

Foley Collection Development Policy

January 2005

Appendix A

Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the [Library Bill of Rights](#) form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the *Library Bill of Rights*, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.
9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.
11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.

12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

Approved by ACRL Board of Directors: June 29, 1999
Adopted July 12, 2000, by the ALA Council.

Appendix B

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We recognize and respect intellectual property rights.
- V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted by the ALA Council, June 28, 1995

Washington State Administrative Code

WAC 304-20-060 Exemptions.(1) Privacy of inquiry is central to freedom and the success of a democratic society. Any state library record, the primary purpose of which is to maintain control of library materials, or to gain access to information, which discloses or could be used to disclose the identity of a library user, is exempt from public disclosure, in accordance with RCW [42.17.310](#). The state library will not disclose these records, outside the requirements of RCW [42.17.310](#) and absent judicial action to compel such disclosure.

(2) The library reserves the right to determine that a public record requested in accordance with the procedures outlined in WAC [304-20-040](#) is exempt under the provisions of section 31, chapter 1, Laws of 1973.

(3) In addition, pursuant to section 26, chapter 1, Laws of 1973, the library reserves the right to delete identifying details when it makes available or publishes any public record, in any cases when there is reason to believe that disclosure of such details would be an invasion of personal privacy protected by chapter 1, Laws of 1973. The public records officer will fully justify such deletion in writing.

(4) All denials of requests for public records must be accompanied by a written statement specifying the reason for the denial, including a statement of the specific exemption authorizing the withholding of the record and a brief explanation of how the exemption applies to the record withheld.

Appendix C

1966 AAUP STATEMENT ON PROFESSIONAL ETHICS

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to the professor in his utterances as a citizen, in the exercise of his responsibilities to students, and in his conduct when resigning from his institution or when undertaking Government-sponsored research.* The Statement on Professional Ethics that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession. For the purpose of more detailed guidance, the Association, through its Committee B on Professional Ethics, intends to issue from time to time supplemental statements on specific problems.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the General Secretary and Committee B, to counsel with any faculty member or administrator concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of dismissal, the procedures should be in accordance with the 1940 *Statement of Principles on Academic Freedom and Tenure* and the 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*.

The Statement

- I. The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities placed upon him. His primary responsibility to his subject is to seek and to state the truth as he sees it. To this end he devotes his energies to developing and improving his scholarly competence. He accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He practices intellectual honesty. Although he may follow subsidiary interests, these interests must never seriously hamper or compromise his freedom of inquiry.
- II. As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the student as an individual, and adheres to his proper role as intellectual guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students

reflects their true merit. He respects the confidential nature of the relationship between professor and student. He avoids any exploitation of students for his private advantage and acknowledges significant assistance from them. He protects their academic freedom.

- III. As a colleague, the professor has obligations that derive from common membership in the community of scholars. He respects and defends the free inquiry of his associates. In the exchange of criticism and ideas he shows due respect for the opinions of others. He acknowledges his academic debts and strives to be objective in his professional judgment of colleagues. He accepts his share of faculty responsibilities for the governance of his institution.
- IV. As a member of his institution, the professor seeks above all to be an effective teacher and scholar. Although he observes the stated regulations of the institution, provided they do not contravene academic freedom, he maintains his right to criticize and seek revision. He determines the amount and character of the work he does outside his institution with due regard to his paramount responsibilities within it. When considering the interruption or termination of his service, he recognizes the effect of his decision upon the program of the institution and gives due notice of his intentions.
- V. As a member of his community, the professor has the rights and obligations of any citizen. He measures the urgency of these obligations in the light of his responsibilities to his subject, to his students, to his profession, and to his institution. When he speaks or acts as a private person he avoids creating the impression that he speaks or acts for his college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

1940 AAUP STATEMENT ON ACADEMIC FREEDOM AND TENURE

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges agreed upon a restatement of principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure. This restatement is known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure. The 1940 Statement is printed below.

