

Cal Poly Pomona Library  
Collection Management Team

## **Collection Development Policy**

May 24, 2007  
Revised March 23, 2009

[http://www.csupomona.edu/~intra-lib/cm/policies/policy\\_coll\\_dev.pdf](http://www.csupomona.edu/~intra-lib/cm/policies/policy_coll_dev.pdf)

Supplemental Policies:

Weeding

[http://www.csupomona.edu/~intra-lib/cm/policies/policy\\_weeding.pdf](http://www.csupomona.edu/~intra-lib/cm/policies/policy_weeding.pdf)

Subject Specific Policies (drafts)

[http://www.csupomona.edu/~intra-lib/cm/policies\\_subject.html](http://www.csupomona.edu/~intra-lib/cm/policies_subject.html)

Periodicals with Articles in Full Text Databases

[http://www.csupomona.edu/~intra-lib/cm/policies/policy\\_aggregators.pdf](http://www.csupomona.edu/~intra-lib/cm/policies/policy_aggregators.pdf)

## **INTRODUCTION**

### Statement of Purpose

This document is a statement of the collection development policies of the University Library, California State Polytechnic University, Pomona (Cal Poly Pomona).

Collection development consists of budgeting, selection, evaluation, weeding, replacement, and retention of library materials. The purpose of this policy is to provide guidance to those responsible for collection development in order to assure a collection that best supports the mission of the Library and the University.

### Mission Fulfillment

This policy is in accordance with the mission of the Library and that of the University. It is understood that as the information needs of the University evolve, this policy will change to meet those needs.

Fulfillment of the collection aspect of the mission requires appropriate resources – funds, space, technology, and expertise. We recognize that fulfilling the mission is an ideal that suffers when resources are inadequate.

### Accessibility

The University Library is committed to providing equal access to services and collections for all Library patrons. If access to Library collections is difficult because of physical disabilities, patrons may obtain assistance from Library staff or from the Disability Resource Center.

When possible, and especially with electronic resources, bibliographers will choose materials that meet current accessibility standards.

## **RESPONSIBILITY FOR COLLECTION DEVELOPMENT**

Selection of materials and other collection development tasks are carried out by bibliographers (librarians with collection management assignments). Bibliographers have collection management assignments corresponding to their areas of expertise, experience, and interest. They have department liaison responsibilities and are expected to regularly interact with classroom faculty to maintain awareness of current and future information needs of the academic programs.

When appropriate, collection development decisions are made in consultation with classroom faculty. Complex decisions – such as those involving databases, journal packages, high-priced items, new formats or technologies – may be made by consensus within the Collection Management Team, the Reference/Instruction Team, or the entire Library Faculty. The Dean of the Library is ultimately responsible for the development and maintenance of the library collections.

## **INTELLECTUAL FREEDOM AND CENSORSHIP**

Free access to ideas and full freedom of expression are fundamental to the educational process. Therefore, the Library supports the principles set forth in the ALA Library Bill of Rights (Appendix C).

The Library will not purposely censor any subject or viewpoint in its collections. Nor does the Library add or withdraw, at the request of any individual or group, material which has been chosen or excluded on the basis or stated selection criteria. Any individual or group questioning the appropriateness of material within the collection will be referred to the Dean of the Library.

## **LEVELS OF COLLECTION**

Requirements for library materials vary in the different subject areas. Factors used to determine the level of collection include current and projected curricula, the highest degree offered in a program, number of students enrolled, and scholarly activity.

While materials are provided on most subjects, collections are basically reflections of the teaching and research needs of the faculty and students. Following standard collection characterization criteria, the Library's collection can be classed as instructional level in most subject areas. Collection levels are supplemented by Document Delivery, Link+, and other resource sharing efforts which provide easy access to research and comprehensive collections. These guidelines are designed to identify both the extent of current holdings and the extent of future collecting activity in a subject. (*ALA Guidelines for Collection Development*, ed. by David L. Perkins, 1979, p.3-5)

### **a) Comprehensive Level**

A collection that endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms) for a defined field. This level of collecting intensity is that which maintains a "special collection"; the aim, if not the achievement, is exhaustiveness.

