

Leatherby Libraries Collection Development Policy

Web Version available at:

<http://www1.chapman.edu/library/info/colldev.html>

The purpose of the Leatherby Libraries Collection Development Policy is to guide the selection, acquisition, development, management, measurement, and evaluation of resources in all formats necessary to support the curriculum and research needs of the Chapman University community. The community shall include, but not be limited to, students, faculty, staff, and alumni of both Chapman University and Brandman University.¹ The Leatherby Libraries is the physical and electronic repository of all resources acquired and these resources remain under its management and control.

The Collection Development Policy is consistent with the vision and mission of the library. The Leatherby Libraries supports the American Library Association's Intellectual Freedom Policies; and the University's Policy for Freedom of Expression.

The Collection Development Policy is reviewed annually by members on the Collection Development Committee, including:

- Chair of the Collection Development Committee: Chair of the Collection Management Division
- Associate Dean
- Members of the Collection Management Division, including: Coordinator of Electronic Resources and Serials, Coordinator of Acquisitions and Cataloging
- Coordinator of Special Collections and Archives, and other librarians on an ad hoc basis
- Dean; ex officio

Selection

Selection of materials is a shared responsibility between the librarian liaison and faculty. However, the primary responsibility of developing a collection in a particular subject area or discipline lies with the librarian liaison. The librarian coordinates the depth and breadth of the collection assigned to him/her, depending on funding and the needs of undergraduate and graduate programs and faculty research. The collecting density and intensity levels may include: comprehensive, research, study or instructional support, basic, minimal, or out of scope.² Suggestions for new acquisitions may also be submitted by other members of the Chapman University community for consideration by liaison librarians.

See Section 1: Criteria for Selection of Resources and Liaison Responsibilities

All formats will be considered for purchase. If content is available in different formats, the format predominately benefiting the curricula will be given preference. Formats include:

Monographs

Monographs are books, DVDs, Videos, CDs, maps, microforms, and other one time purchases of content.

Serials

Serials include journals, magazines, newspapers, and other materials that are issued periodically.

Electronic Resources

Electronic resources include eBooks, e-journals, and aggregator databases.

Serials and electronic resources require ongoing financial commitments, and as such they must be considered differently from monographic purchases. Subscription costs for serials and electronic

resources have been increasing at higher rates than for other resources, and therefore, requests for new titles must be considered carefully as these resources could consume a disproportionately higher share of the ongoing acquisitions budget if not monitored. The Leatherby Libraries is a member of SCEL (Statewide California Electronic Library Consortium). Whenever possible and advantageous, the Leatherby Libraries will collaborate with SCEL to purchase access to electronic resources. The buying power of SCEL is substantial and SCEL is often able to negotiate prices for electronic resources that the library could not afford to consider without membership in SCEL.³

See Section 2: Electronic Resources Selection

Special Collections and Archives

The Frank Mt. Pleasant Library of Special Collections and Archives collects material of enduring value, for intellectual content as well as for historical significance. Special Collections serves as the repository for collections of historically significant papers, rare books, both antiquarian and modern, art work, periodicals, photographs, broadsides, media, ephemera, and realia. The University Archives is the repository for the records of enduring value officially made or received by Chapman University, and for other materials of historical value related to the functions of the university. The University Archives includes material documenting the history and growth of Chapman University; books (including faculty publications), manuscripts, Chapman periodicals and newspapers, ephemera, and audio/visual material.

See Section 3: Scope and Active Areas of Collecting in Special Collections and Archives

The Map and Geographic Information Center (MAGIC) is managed by the Frank Mt. Pleasant Library of Special Collections and Archives. MAGIC's primary purpose is to serve the geographic information needs of the faculty, students, and staff of Chapman University.

See Section 4: MAGIC's Active Areas of Collecting and Services

Faculty Publications

The library actively collects monographic faculty publications and selected journal titles edited by faculty. Liaisons encourage faculty in their area to inform them of new publications.

Criteria for selecting faculty publications are the same as criteria for selecting monographs, serials and electronic resources.

Alumni Publications

The library actively collects material produced by Chapman University alumni. Alumni authors are defined as graduates of Chapman University with earned degrees.