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

ACADEMIC FREEDOM

- (a) Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- (b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- (c) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

APPENDIX D

Foley Center Gonzaga University

Reference Collection Development Policy

The reference collection is composed of information sources that are easily used in the library and which the Reference Department needs close at hand to assist in answering information requests from students, faculty, staff and the general public. Reference materials include, but are not limited to, indexes, encyclopedias, directories, dictionaries, national bibliographies and compilations of statistics. Reference materials are selected in accordance with the criteria established for the selection of library materials (see Crosby Library Collection Development Policy). Reference materials do not circulate but may be checked out by faculty members for up to 48 hours to assist with classroom instruction or research needs. Reference materials are not normally available for Interlibrary Loan, exceptions may be granted by the Head of Information Resources.

Reference material shall be as up to date as is necessary for the provision of current and reliable information. Superseded editions may be moved to the circulation collection if the information in them is not obsolete or likely to be misleading to users.

1. Encyclopedias

The collection contains appropriate general encyclopedias which are updated on a rotating schedule and subject encyclopedias which are updated as new editions become available.

2. Dictionaries

English language, foreign language and subject dictionaries are purchased in accordance with library collection development policies. They are updated when new editions become available and withdrawn if they become obsolete.

3. Indexes

Subscriptions to general and subject indexes, indexes to book reviews and to works in collections are acquired to provide access to periodicals, newspapers, and some books. Some indexes are provided on CD-ROM and paper subscriptions of those titles are evaluated on a case by case basis to consider cancellation.

4. Standard Bibliographies

Standard bibliographies, national bibliographies and specialized bibliographies which can be used for general reference purposes are acquired for the Reference collection. Other bibliographies, including most author bibliographies and subject specific bibliographies, are acquired for the circulating collection. All subject specific bibliographies in the reference and circulating collection are classified in the appropriate subject areas.

5. Directories

Current directories, both general and subject oriented, are provided as basic research tools.

APPENDIX E

DRAFT

September 26, 1995

SPECIAL COLLECTIONS COLLECTION DEVELOPMENT POLICY

I. STATEMENT OF PURPOSE:

The Special Collections Department exists to preserve the region's and the University's heritage and to make it available to researchers and students. The Department supports Gonzaga's long and distinguished tradition of humanistic, Catholic, and Jesuit education.

The objective of the Special Collections Department is to make readily available for inspection, evaluation, preservation, and use of special collections material for research purposes, as well as provide preservative measures to the materials. Also, it supports the use of primary sources by students and promotes the student's understanding of archival and rare book collections. The Special Collections Department supports the mission and goals of the University Library.

II. DESCRIPTION OF FACILITIES:

The Special Collections Department is located in the Cowles Rare Book Library on the third floor of the Foley Center Library. In addition to a circular domed reading room, there is a vault with humidity and temperature controls and a security system. Materials from the Special Collections Department may only be used in the reading room. Photocopying if permitted is done by the departmental staff for a fee. Currently, the holdings of the rare book collections are available on FOLIO, the online catalog.

III. DESCRIPTION OF COLLECTIONS:

The Cowles Rare Book Library is arranged into three primary sections: the University Rare Book and Manuscript Collection, the University Archives, and the Jesuit Oregon Province Archives.

The University Rare Book and Manuscript Collection contains the University's Rare Books, the Gerard Manley Hopkins Collection, the Bing Crosby Collection, the Jay Fox Papers, the James O'Sullivan Papers, and other collections. With volumes dating back to 1475, the Rare Book Collection is strong in philosophy, theology, labor history, literature, Northwest history, and Victorian poetry. (See **X: Identification and Handling of Rare Materials**)

The University Archives maintains the photographic, audio/visual, and historic paper records of Gonzaga University.