### **b) Research Level**

A collection that includes the major published source materials required for

dissertation and independent research, including materials containing research reporting new findings, scientific experimental results, and other information useful to researchers. It also includes all important reference works and a wide selection of specialized monographs, as well as an extensive collection of journals and major indexing and abstracting services in the field.

c) Instructional Support Level

A collection that is adequate to support the course work of advanced undergraduate and master's degree programs, or sustained independent study, e.g., a collection that is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs, both current and retrospective, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographic apparatus pertaining to the subject.

d) Basic Level

A highly selective collection that serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

e) Minimal Level

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

## **GENERAL GUIDELINES**

The primary focus of collection development at Cal Poly Pomona is to select materials in all formats that support the curriculum. Materials of reference and general information in subject areas not covered by instructional programs and materials for general and recreational reading are also collected as funds allow.

It is seldom possible to meet the desired collection level in any subject. Therefore the Library observes the following general guidelines:

- a) Current publications of lasting and scholarly value are given priority over older or out-of-print materials.
- b) The Library primarily collects English-language materials. Exceptions include dictionaries and materials required to support foreign language programs.

- c) The Library does not purchase expensive in-depth materials for specific theses or research projects unless the curriculum dictates intensive collection development in that area.
- d) All materials acquired by the Library shall be accessible in the Library, remotely accessible through the Library's electronic systems, or circulated from the Library. The Library will not acquire resources requested by departments, schools, or colleges for use only in their facilities.
- e) Electronic resources are generally favored over identical print resources.
- f) Duplicate copies of materials are acquired only when justified by high demand and continuous heavy use.
- g) In general, the Library will not purchase the same item in duplicate formats (e.g., print and electronic).

## **SELECTION CRITERIA**

Bibliographers use standard, evaluative criteria when making selection decisions. These criteria include, but are not limited to:

- Relevance to the curriculum
- Faculty research interests
- Potential use and ease-of-use
- Authoritativeness, accuracy, and currency
- Organization, language, and physical characteristics
- Reviews and recommendations
- Cost
- Redundancy with other resources
- Strengths and weaknesses of the present collection
- Availability of indexing, abstracts or full-text
- CSU systemwide contracts and resources

More and more frequently selection decisions also include the choice between print and electronic versions. These decisions require the consideration of additional criteria:

- Cost
- How the item will be used
- Potential user population
- Ease of use

- Accessibility (Section 508 compliance)
- Space requirements
- Equipment or network requirements
- Consortia contracts
- Preservation considerations

## **FORMAT GUIDELINES**

The Library is moving toward increased reliance on electronic resources in many format categories. Print resources remain an important part of the collection and many materials are available only in print. When materials are available in both print and electronic versions, the electronic is often preferred. We recognize that electronic resources may not be widely available in some subjects and that for some subjects, such as art and architecture, print may be preferred because of the reliance on images.

The following guidelines address specific formats.

### **Books**

Monographs are preferred. The Library does not generally have a preference for hardbound or paperback books. Paperback editions can save money and are appropriate for topics that quickly become outdated.

### **Out of Print Materials**

While most acquisitions are current publications, out-of-print items may be purchased to fill a gap in a subject area or to replace a much-used volume that cannot be repaired.

### **Electronic Books**

The Library has access to several electronic book collections through CSU Systemwide Electronic Information Resources. Additional electronic book collections will be acquired if they meet curricula needs. Individual electronic books may be acquired on a title by title basis at the discretion of the bibliographer.

### **Textbooks**

The Library does not acquire books simply because they have been adopted as required texts for courses. Some textbooks, however, are valuable as reference and research works in their own right. They are acquired in accordance with general selection policy.

## **Laboratory Manuals and Similar Publications**

The Library does not acquire laboratory manuals, solution manuals, workbooks, or similar publications unless a clear justification can be established or when the requester can demonstrate a legitimate curricular need.

## **Journals**

Journals are acquired to support the teaching and research needs of the University and to provide a selection of general interest publications. When there is a choice between a print and an electronic subscription the Library will generally subscribe to the electronic version and cancel the print subscription. Preference is given to journals that are indexed in databases to which the Library subscribes.

## **Journals with Articles in Databases**

See policy supplement: Periodicals with Full-Text Articles in Databases.  
[http://www.csupomona.edu/~intra/lib/cm/policies/policy\\_aggregators.pdf](http://www.csupomona.edu/~intra/lib/cm/policies/policy_aggregators.pdf)

## **Open Access and Free Journals**

Bibliographers may select appropriate Open Access and freely available electronic resources for the collection. Bibliographers are responsible for determining the appropriate location for these items on the Library website (e.g., Catalog, Websites by Subject, Tutorials, or Guides).

## **Newspapers**

Print newspaper subscriptions are limited to a small number of important regional, national, and international titles. A wide range of newspapers is available through full text databases.