Criteria for selecting alumni publications are the same as criteria for selecting monographs, serials and electronic resources.

See Section 5: Alumni Publications Guidelines and Procedures

Theses and Dissertations

The library retains one original print copy of theses and dissertations. The library provides access to electronic versions of theses and dissertations, on a volunteer basis, through its subscription to ProQuest's Dissertations and Theses Full Text.

Peter and Mary Muth Library of Children's Literature

The Leatherby Libraries maintains a library of literature written for children housed in The Peter and Mary Muth Library of Children's Literature within the Edgar and Libby Pankey Library of Education. This collection ranges from picture books to K-12 books, fiction and non-fiction, and is intended to support the curriculum within the School of Education and children's literature courses taught by the English Department.

Collecting priorities will be given to award winning books such as, but not limited to, the Caldecott, Newbery, and Coretta Scott King awards and Children's Notable Books identified by the American Library Association.

Gifts and Donations

Gifts-in-kind are an important way for friends and donors to give to the Leatherby Libraries. It is recognized that gift processing is time-consuming, and often not all parts of the gift donation are relevant to the library. However, if at all possible, it is the goal of the library to retain gift donations, especially out-of-print hardcover materials that supplement our current collections whenever they fall within the broader collection development goals.

See Section 6: Gifts, Donations, and Endowments Guidelines

See Section 7: Selection Limitations, including Textbooks, Out-of-Print Materials, Replacements, and Rush Orders

Deselection

Collection management is an ongoing activity undertaken by librarians, that assesses the collection in terms of its quality, condition, and usefulness. Deselection means removing physical materials or deactivating electronic resources from the collection. Ongoing review of the collection by the subject librarians identifies these materials. Faculty are notified of any significant changes.

See Section 8: Criteria for Collection Evaluation and Deselection

Preservation and Digitization

The Leatherby Libraries is committed to preserving its collections of enduring value and scholarly interest; and supports the American Library Association's Preservation Policy, including: remedial treatment of damaged and fragile items, preservation of materials in their original format when possible, replacement or reformatting of deteriorated materials. The library engages in digitization projects in order to preserve portions of its collections, and create wider paths to scholarly discovery and accessibility.

Notes

1. Brandman University

It is a goal of the Leatherby Libraries to provide equivalent resources and services to the students, faculty and staff of Brandman University consistent with the *ACRL Standards for Distance Learning Library Services*. Materials purchased by the Leatherby Libraries for use by Brandman University will be housed in the Leatherby Libraries. Materials ordered, purchased and processed by Brandman University campuses will remain at that location for use by its students, faculty and staff. Electronic resources accessibility will be equivalent to all students. The library liaison for Brandman University coordinates the acquisition of materials for Brandman University.

2. Collecting Intensities: Comprehensive, Research, Study or Instructional Support, Basic, Minimal, or Out of Scope*

Comprehensive: A collection in a specifically defined field of knowledge that strives to be exhaustive, as far as is reasonably possible (i.e., a "special collection"), in all applicable languages includes: Exhaustive collections of published materials; very extensive manuscript collections; very extensive collections in all other pertinent formats; a comprehensive level collection may serve as a national or international resource.

Research Level: A collection that contains the major published source materials required for doctoral study and independent research includes: 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 well-known authors as well as lesser-known authors; defined access to a very extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.

Study or Instructional Support Level: Collections that provide information about a subject in a systematic way, but at a level of less than research intensity, and support the needs of general library users through college and beginning graduate instruction include: An extensive collection of general monographs and reference works and selected specialized monographs and reference works; an extensive collection of general periodicals and a representative collection of specialized periodicals; limited collections of appropriate foreign language materials , e.g., foreign language learning materials for non-native speakers or foreign language materials about a topic such as German history in German; extensive collections of the works of well-known authors and selections from the works of lesser-known authors; defined access to an extensive collection of owned or remotely-accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.

Basic Level: Collections that serve 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 include: A limited collection of monographs and reference works; a limited collection of representative general periodicals; defined access to a limited collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals, etc.

Minimal Level: Collections that support minimal inquiries about this subject and include: A very limited collection of general materials, including monographs and reference works; periodicals directly dealing with this topic and in-depth electronic information resources are not collected.