The Jesuit Oregon Province Archives maintains the administrative records generated by the Society of Jesus, primarily within its designated territory of Alaska, Washington, Oregon, Idaho, and Montana. Secondarily are included records of its interactions with its Zambia [Africa] Mission, its parent California and Turin [Italy] Provinces, with the Jesuit General Congregation and the Papal See. Materials continue to be actively collected, by purchase, transfer from within

the Oregon Province, and through private donation. Dating from the 1830s in the Northwest and the 1880s in Alaska, the Jesuit Archives reflect the beginnings of settlement and the birth and growth of Catholicism in these areas. The collections are also rich in original photographs, audio/visual materials, and Native American language aids.

This policy does not address the materials in the Jesuit Oregon Province Archives. The other major collections have their own policies within this document. There are broad policies for rare books and for archival materials.

IV. CLIENTELE SERVED BY THE COLLECTION

The collection primarily supports the research needs of undergraduates, graduates, the Gonzaga community, while secondarily supporting the needs of scholars, and the public.

V. TYPES OF PROGRAMS SUPPORTED BY THE COLLECTION

The collection supports the research needs of its clientele. Materials are exhibited in the display cases in the Rare Book Room or the Crosby Student Center. Loaning of materials to other institutions for exhibition purposes is permitted if approved by the Special Collections Department. However, materials are not available to patrons through Interlibrary Loan.

The collection also supports the public relations and outreach mission of the Library and University. The collection also supports the outreach program for the community, such as slide presentations, lectures, tours, classes, and publications. Photographic and other media reproductions of materials housed in the rare book library may be provided to researchers for a fee by Instructional Media Services.

VI. PRIORITIES AND LIMITATIONS OF THE COLLECTION

A1. UNIVERSITY RARE BOOK COLLECTION

The existing collection was developed mostly through donations of individual works or collections. Subject areas include: philosophy, theology, Jesuitica, literature, labor history, Victorian poetry, travel literature, 16th C. imprints, fine printing, Dickens, DeSmet, G. K. Chesterton, and Cardinal Newman.

Geographical areas include: Northwest history, especially Spokane, the Inland Empire, the Lewis and Clark Expedition, and the Columbia River. The University realizes that other institutions in the area, such as the Spokane Public Library and the Cheney Cowles Museum, house strong collections on Northwest history. The Library collects all publications of the Ye Galleon Press of Fairfield, Washington.

The language of the materials acquired is not limited to English.

The Special Collections Department collects additional materials on these topics and solicits donations of local interest. Most additions will be acquired by donations; however, there is a small amount of funds available to purchase books to support the needs of the curriculum.

A2. GERARD MANLEY HOPKINS COLLECTION

The Gerard Manley Hopkins (GMH) Collection originated with the research of Fr. Anthony Bischoff, S.J. for his Yale University doctoral dissertation awarded in 1952. The collection is one of the largest in the United States and among the most distinguished in the world devoted to this poet's work. It contains rare editions of Hopkins' poetry, letters, notes, and journals, as well as writings, letters and memoirs of his colleagues, such as Robert Bridges, Richard Watson Dixon, William D. Addis, and others.

As a comprehensive collection, it brings Hopkins scholars from around the world to use its unique resources. These scholars in turn have enriched the collection with original manuscripts and first editions of their own works. As written by Robert Boyle, S.J. in Mrs. Ruth Seelhammer's bibliography Hopkins Collected at Gonzaga, of 1970: *"During my own work with this collection I learned to appreciate first-hand the advantages of having not only the primary and secondary sources, in various editions, at one's elbow, but the usefulness and broadening suggestiveness of having as well so many of the central and peripheral probable and possible background sources."*

The Library continues to collect materials by or about Hopkins, either printed or in manuscript. The library primarily collects materials related to GMH and that of his contemporaries, which are considered of secondary importance. No other regional library collects this topic so thoroughly. The collection supporting the research needs of scholars attempts is to make readily available all materials relating to Hopkins and background information to support the research needs. Though the past practice was to consult every potential source of reference to material on Hopkins, which came into the Library, the Special Collections Department still regularly checks bibliographical references and databases for possible additions. An attempt is made to obtain the items either in the original or in facsimile, when it does not infringe upon copyright restrictions.