## **Government Documents**

The Library is not a depository for government documents. Select federal or state documents that support the curriculum will be acquired using the same criteria used for selecting other materials.

## **Juvenile**

Juvenile literature and materials are acquired as necessary to support the curricula.

## **K-12 / Curriculum Materials**

The Library does not collect curriculum materials. Databases and other tools are available to help students locate needed materials.

## **Maps and Atlases**

The current Map and Atlas Policy is available at <http://www.csupomona.edu/~intra/lib/cm/mapsandatlas.html>

## **Microforms**

The Library has a large microform collection of journal and newspaper back runs and several report collections. Current microform subscriptions are being maintained only for those titles for which no suitable or affordable electronic access is available.

## **Music Scores**

The Library maintains a working collection of music study scores needed in the instruction program of the Music Department. The Library collects scores with up to a maximum of 9 separate performance parts and orders study scores (miniature scores) for pieces with 10 or more parts. Normally facsimile scores are not collected.

## **Visual and Audio Media**

Audio-visual materials such as sound and film/video recordings are acquired using the selection criteria stated in this policy. Whenever possible, the Library will avoid purchasing videos or multimedia without captioning. The Library will avoid acquiring materials in outmoded formats. Currently DVDs and CDs are preferred over VHS and cassettes. The Library will adopt its media purchasing practices to new formats that become prevalent in our user community.

## **Cal Poly Pomona Publications**

### Theses

Two copies of all Cal Poly Master's theses are retained permanently by the Library. The original is added to the University Archives. The second copy is added to the general collection.

### Masters Projects

Masters projects from the Department of Education (CEIS) and the College of Business are retained.

### Senior Projects

The Library does not systematically collect Senior Projects. Some departments place selected Senior Projects on Reserve for use as models for other students.

### Institutional Repository

The Library is developing an Institutional Repository. It is anticipated that it will serve as a portal for electronic theses, projects, and other publications by members of the Cal Poly Pomona community.

### **Rare Books, Special Collections, and University Archives**

See Special Collections Policy

### **COOPERATIVE RESOURCE SHARING**

No library can provide all of the resources needed by the community it serves. Therefore, the Library supplements its collection through cooperative arrangements, document delivery services, and consortia efforts.

The Library is not currently participating in any cooperative collection development agreements. The availability of materials in other libraries, however, is a factor in certain selection decisions, e.g., expensive items, items that don't directly support the curriculum, or items that are likely to be seldom used by our patrons.

#### a) California State University

- Students, faculty, and staff have borrowing privileges at all CSU libraries.
- CSU Systemwide Electronic Information Resources (SEIR)  
SEIR conducts a program of cooperative buying which leverages the purchasing power of the CSU to obtain favorable prices for databases, electronic journal collections, and other electronic resources.
- Pharos/CSU Union Catalog

#### b) Document Delivery

Funds are appropriated from the materials budget to support Document Delivery.

c) Link+

A union catalog of contributed holdings from participating libraries in California and Nevada, Link+ greatly expands access to books. Patrons can initiate borrowing requests through the Link+ catalog and can also borrow books from any of the Link+ libraries using their Bronco Access Card.

d) Other Cooperative Agreements

- Arroyo Seco Library Network  
Provides users with free and convenient access to services and resources offered by all libraries in California; assists libraries to improve services to the underserved.
- G4 Southern California Consortia  
Cal Poly Pomona faculty have borrowing privileges at the G4 libraries: Cal Tech, City of Hope Medical Center, Claremont Colleges, Occidental College, Whittier College.
- Inland Empire Libraries Disaster Response Network (IELDRN)  
Provides mutual aid in preparing for and coping with disaster; provides expertise in library resource preservation and disaster recovery.
- Mt. San Antonio College  
The Library maintains a mutual lending agreement with Mt. SAC.

## **GIFTS AND DONATIONS**

Cheryl Meaux is the Library contact for gifts and donations. See "Giving to the Library" [http://www.csupomona.edu/~library/development/giving\\_to\\_library.html](http://www.csupomona.edu/~library/development/giving_to_library.html). The website includes information on endowments, gifts-in-kind, and other types of gifts and donations. Some general guidelines:

- a) The Library accepts gifts and donations of useful materials or money to purchase them provided they fit within the parameters of the collection development policy and provided there are no restrictions or conditions attached.
- b) The Library disposes of any unneeded publications regardless of how they were acquired.
- c) The Library does not appraise gifts for tax or inheritance purposes. Members of the staff may, however, assist the donor in obtaining available prices listed in

book auction records or in catalogs of used-book dealers. If a substantial collection is involved, the library staff may help the donor locate a professional appraiser.