Out of Scope: Library does not intentionally collect materials in any format for this subject.

*Based on the Conspectus methodology originated with the Research Libraries Group (RLG) in 1979, and adopted by the Association of Research Libraries (ARL) in the early 1980s, as a means of providing a map of library collections and collecting policies. The level indicator has six levels (0: out of scope, 1: minimal, 2: basic information, 3: intermediate to support undergraduate instruction, 4: research level to support postgraduate and academic research, 5: comprehensive collection that contains all significant works in a particular field).

3. SCELC

"The Statewide California Electronic Library Consortium (SCELC) seeks to explore issues related to electronic and digital information and to promote the creation, access, use, management and maintenance of this information for the benefit of faculty and students in the member institutions. It further seeks to improve related library staff skills through development and training activities. While regional in its membership focus, SCELC is committed to cooperative relationships with other library consortia and professional organizations and welcomes opportunities for joint projects and programs that contribute to enhancement of information resources in the region." <http://scelc.org/>

Sections

Section 1: Criteria for Selection of Resources and Liaison Responsibilities

The following are general criteria applied for the selection of resources to be added to the Leatherby Libraries.

Criteria include:

- Relevance to the curriculum
- Enhancement of the core collection
- Demand for the subject matter
- Interlibrary Loan usage or demand of a topic or title
- Indexing is available to guide the library user to the resource
- Reliability of the publisher/vendor
- Uniqueness of the title or presentation of information
- Cost/Benefit Analysis
- Availability of consortia pricing
- Availability of institutional licensing and pricing schedules
- Accuracy and authority of material (information outdated, obsolete or inaccurate)
- Ease of access and indexing for the work
- Is the format compatible to university IT capabilities
- Presentation and formatting
- Product documentation for electronic resources

Liaison Responsibilities with Faculty

Collection development for the Leatherby Libraries is shared by the librarians and faculty. Each academic department is assigned a librarian liaison to coordinate curricular and research collection needs and recommendations.

The following suggestions offer ideas for developing good relationships with library faculty representatives. Establishing and maintaining regular communication with faculty library representatives is important. To accomplish this, liaisons will visit faculty representatives on a regular basis. If this is not possible, phoning the representative instead of merely sending emails is preferred.

During visits librarians can exchange information regarding new library resources as well as discuss department plans and faculty research. Liaisons will offer to attend faculty meetings, attend lectures, and special events sponsored by the liaison's department. Liaisons can inquire about resources the department would like the library to purchase, provide budget information, and relay any library related questions that may arise at this time. During these visits, it is a good time to elicit feedback from faculty regarding the library and its services.

The library liaison will also inform the department about the Monographic Allocation Policy and explain the request process to the departmental representative. The librarian may also wish to offer expertise and recommend new books and/or products relevant to the department and also provide consultation when requested.

The liaison will provide information about library services such as Interlibrary Loan and Electronic Reserves.

The liaison will offer to provide specialized library research instruction for the department and assist with preparing accreditation reports for the department if requested. The liaison will make an effort to welcome all new faculty members and inform them of the \$1,000 book allowance they receive to enhance the library collection in their particular field.

Librarians will endeavor to learn about their department's curriculum and work towards building effective collaborative relationships with their departments.

Liaison Responsibilities with the Leatherby Libraries

The Librarian Department Allocation for monographic materials will be decided each year, based on a formula that may consider the following criteria: FTE Undergraduates/Graduates, FTE Faculty, Weighted Book Price, Circulation Statistics, etc. The Collection Development Committee may also

allocate funds for strategically targeted disciplines. It is the subject librarian liaison's responsibility to spend these funds on a regular basis throughout the fiscal year (June 1 – May 31). Librarians have various selection tools to assist them such as *Choice*, *Books in Print*, *Yankee Book Peddler (GOBI)*, etc. The Collection Management Chair has recent catalogs and would be happy to assist librarians with collection development needs if requested.