The language of the materials acquired is not limited to English, but includes numerous others from around the world.

Original Manuscripts:

Materials by Hopkins, such as prose, correspondence, and sketches; letters written by his family; letters by his friends and Jesuit contemporaries, for example: Robert Bridges, R. W. Dixon, John Henry Newman, and Coventry Patmore. Copies either on paper, microform, or disk of materials housed in other institutions.

Photographs:

GMH, his family, his Oxford associates, his fellow Jesuits, and places associated with him. Places include Manresa House, University College (Dublin), Stratford (Essex), St. Francis Xavier's Church (Liverpool), Oxford, and Roehampton.

Paintings and pictures:

Artwork connected with GMH or drawn by his family;

Books, Pamphlets, and other Secondary Material:

Books in various editions by Hopkins, his family, friends, and fellow Jesuits, such as Bridges, Dixon, John Henry Newman, Pater, and Patmore; and other books either about Hopkins or giving background information, such as those about Jesuit and Victorian life, and places associated with him. Books owned by Hopkins with his annotations or autographs are included.

Originals or photocopies of scholarly articles about him; bibliographies; theses and dissertations about Hopkins; newsclippings, especially those received from the newsclipping service in Great Britain. It also includes periodicals and materials generated by GMH

organizations, such as the International Hopkins Association, Hopkins International Society (Ireland), and Hopkins Society of Wales;

Audio-Visuals:

Recordings of his poetry, including records, video tapes, cassettes, and microfilm;

Research Material:

Materials gathered by scholars about Hopkins. This includes correspondence, research notes, manuscripts and galleys for books and other publications;

A small budget for purchasing printed materials and media formats does not provide for manuscript and other original materials, which are received as donations.

A3. BING CROSBY COLLECTION

Harry Lillis "Bing" Crosby graduated from Gonzaga High School in 1920 and received an honorary doctorate from Gonzaga University in 1937. Bing retained an interest and affection for his alma mater throughout his life. He contributed to the library building campaign. Through his efforts the Crosby Library was constructed and dedicated as a memorial to the Crosby family in 1957. Since the 1950s Gonzaga has received donations of Bing Crosby material from Bing, his family, friends and fans. Some of his memorabilia is on display for public viewing in the Crosbyana Room in the Crosby Student Center, the former Crosby Library. The collection is the largest public Crosby collection containing his 1944 Oscar for "Going My Way," gold and platinum records, trophies and awards, photographs, correspondence, newsclippings, radio disks, records and cassettes, and other memorabilia.

Original Manuscripts:

Materials such as correspondence by Crosby, his family; friends and contemporaries such as Bob Hope, Al Rinker, Rosemary Clooney, and Frank Sinatra. Also includes materials relating to Crosby organizations, such as the Bing Crosby Historical Society.

Photographs:

Bing, his family, friends, and contemporaries, and places associated with him: such as his boyhood home in Tacoma.

Audio-visual:

Recordings of his music, including phonograph records (33 1/3s and 78s), Compact disks, and cassettes; radio show broadcasts. Commercial copies of his movies on video tapes or laser disks;

Paintings and artwork:

Artwork of Bing;

Books and other Secondary Material:

Books in various editions by Crosby; and other books either about Crosby, his family, friends, and contemporary entertainers, or giving background information, such as places associated with him. Contemporaries to Crosby include Bob Hope, Rosemary Clooney, Frank Sinatra, etc. Also, includes books owned by Crosby.

Newsclippings about Crosby and his family, sheet music, Bing Crosby Pro-Am Golf Programs;

Scrapbooks about Crosby created by his fans;

The Library receives gift subscriptions of periodicals donated by the various Bing Crosby fan clubs, such as Club Crosby and the International Crosby Circle.

Research Material:

Materials gathered by scholars and fans about him. This includes correspondence, research notes, manuscripts and galley proofs for books or other publications.

Realia:

Includes three dimensional objects relating to Crosby, such as: Bing Crosby ice cream cartons, Crosby coloring books, buttons, Crosby clothing, etc.