- d) Gifts and donations for Special Collections are addressed in the Special Collections Policy.

## **COLLECTION ASSESSMENT**

Bibliographers engage in formal and informal assessment of the collections. There are many ways to assess library collections and no single method can be considered the best, thus a variety of methods are used to evaluate the strengths, weaknesses, physical condition, use of the collections, and alignment with the curriculum. These methods include but are not limited to: circulation studies, in-house use studies, user surveys, analysis of Document Delivery statistics, shelf scanning, list checking, and applying standards. In some subject areas bibliographers have identified collections of other libraries for benchmarking comparisons.

Comprehensive collection assessments represent a significant investment of staff and financial resources and will normally only be implemented to provide background for specific strategic, budgetary, or space planning needs.

## **POLICY REVIEW AND REVISION**

This policy is subject to change and will be updated by the Collection Management Team as necessary. Major reviews will be scheduled at least every three years.

## Appendix A: Library Mission Statement

As the central intellectual and cultural resource of the campus community, the purpose of the Cal Poly Pomona University Library is to provide all students, faculty, staff, and administrators with effective and equitable access to the recorded information necessary to support the University's instruction, research, and public service mission, to respond to the need of all members of the University community to be library and information literate, and to provide a rich independent learning environment where information can be explored and assimilated to knowledge.

In pursuit of its mission, the University Library

- selects, acquires, organizes, preserves and provides effective bibliographic and physical access according to international professionally accepted standards and practices to collections of materials in a multiplicity of formats [including electronic], and duly representative of the world's cultures and points of view to (a) satisfy the curriculum-related information needs of the campus community and (b) support student and faculty scholarship relative to the curricula across the disciplines;
- fosters faculty research and meets the non-course-related needs of students by serving as an "intelligent" and user-friendly "gateway" to national and international scholarly resources and providing a means of timely delivery of those resources through computerized information retrieval, as well as interlibrary loan and other types of resource sharing.

The University Library has a tradition of public service and experience with handling large amounts of information. Like most other academic libraries, we have historically focused on supplying individualized assistance on a one-to-one basis to a diverse clientele of students, faculty, staff, and administrators in their quest for the acquisition and integration of knowledge. All libraries, including ours, have traditionally provided individuals with a means of self-education through independent study. With its continuing focus on fulfilling the intellectual needs of the individual, the University Library should be expected to play a key role in "personalizing" the information revolution. In addition, the centrally-located University Library serves as a de facto "commons area," a "people place" where all members of the diverse campus community can and do come together to further their intellectual pursuits.

The Cal Poly Pomona Library has entered an environment conditioned by explosive changes in information technology, diminishing fiscal resources, and by a growing need to make higher education meaningful and accessible to an increasingly multi-cultural, multi-ethnic constituency.

## Appendix B: Core Values of Librarianship

Members of the library and information science profession are guided by a set of values that are universally applicable, regardless of their special role and the type and size of institution or organization they serve. Arising from these and from our own professional lives are shared core values - timeless, universal, and inclusive. We hold these values as the foundation of librarianship:

- The connection of people to ideas.  
All others flow from that. We guide the seeker in defining and refining the search; we foster intellectual inquiry; we nurture communication in its myriad forms and formats.
- Unfettered access to ideas.  
We recognize access to ideas across time and across cultures as fundamental to society and to civilization.
- Learning in all its contexts.  
We select and make accessible materials that support the scholar, allow democracy to flourish, nourish creativity, and permit people to learn in and outside of formal education throughout their lives.
- Freedom for all people to form, to hold, and to express their own beliefs.  
Each person has the right to seek, to know, and to find within the context of their own lives.
- Respect for the individual person.  
We honor each request without bias and we meet it with the fullness of tools at our command. We respect the individual's need for privacy and for confidentiality in their search or their study.
- Preservation of the human record.  
The cultural memory of humankind and its many families, its stories, its expertise, its history, and its wisdom must be preserved from the past so it illuminates the present and makes the future possible.
- Interdependence among information professionals and agencies.  
Librarianship is collaborative by nature, and collections and services evolve through that collaboration.
- Professionalism in service to these values.  
Our commitment requires integrity, competence, effective stewardship, and service to our discipline as well as to our public.

February 24, 2000

Text based on: American Library Association Core Values Task Force Draft Document, version 12/9/99

## Appendix C

### Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>