When Liaison Librarians receive books requests from faculty they should check the following:

- Check the Leatherby Libraries catalog to see that we do not own the material and if we do, return the request to requestor with an explanation.
- Verify the citations (in GOBI, BIP, or Amazon, etc.) to be certain all necessary elements are present: Title, Author, Publisher, ISBN, and Price. If an element is missing, and you can easily find it, add it to the request. If not, return to the requestor and ask for more information.
- Be certain to add the name of the requestor if it is a faculty member.
- If the department requests exceed allocation funding, return to requestor and ask that items be prioritized. Librarians should check the Monographic Spending Report prior to sending in a request to ascertain if there are funds available in the account.
- Make sure that deadlines are met.
- Attempt to spend all allocated funds from librarian and faculty allocations.
- Distinguish different types of orders, e.g., RUSH, Reference Collection.
- Send all requests to Head of Acquisitions in a timely manner.

The above guidelines also apply to librarian emanated requests. Librarians may wish to keep copies of materials they have requested.

Section 2: Electronic Resources Selection

The following are the steps in selecting electronic resources:

- Requests for electronic resources are initiated.
- Electronic Resources Librarian investigates the request based on selection considerations.
- If the request meets selection considerations, a trial will be set up if possible.
- Chapman community is provided an opportunity to evaluate the resource.
- The Electronic Resources Committee (ERC) in consultation with the Librarians will evaluate the resource and look at responses from the trial, then make a final determination.

Section 3: Scope and Active Areas of Collecting in Special Collections and Archives

Special Collections

Mission

It is the mission of Special Collections to adhere to the aims of the library and to collect material of enduring value, for intellectual content as well as for historical significance. Special Collections in the Leatherby Libraries serves as the repository for manuscript collections, rare books both antiquarian and modern, art work, periodicals, photographs, broadsides, media, ephemera, and realia.

Adjunct to this responsibility is the collecting of all materials relating to the University's namesake, Charles Clarke Chapman, and the descendants of the Chapman family as well as other significant donors.

Monograph collections and their existing collection strengths* include:

- The Disciples of Christ Collection (Level 3: intermediate)

- The Roberta Dale California History Collection (Level 3: intermediate)
- Indians of North America (concentrating on the Tuscarora, Iroquois, and California tribes) (Level 2: basic)
- Rare and antiquarian books, maps and documents (Level 2: basic)
- Orange County, California History (Level 2: basic)
- Orange County Pioneer Council Oral History Transcripts Collection (Level 2: basic)
- Bibliographic studies (history of printing, fine and small press books with concentrations in literature and poetry) (Level 2: basic)
- California Authors (Level 2: basic)
- The Nadine and Harmon Wilkinson Abraham Lincoln Book Collection (Level 1: minimal)
- Artists' Books (Level 1: minimal)

Noteworthy Manuscript Collections with their areas of emphasis:

- The Arrellanes Bookplate Collection (bookplate art, bibliographic studies)
- The Chapman Family Papers (local history)
- The Francis Fay Brunstein Papers (Cold War propaganda)
- The Jesse Raynor Missionary Papers (early 20th century African missionary movement)
- The John Copeland Babylon 5 Collection (science fiction television)
- The John O'Connor Scrapbooks (political science)
- The Jonathan Silent Film Collection (film studies)
- The Laura Scudder Papers (food industry, entrepreneurship, local history)
- The Mendez et. al v. Westminster et. al Archive (civil rights, Hispanic history, local history)
- The Opera Pacific Records Archive (local history, performing arts)
- The Paolo Freire Archive (pedagogy)
- The Roger and Roberta Boisjoly NASA Challenger Disaster Collection (business ethics, space program)
- The UPI Photograph Collection (1960s – 1970s national history)
- The William Hall Master Chorale of Orange County Collection (music, local history)

Areas of Active Collecting and Collecting Intensity*:

- Antiquarian books, maps, manuscripts and documents (Level 3: intermediate)
- Bibliographic Study (history of printing, bookplates, small press) (Level 3: intermediate)
- Orange County History (women's history, conservative activism) (Level 2: basic)
- California Authors (Level 2: basic)
- Political Propaganda (Level 1: minimal)

* Based on the Conspectus methodology originated with the Research Libraries Group (RLG) in 1979, and adopted by the Association of Research Libraries (ARL) in the early 1980s, as a means of providing a map of library collections and collecting policies. The level indicator has six levels (0: out of scope, 1: minimal, 2: basic information, 3: intermediate to support undergraduate instruction, 4: research level to support postgraduate and academic research, 5: comprehensive collection that contains all significant works in a particular field).

