library also serves distance education students throughout the Northwest. The library is open to the general public and requests for information is provided to anyone who calls or visits the library. Members of the Gonzaga Alumni Association are given borrowing privileges and members of the public may purchase a "community borrowers" card to allow them to have borrowing privileges also. Collection development activities focus on materials for our primary clientele.

## 6. Organization of collection management activities

### a. Role of bibliographers

Members of the library faculty are responsible for the development of the collections and for the appropriate expenditure of the funds allocated for acquisitions. This responsibility involves working closely with faculty members in the various departments since the selection emphasis should reflect not only current course offerings and research programs but also long range plans of the academic departments.

Other duties of the bibliographer include:

1. Responsible for collection assessment including evaluation of current collection and development of collection goals for specific subject areas.
2. Collection maintenance such as weeding, evaluation of gift materials for inclusion in the collection.
3. Projecting and planning for significant retrospective book and serial purchases.
4. Working with the library web team to evaluate and recommend internet sites for inclusion in the library web pages.
5. Work with the collection development librarian to determine appropriate electronic and serials resources needed for specific subject areas.

### b. Role of library liaison

A faculty member is designated by the chair or dean of each academic department or school to act as a liaison person with the library. This individual coordinates selection activities within the academic unit and communicates with the departmental bibliographer and faculty colleagues regarding collection development matters.

The library liaison will receive information from the library such as publication announcements, reviews and budget reports to share with their departmental colleagues. It is also expected that the liaison will keep the library bibliographer informed of new courses, changes in departmental emphasis, new faculty research needs or other news which may affect the library collection development efforts.

### c. Acquisitions Librarian

The Acquisitions librarian is the library faculty member responsible for purchasing library materials and budget allocations within the library materials budget. Working with her staff she ensures that library funds are spent in a timely fashion and materials are purchased from sources that ensure quality service and economic advantage to the university. She is also responsible for the processing of gift materials and appropriate invoicing and record keeping. In consultation with the Dean licensing agreements and contracts are negotiated by this individual for electronic resources.

### d. Collection Development Librarian

The Collection Development Librarian is responsible for organizing and developing collection assessment and development activities. These responsibilities include updating and revising the collection development policy as needed, providing planning, information and support to subject bibliographers as they evaluate specific subject

collections, responsibility for implementation of overall collection assessment and planning, working with circulation stack supervisor on issues of collection maintenance and consulting with Acquisitions librarian and Dean regarding allocation of library materials budget.

#### 7. Budget structure and allocations

Prior to 2005/2006, the budget for library materials was part of the academic budget. Funds for library materials had to be requested each year and were in competition with resources available to the other academic schools and departments. In the budget for 2005/2006, the budget for library materials was moved to the general university budget under the "recurring costs" category. Monographs will increase 6% annually and periodicals/databases will increase 8% annually to cover inflation. The monograph budget is allocated to schools and departments while the periodicals/database lines cover all standing orders including periodicals, databases, monographic sets, etc.

The factors which are used in the monographic allocation formula are: number of courses taught in the previous year, weighted at 20%; number of course hours taught the previous year, weighted at 20%; number of students who were in the courses the previous year, weighted at 25%; library circulations for the subject area during the previous year, weighted at 25%; number of FTE faculty who taught in the program the previous year, weighted at 10%; and average price of materials bought by the library in that program the previous year. This formula is run every 1-2 years to adjust monographic allocations by department.

#### 8. Collection management

##### a. Weeding

Weeding in subject areas can be initiated by either the subject bibliographer or the Collection Development Librarian. Systematic weeding of a call number range is usually done at the request of the department or in some cases the need for additional space for the collection. When weeding takes place criteria used will vary from subject to subject, basic considerations may include date of material, circulation figures, current curricular needs and physical condition of the work. A systematic schedule for weeding the collection is not developed.

##### b. Preservation activities

Most preservation activities take place in the Special Collections area. The general stack collection does not have a preservation plan. The Circulation area is responsible for routing materials to Materials Management when they are in need of repair or rebinding. Repair or rebinding will be done at the discretion of the Materials Management staff. If materials are not recoverable they will be withdrawn and appropriate information sent to the relevant bibliographer.