The University collects donations of Crosby material. Books and audio-visual formats, such as compact disks and videos, about Crosby are purchased. These materials are cataloged and are housed in the Special Collections area. Manuscript materials, periodicals of Crosby fan clubs, and realia are only received as donations. Some manuscript material is located in the University Archives as it relates to Crosby's relationship with the University.

A4. JAY FOX PAPERS

Jay Fox was an anarchist and labor radical from Home Colony, Washington. The Fox Collection consists of some 250-300 items purchased by the Crosby Library in 1965. The collection includes books, pamphlets, periodicals, and other miscellany such as sheet music, which belonged to Jay Fox. It also includes portions of his unpublished memoirs.

No new materials will be added to this collection. However, books may be purchased and added to the Rare Book Collection to support this collection about labor history.

A5. OTHER MANUSCRIPT/ARCHIVAL COLLECTIONS

In addition to the manuscript collections mentioned previously, the University owns the James O'Sullivan Papers, which relate to the building of Grand Coulee Dam; and the Tokyo War Crimes transcripts, which relate to the WWII War Crimes Tribunal.

The Library does not purchase manuscript collections. These are acquired only by donation. Topics may include: Spokane, Northwest History, papers of local residents, business records, papers of government officials and agencies, politicians, educators, authors, and business people, records of organizations such as religious, fraternal, and civic associations, into nearly all facets of the history of Spokane and the Inland Northwest. The Library recognizes that other institutions such as the Cheney Cowles Museum acquires materials on Spokane, thus some donors may be referred to other institutions.

A6. PHOTOGRAPHIC COLLECTIONS

The University acquires photographic collections by donation. Topics may include: Gonzaga University, Spokane and the Inland Empire, Native Americans, photographers from the area, and others on a case by case basis.

A7. MAPS

The map collection includes maps of the Northwest and the Bible lands. Special Collections does not normally purchase maps. However, maps may be moved from the circulating collection or acquired by donation.

A8. ARTWORK AND OTHER REALIA

This includes framed and unframed artwork, prints, medieval manuscript leaves, specimen pages, etc. This policy does not include the University Archives, Hopkins and Crosby Collections, which have their own policies on artwork and realia.

The library does not normally acquire artwork or other realia unless given approval by the Library Dean or the Chair of Special Collections. These acquisitions are received as donations.

B. GONZAGA UNIVERSITY ARCHIVES

Mission Statement: The University Archives exists to appraise collect, organize, preserve and make available University material of permanent historical value. Providing facilities for the retention, preservation, servicing, and research use of these materials, the archives also serves as a research center for the study of Gonzaga's history by the GU community and others. The Archives provides information services to assist in the University's administration and operation and serves in a public relations capacity by promoting knowledge and understanding of the origins, programs, and goals of Gonzaga.

The University Archives document both the daily administration of Gonzaga University and special events. Included in the archives are student publications such as the Gonzaga Bulletin and Spires, course catalogs and class schedules, commencement programs, committee minutes, correspondence, photographs, and other campus publications. Bibliographic access is available for some materials on FOLIO.

The Archives seeks the donation of any papers, photographs, books, audio-visual material, architectural drawings of Gonzaga facilities, and other items that relate to the University. This includes items from faculty, staff, students, and alumni, as well as persons in the community who are interested in contributing to the archival program.

The Archives receives microfiche copies of theses and dissertations written for Gonzaga University degrees. A paper copy is added to the circulating collection. Both copies are available on the on-line catalog.

Current news articles about the University, its personnel, students, and events are collected by the Special Collections Department.

The Library normally acquires through donation materials written or performed by faculty members of the University. This includes: monographs, articles, and audio-visual formats. Most are housed together in Special Collections with the cataloged Gonzaga material.

Special Collections is also interested in working with other University departments and other organizations on campus to create a records management program. This would allow campus units to transfer older items that are still of value to the unit but are not used enough to deserve valuable storage space. These items might include blueprints, legal papers, reports, and other materials which are necessary to the unit and document the unit's growth over time.