Chapman University Archives

Mission

The University Archives is the repository for the records of enduring value officially made or received by Chapman University, and for other materials of historical value related to the functions of the university. The University Archives includes material documenting the history and growth of Chapman University; books (including faculty publications), manuscripts, Chapman periodicals and newspapers, ephemera, and audio/visual material.

Additionally the University Archives serves as the major information source for campus offices, such as the President's Office, Office of the Chancellor, Publications, and Alumni and Parent Relations.

Scope and Active Areas of Collecting

The Chapman University Archives collects materials that document the history, development, and administration of Chapman University from 1861 to the present.

Materials documenting the following activities are a high collecting priority:

- The papers and ephemera relating to students, faculty, administration, staff, alumni, trustees, donors, notable visitors, events, academics, buildings, programs, and accreditation
- Charles Clarke Chapman and his family
- The University's affiliation with the Disciples of Christ

Conditions of Acceptance into Special Collections and Archives

Materials are collected by gift, bequest, and purchase. Loans are discouraged but may be considered on an individual basis.

Gifts-in-kind are normally accepted without restrictions and a Deed of Gift, but exceptions will be considered.

All gifts-in-kind will be evaluated by the Special Collections staff that will have final approval on the appropriateness of the material as it applies to the mission statements of both departments. The following criteria will be used in selection:

- Curricular and research needs of Chapman University
- Historical interest
- Scope and content
- Quality
- Price

De-accessioning from Special Collections and Archives

The Special Collections staff will determine material for de-accession. Any material de-accessioned will be offered to other institutions, returned to the original donor, or sold. The following criteria will be used in this process:

- Lack of relevance
- Lack of historical interest
- Poor condition
- Duplication
- Space Constraints

Retention

Unwanted items within donated collections will be disposed of in accordance with the stipulations in the Deed of Gift. These items are usually returned to the donor, sold, or possibly destroyed according to the agreement. Special Collections staff may decide to migrate or otherwise reformat donated collections for preservation purposes. The Archives collects a maximum of two (2) copies of any item.

Cooperation with Other Institutions

The Special Collections staff will refer donors to another repository if their material would be better placed elsewhere.

Exceptions

In a very few cases, there will be exceptions to the policies outlined above. In those rare instances, the Special Collections staff will consult with the Dean of the Leatherby Libraries.

The aims of both Special Collections and Archives Departments are:

- To evaluate, collect, organize, describe, preserve, and make available for research and scholarship, materials that enhance and support the curriculum, teaching, and research needs of the Chapman community.
- To provide facilities for the retention and preservation of such materials.
- To provide reference services that will assist the operation of Special Collections and Archives.
- To serve as a resource to stimulate teaching and learning through the use of primary and secondary documents.
- To encourage the use of collections by member of Chapman University and the community in general.

Section 4: MAGIC's Active Areas of Collecting and Services

Scope

Collection Areas: Collecting is done at the undergraduate level for Orange County and the cities within the county. MAGIC collects at the basic level for California and the rest of the world, according to the RLG Conspectus method.

Thematic Areas: Demographic, physical and economic geography, political, road, climate, topography as well as small scale maps of the world and the universe.

Geographic Information Systems (GIS): MAGIC seeks to archive locally produced data sets of lasting value as a repository of the university's work. Additionally, MAGIC will identify, organize, and make accessible government and free data sets that meet the geographic information needs of the faculty, students, and staff of Chapman University.

Atlases: MAGIC collects in all thematic areas.

Aerial Photographs: MAGIC collects aerial photographs of the Southern California area at various scales and in various formats (paper and digital). MAGIC will also occasionally purchase satellite images to meet the needs of faculty and researchers.

Reference resources: Geographic and cartographic dictionaries, gazetteers, books on historical mapping, journals and other appropriate reference works are collected for use of the MAGIC staff and its patrons.

Time scale: MAGIC concentrates on collecting material that is the most current, but will also collect selected paper and digital antiquarian maps.