##### c. Replacements

When items are identified as lost, either through the inventory process or non-return the information is sent to Materials Management. Materials Management will remove the item record from the catalog and generate bibliographic and checkout information which is then sent to the subject bibliographer for that area. Each subject bibliographer will

make a decision to reorder based on book availability, usage and current appropriateness of material. If a decision is made to reorder the general library budget is used with replacements as a subcategory.

d. Collection Assessment and use of Conspectus model

Foley Center Library is committed to ongoing assessment of the collection to evaluate appropriateness of the collection and the current acquisition of new material. Subject areas will be assessed on a periodic basis in conjunction with departmental program reviews. Foley Center Library uses the Conspectus collection analysis developed by ARL and WLN. The use of the 0-5 specification helps determine level of the collection, current acquisition level of the collection and goal of the collection. The revised Conspectus collection depth indicator definitions were developed in 1996 and early 1997 under the auspices of the Association of Research Libraries with the help of WLN. More than 30 active Conspectus users from the United States and abroad worked together to update the original language in a way that would improve the use of the definitions without diminishing the value of assessments that had employed the original definitions. A complete description of the conspectus is listed in Appendix G

9. Cooperative collection development activities

While Foley Center Library is open to and has engaged in numerous cooperative collection development activities there are no current cooperative purchasing agreements in place. Any such agreement would be submitted to the collection development librarian and approved by the Dean of the Library and the Academic Vice President.

10. Selection criteria

Selection criteria for titles include, but are not limited to the following:

Relevancy to the curriculum and appropriateness to user

Supports curriculum, student research needs, and faculty teaching

Timeliness and lasting value of material

Quality and accuracy of the material presented

Reputation of author

Reputation of the publisher

Presentation (style and clarity)

Usefulness of the material with respect to other material already in the collection  
Avoidance of materials which duplicate, either outright or in substance, material already held

Scarcity of materials on the subject in the collection or in print

Strength of bibliography and evidence of scholarly excellence

Cost of the material in comparison with other equally useful material

Suitability of content to form

Strength of present holdings in same or similar subjects

Demand frequency of ILL requests for materials on same or similar subjects

#### 11. General collection policies by type of material

- a. Books, paperback and hardbound – The default format is paper which is normally vinabound or sent to the bindery if needed. Books are ordered in hardback if that is the only edition available or hardback as been specifically requested by the bibliographer. Items for the juvenile fiction collection are also usually ordered in a hardback library binding edition.
- b. Textbooks – The library does not routinely order textbooks that are used for classroom instruction. Items in textbook format may be ordered if requested by the bibliographer to meet a specific collection need.
- c. Dissertations and theses – Gonzaga Master's theses from the Department of Nursing and Doctoral dissertations are added to the collection. A bound copy is cataloged for the stacks and a microfiche copy is cataloged for Special Collections and is the archival copy. Dissertations and theses from other schools are added as requested by the bibliographer.
- d. Microforms – Materials are not routinely ordered in microfilm or microfiche.
- e. Maps – Maps are acquired if ordered by bibliographers, they are cataloged as part of the map collection.
- f. Scores – Scores are acquired if ordered by bibliographers, they are cataloged and placed in the general collection.
- g. Media – The preferred form for visual media is DVD. If a title is only available in VHS is may be ordered in that format. Compact disks are preferred for spoken word or music, tapes and LP's are not normally acquired.
- h. Software - Software is usually acquired as a supplement to book. Individual software packages are not usually acquired.
- i. Tests – Educational and psychological tests are not purchased for the collection.
- j. Newspapers – A limited number of high use papers are purchased, primary access to other newspapers and to newspaper back files are through electronic databases.

- k. Standards – A limited number of sets of standards are acquired. Individual standards may be ordered by bibliographers.
- l. Periodicals – Periodicals are acquired in both paper and electronic format depending on use and availability. Decisions on format are made by the library liaison and bibliographer.
- m. Loose-leaf/spiral bound – Loose-leaf items are often updated and therefore are usually considered as a standing order purchase. Both loose-leaf and spiral bound items are usually less sturdy than other materials and are intrinsically unsuitable for binding. Bibliographers may order if the items meet a specific curricular need.

## 12. General collection policies

- a. Children’s materials – Children’s fiction and non fiction are acquired for the Curriculum Center. The works acquired are either award winning titles or fill a specific curricular need.
- b. Fiction – Fiction works are usually acquired in support of the English and Modern Languages curriculum. The library does not make an effort to buy fiction that supports personal pleasure reading. (The McNaughton lease plan meets that need) In some cases fiction from well-known or critically acclaimed authors may be collected to support their potential future inclusion in the curriculum.
- c. Language – English is the preferred language for most publications. Modern Languages and Classics department may request publications in other languages with the approval of the bibliographer. On occasion classic works may be acquired in the original language of the work.
- d. Faculty publications – Faculty publications are not routinely acquired by the library. If a publication is purchased it is added to the general collection.
- e. Multiple copies – Multiple copies are not normally purchased. Multiple copies may be requested by a bibliographer due to expected or actual high use, theft or a need for copies in multiple locations.
- f. Gifts – Gifts are subject to the same collection development decisions as other items, except more loosely. Some gift material which may be considered marginal may be added. However, considerations of outdated formats, suitability to the audience and collection, and possible space should still be considered. Occasionally a gift journal subscription is offered to the library. The title in question would be subject to the same considerations as a title being considered for purchase, and the donor must commit to offering the subscription for at least five years.