VII. PRESERVATION POLICY

The Special Collections Department recognizes the need to preserve the items within the various collections. This may include placing smaller items in preservation folders, photographs in archival sleeves, manuscripts in acid-free folders, and rare books conserved or preserved in archival boxes. Such preservation will be performed as resources are available.

VIII. WEEDING/DEACCESSIONING POLICY

The Special Collection Department does not normally weed material from the collection. However, collecting emphases change over time and this may warrant weeding of some materials. Such weeding must be legal under the terms of gift agreements, and must specify the need for deaccessioning.

IX. POLICY ON DUPLICATE MATERIALS

Duplicates are generally not collected in Special Collections. However, in the Hopkins and Crosby Collections, duplicate books are placed in the general stacks. The third copy may be kept in Special Collections. Other duplicates are given to Acquisitions, where they are either placed in the general collection for circulation or placed with the gift books. Generally, only three copies of University publications are kept in the University Archives.

Additional copies of items (including federal and state documents) in Special Collections that are in demand or those that provide support for the curriculum and research may be purchased or gift copies added for the circulating stacks as budgets allow. When a readily available in-print publication, on a subject appropriate for Special Collections, is judged to be of current importance and wide usefulness in support of courses and research, a copy for the general collections may be acquired first with a second copy for Special Collections. The Special Collections Librarian will work with the appropriate Library Bibliographer, as this occurs.

Federal or state documents may be acquired for Special Collections and /or when it is likely that use will make the regular copy unsuitable for transfer to Special Collections at a later time. Some documents that are appropriate for Special Collections may not need to be duplicated, but may be transferred there when their usefulness in the regular collections is over. Duplication may be required for Special Collections when it is likely that the regular copy will be lost or damaged from heavy use and will therefore not be available for transfer to Special Collections. Such decisions will be made by the Special Collections Librarian with the assistance of the Documents Librarian.

X. IDENTIFICATION AND HANDLING OF RARE MATERIALS

The library has a responsibility for identifying and preserving through special handling and storage those materials which by their age, scarcity, value, format or other characteristics merit such care and treatment. Books and other library materials shall be designated as "Rare" when they meet the criteria within these guidelines. Material deemed as "Rare" should receive proper care and handling when first received in the Library.

The Special Collections Librarian, in consultation with appropriate subject bibliographers, shall be responsible for determining items in the general collection to reclassify them as rare. Decisions will be based upon the criteria listed below. All rare materials will be housed in the Special Collections Department.

- I. Criteria for library materials which will be classified as "Rare."
 - A. Books specifically purchased for Special Collections as determined in the Special Collections Collection Development Policy
 - B. Books of early imprint. Specifically:
 - All pre-1801 imprints
 - U.S. and Latin American imprints before 1850
 - Washington State imprints before 1900
 - Imprints from Ye Galleon Press of Fairfield, WA
 - C. Limited editions of 200 numbered copies or fewer.
 - D. Books known to be bibliographically unique and otherwise irreplaceable.
 - II. Criteria for library materials which will be reviewed for possible classification as "Rare."
 - A. Out-of-print books acquired on special order through an antiquarian dealer.
 - B. Nineteenth Century imprints (1801-1899).
 - C. Books whose purchase or replacement price exceeds \$250.00. Current scientific and reference materials are exempt.
 - D. First editions of historical importance as identified in standard bibliographic sources.
 - E. Limited editions of 201-1000 copies.
 - F. Aesthically noteworthy books (including fine press books).
 - G. Association copies, identified by inscriptions, marginal notes or private book plates, or containing manuscripts or letters tipped or laid in.
 - H. Facsimile editions of rare books.
 - I. Fore-edged decorated books.
 - J. Books unusually subject to damage or loss. Specifically:
 - 1. Fragile volumes, including damaged or deteriorating books not suitable for rebinding.
 - 2. Special or luxury binding (soft leather, inset medallion or raised design, hand-decorated)
 - 3. Volumes containing tipped-in or loose plates.
 - 4. Portfolios of unbound sheets.
 - 5. Miniatures (under 4 inc./10 cm. in height).
 - 6. Extreme oversize volumes (over 20 in./52cm. in height) or other odd-sized volumes that are difficult to shelve.