Language: Emphasis will be on English materials, but other languages will be considered depending upon the subject matter.

Services

Circulation: MAGIC is non-circulating.

Special Resources: Antiquarian maps and other special resources, such as historical facsimiles, will be housed in the Frank Mt. Pleasant Library of Special Collections and Archives.

GIS Workstation: MAGIC offers a dedicated workstation loaded with a variety of GIS software as a portal to the world's digital mapping assets.

Instruction: Instruction on making the best use of MAGIC will be provided for the faculty, students, and staff of Chapman University.

Online Research Guide: A research and study guide for MAGIC is maintained for use by the students and faculty and is regularly updated.

Cataloging: All items in MAGIC are cataloged at either the item or series level.

Section 5: Alumni Publications Guidelines and Procedures

The Leatherby Libraries houses alumni publications in the Alumni Association Reading Alcove. These publications may be duplicated and housed in the Frank Mt. Pleasant Library of Special Collections and Archives. The following are guidelines on acquiring, processing, and housing future additions to the collection. Decisions regarding the alumni publications collection will comply with the guidelines provided by the Collection Development Policy of the Leatherby Libraries.

- Definition of alumni in the context of the Alumni Association Reading Alcove: Alumni authors are graduates of Chapman University with earned degrees.
- The Office of Alumni and Parent Relations forwards a list of alumni authors and their publications for consideration by subject liaison librarians, including as much information as can be provided. Librarians will review the list to determine their areas of consideration.
- Librarians will decide case-by-case on whether alumni authors have made significant contributions to the items before ordering or accepting publications. These contributions include but are not limited to: co-authors, filmmakers, and illustrators.
- If the Director of the Office of Alumni and Parent Relations receives an alumni author publication as a gift and wishes to forward to the Leatherby Libraries, the gift and collection development policies, and the alumni publications guidelines will guide the acceptance and placement in the Leatherby Libraries.
- Direct gifts to the Leatherby Libraries from alumni authors will first be routed to the Dean of the Leatherby Libraries for review.
- Librarians may identify and order alumni publications outside the list provided by the Office of Alumni and Parent Relations.
- At this time, faculty publications by alumni will remain housed in their respective areas and will not be relocated to the Alumni Alcove.

Section 6: Gifts, Donations, and Endowments Guidelines

The following are key points in the Policy for Gifts and Donations:

- Gifts provide materials that might not otherwise be readily available to the library.
- Acceptance of gift material is not without cost. Evaluating, adding, or disposing of gift materials are all time-consuming endeavors. Catalog records, labels, and other processing materials expend supplies budgets. Shelving and overhead is an ongoing cost.
- The library does not assign a monetary value to gifts of books and other library material. Donors are responsible for appraising the value of their gifts for their personal tax purposes. The library and the campus acknowledge library gift donors.
- Gift materials are evaluated by librarians and are subject to the library's standard criteria for selection. Gift items may not be added for a number of reasons including poor condition, dated or erroneous information, lack of relevance to the university's mission or curricular content, unsupported format, and number of copies already in the collection.
- The library makes no promise to keep material received as a gift. Material not added to the collection may be sold, re-donated, or discarded, at the discretion of the library.
- Gift materials added to the collection are subject to the same ongoing collection evaluation and deselection as all other items in the collection.

Endowment Purchase Guidelines

Restricted endowment funds are used to purchase items that meet the restrictions of the specific fund in content or format. Other criteria in utilizing endowment funding may include the following:

- Are demonstratively distinctive
- Are highly noteworthy examples of their subject area
- Extremely high quality
- Items that are not routinely acquired utilizing campus funding
- Are more expensive

Book plates and cataloging notes are applied to endowed purchases as appropriate.

Section 7: Selection Limitations, including Textbooks, Out-of-Print Materials, Replacements, and Rush Orders

Textbooks

Textbooks here are defined as tertiary compilations of information usually published by a select few publishers to consolidate the known information of a particular discipline for the purposes of aiding the instructor with the progress of classroom teaching. Not all books assigned in the normal course listings are considered to be textbooks.