APPENDIX F

Collection Development Policy Franklin D. Love Curriculum Center Foley Center Library

1. **Objective**
The objective of the Curriculum Center is to make readily available for inspection, evaluation and implementation educational materials of the highest quality produced for use with children from preschool through grade 12. These materials support and enhance the university's curriculum and programs in the School of Education.
2. **Clientele to be Served**
The clientele is that same as that of the rest of the library however the collection is primarily intended to support students and faculty in the School of Education. Students and faculty involved with preschool through grade 12 teacher preparation and/or research concerning preschool through grade 12 curriculums will find the collection especially relevant. The collection is also of interest to and is used by the general public.

Although the Curriculum Center does contain material suitable for children, it is part of the academic library and, as such, is primarily for use by adults. Children who use the collection must be accompanied by an adult.

3. **Scope of the Collection**
The Curriculum Center provides print and audiovisual material designed to support the instructional programs of Gonzaga University and the School of Education, including practicum courses in education, general courses in curriculum development and children's and young adult literature taught by the School of Education or other university departments.
- A. **Collection guidelines**
1. **Consistency with Foley Center procedures** – Materials are selected and acquired following Collection Development and Acquisition policies in place for the library.
 2. **Duplicate materials** – Materials which are exact duplicates of items elsewhere in Foley will not be purchased. When duplicates are received as gifts they will be added if space and usage indicate need.
 3. **Gifts and Donations** – Gifts are processed in the same manner as all donations to Foley.

4. Curricular level and subject treatment – The Curriculum Center contains media and resources appropriate for preschool through secondary education. Multicultural education, language arts, literature, science, spelling, mathematics, reading, health, physical education, music, visual arts, religious education and social studies are examples of subject areas in the collection.
5. Currency of the collection – Although the collection contains some older materials, emphasis is on teaching materials published in the last five years. Some older materials of historical or research value may be kept.
6. Geographic guidelines – Educational methods and approaches used in the United States are emphasized in the collection. However, in recognition of Gonzaga's commitment to Canadian teachers, efforts will be made to include selected materials from British Columbia and Alberta. Materials used in the local school districts in Washington and Idaho will be given added consideration when purchasing decisions are made.

B. Collection Formats

1. Textbooks – Textbooks in all curricular subjects' grades kindergarten through twelve are selected. The attempt is made to acquire those texts adopted by the local schools, with other exemplary texts collected selectively. Emphasis in the textbook collection is on materials published in the last ten years. College level textbooks are not added to the collection, unless they are adaptable as advanced placement textbooks for high school course work.
2. Curriculum guides and standards - Preschool through twelfth grade curriculum guides from the state, regional and national level are collected selectively. Curricular guides from local school districts are acquired as comprehensively as possible. State and national standards in subject areas are acquired as comprehensively as possible.
3. Juvenile literature – Books appropriate for the preschool child through young adult are located in the collection. Award winners, honor books, and young adult notable books are collected comprehensively. Other examples of literature located in the collection include children's classics, beginning to read books, picture books, folk literature, mythology, poetry, informational non-fiction and realistic fiction.
4. Professional collection- Materials designed for use by student teachers, other teacher education students or educational professional involved with development of K-12 curriculum are collected. The items are characterized by the inclusion of lesson plans and activity guides for use with students. Professional collection items are distinct from Curriculum guides in that they provide examples of methods which may be used for the teaching of various subjects, but are not produced by a particular agency as a recommendation for use. Professional

collection items are distinct from the Foley Center main collection in that they include an abundance of specific activities which bring theories into practice, whereas the materials which primarily contain research and theories of learning, behavior, and other aspects related to education are housed in the main collection.

5. Reference Collection – The newest editions of reference sources related to other materials in the Curriculum Center collection are included in the Reference Collection. In addition, a small sampling of dictionaries, encyclopedias, and other standard reference tools are included.
 6. Journals - All journals related to Education are housed in the Periodicals collection in the lower level of Foley.
 7. Audiovisual materials – Audiovisual materials are purchased for teaching and demonstration purposes, and to provide resources that students use in lesson preparation. Examples include maps, pictures, multimedia kits, videos, games, models, realia and educational toys.
4. Collection Responsibilities
Major responsibility for the development of the collection lies with the Education bibliographer. Collection maintenance is shared with the stacks supervisor, a representative from Public Services and the Education bibliographer.
5. Selection criteria
The Curriculum Center follows the selection criteria outlined in the Foley Library Collection Development Policy with the additional criteria taken into consideration.
- a. Learning/teaching styles – Materials in the Curriculum Center represent a variety of teaching and learning styles.
 - b. Multi-ethnic cultural – Materials in the Curriculum Center are to reflect our society of multiple ethnic, racial, religious, social, physical and sexual characteristics. Representation of a variety of economic and geographic orientations, problems, aspirations, attitudes and ideals of our society are to be included.

Appendix G

Conspectus Collection Depth Indicator Definitions Fifth Edition, 7/8/96

- **0 Out of Scope:** Library does not intentionally collect materials in any format for this subject
- **1 Minimal Information Level:** To support minimal inquiries about this subject, the following are included:
 - a very limited collection of materials including monographs and reference works.
 - Periodicals directly dealing with this topic and in-depth electronic information resources are not collected.
 - The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

1a ---- Minimal level, uneven coverage

1b ---- Minimal level, even coverage

- **2 Basic Information Level:** to introduce and define a subject, to indicate the varieties of information available elsewhere and to support the needs of general library users through the first two years of college instruction, the following are included:
 - a limited collection of monographs and reference works;
 - a limited collection of representative general periodicals;
 - access to a limited number of owned or remotely accessed electronic bibliographic tools, texts, data sets, etc.
 - The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

2a ---- Basic information level, Introductory

2b ---- Basic information level, Advanced (Appropriate for community college students)

- **3 Study or Instructional Support Level:** To provide knowledge about a subject in a systematic way, but at a level of less than research intensity and to support the needs of general library users through college and beginning graduate instruction, the following are included:
 - an extensive collection of general monographs and reference works;
 - an extensive collection of general periodicals and a limited collection of representative specialized periodicals;

- limited collections of appropriate foreign language materials, e.g., foreign language learning or foreign language materials about a topic like German history;
- extensive collections of the works of better-known writers and selections from the works of less well-known writers;
- access to an extensive collection of owned or remotely accessed electronic bibliographic tools, texts, and data sets.
- The collection should be systematically reviewed for currency of information and to assure that essential and significant information is retained including significant numbers of classic retrospective materials.

3a ---- Basic study or instructional support level (Adequate to support lower division undergraduate courses)

3b ---- Intermediate study or instructional support level (Adequate to support upper division undergraduate courses; not adequate for master's degree programs)

- **4 Research Level:** To provide a collection that contains the major published source materials required up to and through dissertation and independent research levels, the following are included:
 - a very extensive collection of general and specialized monographs and reference works;
 - a very extensive collection of general and specialized periodicals;
 - extensive collections of appropriate foreign language materials;
 - extensive collections of the works of better-known writers as well as other important but less well-known writers;
 - access to a very extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, and data sets.
 - Older material is usually retained for historical research and is actively preserved.
- **5 Comprehensive Level:** To provide a collection that maintains a "special collection" on this topic, the following are included as far as is reasonably possible and in all applicable languages:
 - exhaustive collections of published materials;
 - very extensive manuscript collections;
 - very extensive collections in all other pertinent formats.
 - Older material is retained for historical research and is actively preserved.
 - A Comprehensive Level collection can serve as a national or international resource.

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