Textbooks can be valuable as resources for research. However, the library does not purchase all textbooks adopted as required texts because of the following reasons: cost considerations, frequent issuing of new editions by the publishers, the speed with which textbook editions become obsolete and out of print.

The library purchases books in selected disciplines that may be used as texts for some classes (e.g., Physical Therapy, Food Science, Business). Instructors are welcome to place personal copies of required textbooks on reserve. Faculty may recommend that the library acquire a textbook when they believe the text to be a continuing asset to the library's permanent collection.

Out-Of-Print Materials

A core collection for the Leatherby Libraries contains a balance of in-print and out-of-print materials. Selectors will give preference to ordering new and current materials. There are times when a needed title is out-of-print but is a desirable addition to the collection. If there is a compelling reason, librarians and the acquisitions department will work to obtain the item. Out-of-print titles are sometimes not available for purchase.

All requests for out-of-print materials must be thoroughly researched and recommended by the liaison librarian to ensure citation veracity prior to being sent to the Acquisitions Department. Criteria for selection of out-of-print materials follow those of collecting in-print collections.

Replacements

When a book is lost or a book is found to be damaged, the liaison librarians will make a determination if the work should be replaced or withdrawn.

Criteria for replacements include

- Publication date
- Validity of the information in the work
- Availability for purchase
- Cost
- Circulation
- Whether a newer edition of the work has been published
- Number of copies held by the library

- Format
- Relevance to the curriculum, information and research needs.
- Collection integrity
- Usage
- Condition
- Format

Rush Orders

A rush order is an urgent order placed on short notice. Rush orders interrupt the normal work flow of the liaison librarians, and the departments of acquisitions, cataloging, and circulation. Librarians work closely with departments and faculty to identify and order materials in a timely manner.

Representative examples of rush orders include:

- Material needed by instructors who were assigned classes late
- Material authored by campus speakers
- Material created quickly and recently reflecting current events (9/11 commission reports, books about Benazir Bhutto, for example)

The liaison librarian or requestor must indicate date when material is needed. A “need-by” date assists the Acquisitions Department and Cataloging Department in prioritizing their work.

Section 8: Criteria for Collection Evaluation and Deselection

Ongoing Collection Management

The Leatherby Libraries is committed to responding to ever changing information needs of the campus. The following are measurements that the Collection Management Division of the Leatherby Libraries utilizes:

- An ongoing count of new books and other library materials
- Comparison of collection against standard bibliographies
- Circulation statistics
- Interlibrary Loan statistics and use
- Electronic resources usage
- Periodical usage (using barcodes)
- In-house re-shelving counts
- Citation analysis

Collection Evaluation

Librarians will conduct periodic reviews of their subject collections to identify materials that are obsolete, outdated, damaged, and worn; to address space issues, changing user needs and changing curricular goals. Librarians strive to preserve the integrity of the core collection for both quality and quantity.

Criteria for evaluating the collection

- Relevance to curriculum
- Curricular changes
- Relevance to university and library mission
- Relevance to research needs
- Relevance to Collection Development Policy
- Publication date
- Maintenance of collection integrity
- Usage

- Condition of material
- Format

Criteria for Deselection of a physical item or electronic resource

- Contains outdated, obsolete, inaccurate information
- Is no longer relevant to Chapman curriculum
- Is more accessible in another format
- Is superseded by a later edition
- The format not supported
- Condition of the item

Condition Parameters

- Books with acid yellow, brittle, or torn pages
- Books that have page markings
- Books that have missing pages and/or illustrations
- Books that have broken bindings
- Books that smell or have mold, mildew, or water damage
- Materials that are worn out
- Materials that are damaged beyond repair

Deselection Guidelines

- Circulation history
- Inclusion in core bibliographies
- Multiple copies are needed due to high demand
- Are earlier editions still valid
- Is this the “last copy” as reported in World Cat
- For periodicals—how complete is the run and is it available in a stable online format

Deselection Procedures

- The subject librarian will notify the Coordinator of Acquisitions and Cataloging and the Collection Development Committee before undertaking a major deselection project.
- Withdrawn damaged books will be disposed of according to library policy.
- Withdrawn books not damaged or worn will either be donated to another library, or nonprofit organization, or earmarked for the library book sale.

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