

Learning Resources Collection Development Policy

Policy Name: Learning Resources Collection Development Policy	Overseen by: Collections Librarian	Effective date: December 2018	Related Policies: Learning Resources Interlibrary Loan Policy College Administration Policies: A16.01.02 Centralization of Learning Resources Materials A02.10.02 Scholarly Activity A08.01.01 College Use of Copyrighted Works
Category: Collections	Approved by: Learning Resources Management Committee	Review date: Summer 2019	Replaces: September 2006 LRMC approved Policy

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Appendix B. American Library Association. Subcommittee on Guidelines for Collection Development. [Guide for Written Collection Policy Statements.](#) [Chicago]: The Association, 1989.

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Douglas College Library Mission Statement

The Douglas College Library provides support and enrichment to the educational program of Douglas College in the form of learning resources appropriate to fostering educational excellence and freedom of enquiry; is committed to the development of instructional programs and services which emphasize information literacy; and supports the College philosophy, through library employees, resources and facilities, in enabling all members of the Douglas College Community to benefit from self-directed, life-long learning.

Purpose

Resources are added to and removed from the Library collection according to a set of principles outlined in this policy. The Library strives to be responsive to all requests that adhere to this policy, subject to sufficient funding to maintain a balanced and credible collection.

Intellectual Freedom

The Library adheres to the principles expressed in the Canadian Library Association *Statement on Intellectual Freedom* <<http://www.cla.ca/about/intfreed.htm>> and the British Columbia Library Association *Statement on Intellectual Freedom* <<http://www.bcla.bc.ca/bcla/policy/ifreedom.html>>.

Policy Statement

The Library collects resources in multiple formats, including book, serial, audio visual, and electronic, contingent upon the Library's ability to purchase and maintain appropriate equipment and technology for access to non-print resources.

The Library strives to provide balanced and equitable access to resources to onsite and remote users in a multi-campus setting.

The focus of the collection is to support the Douglas College curriculum, primarily credit courses. Course related resources for student use are the priority, but the Library also collects materials covering a broad range of educational topics including resources for non-credit courses where the materials are likely to be of ongoing interest. The Library also strives to provide a general knowledge collection.

Course texts are not de facto acquired for the general collection, although single copies may be selectively acquired for the reserve collection.

The Library endeavours to support College initiatives for scholarly research, as defined by the Scholarly Activity policy, through both the acquisition of materials for the collection and through resource sharing. For more information, see

Administrative Policy A02.10.02 – Scholarly Activity
<<http://www.douglas.bc.ca/about/policies/admin/a021002.htm>>

Resources are collected at *Conspectus Collection Depth 3: Study or Instructional Support Level*, as defined by the International Federation of Library Associations and Institutions Section on Acquisition and Collection Development, and more specifically at *Conspectus Level 3a: Study or Instructional Support Level, Introductory*, as defined by the American Library Association (see the **Appendices** for details).

Responsibility for Collection Development

The Collections Librarian, Serials Librarian, Electronic Resources Librarian and Web Development Librarian facilitate collection development within their areas of responsibility. All library users are encouraged to make requests for library purchases. Contentious collection decisions are discussed at the Learning Resources Departmental Education Committee. Ultimate responsibility for managing the budget lies with the Director of Learning Resources.

Budget

The materials budget of the Library is set in accordance with existing College budget policies and is allocated at the discretion of the Director of Learning Resources, with advice from the Learning Resources Departmental Education Committee. The materials budget is allocated on the advice of the Collections Committee, a subcommittee of the Learning Resources Departmental Education Committee.

Centralization of Learning Resources Materials

In accordance with Administration Policy A 16.01.02 Centralization of Learning Resources Materials, learning resource materials are acquired, processed and made available through the Library

<<http://www.douglas.bc.ca/about/policies/admin/a160102.htm>>

Copyright

Douglas College adheres to Canadian copyright legislation. The College has an agreement with Access Copyright; the Canadian Copyright Licensing Agency that governs print materials and stipulates what may be copied for the purposes of research, study and instruction. For more information, see Administration Policy A08.01.01 - College Use of Copyrighted Works

<<http://www.douglas.bc.ca/about/policies/admin/a080101.htm>>

Resource Sharing

The Library is committed to the principle of resource sharing with other libraries. To this end, the Library participates in resource sharing initiatives with other libraries. For more information, see the Douglas College Learning Resources Interlibrary Loan Policy <<http://library.douglas.bc.ca/ILL/illpolicy.html>>.

Procedures

- **Selection/Deselection Guidelines: Materials Selection Guidelines**
 - Materials are selected in all formats from appropriate selection sources and from a wide range of reviewing media, both online and in print.
 - It is the responsibility of the Collections Librarians to review all selections in the respective format areas and to monitor use. The Collections Librarians also work closely with instructional faculty to ensure that materials are purchased to support student research requirements.
 - Criteria for selection:
 - Curriculum relevance and level
 - Anticipated use
 - Positive reviews or evaluations
 - Quality of content; accuracy; balance
 - Reputation of publisher, author, creator, etc.
 - Date; timeliness
 - Price
 - Local content, or Canadian content
 - Unique; fills a gap in the collection
 - Ability of the library to provide required equipment or technology to access the content
 - Anticipated lifespan
 - Replacement for lost or stolen material
 - English language
 - Literary or artistic quality
 - Technical quality
 - Artistic or aesthetic merit
 - Presentation; ease of use; accessibility
 - Appropriate for a broad, general collection
 - Special features
 - Appropriate indexing of a serial
 - Copyright restrictions and licensing

Selection/Deselection Guidelines: Materials Deselection Guidelines

- In order to maintain a relevant and useable Library Collection, it is necessary for the Library to carry out a continuous and planned deselection program. Such a program applies to all formats of materials.
- Collections Librarians have responsibility for the organization of deselection in the respective formats. Deselected items require the approval of a second Librarian before being removed from the Library collection. Instructional faculty with appropriate subject expertise are encouraged to participate in deselection.
- Those items deselected from the Library's collection will normally be forwarded to the Canadian Book Exchange, given to another institution or recycled.
- Criteria to consider for deselection:
 - Circulation history (has not circulated in 5 years) or usage patterns
 - Cancellation of a course or program
 - Dated or inaccurate material
 - Duplication of content
 - Have multiple copies in the collection
 - Superseded editions where the new edition has significant new material
 - Physical deterioration of material
 - Available at other institutions
 - Equivalent information available online
 - Outdated formats
 - Equipment considerations
 - Licensing expiry
 - Copyright restrictions
 - Incomplete set; parts missing
 - Space considerations (example: stack/shelving capacity)
 - Ongoing subscription costs.
- Considerations for retention:
 - Local, historical value
 - Last copy, importance for posterity
 - Douglas College employee
 - Classics

- **Donations guidelines**

- The Library accepts donations of materials on the basis that final disposition of the material is at the discretion of the Library. The Library does not generally accept material that requires appraisal or which requires issuance of tax receipts.
- The Library acquires material in accordance with its Collection Development Policy and therefore selects from donated materials those items that are suitable for addition to the collection. While the Library does not normally solicit donated material, from time to time, particularly if a new program is added to the curriculum, historical materials may be solicited
- Depending on the significance of the donation, an acknowledgement will be sent to the donor by the Library Director or the appropriate Collections Librarian.

Book or media donations not appropriate for inclusion in the collection will normally be put in the Library's book sale, given to another institution, or recycled.

- **Housing of materials**

All materials purchased with Library funds are housed in, and circulated from, the Library or linked on the Library web site.

Appendices

Appendix A. International Federation of Library Associations and Institutions Section on Acquisition and Collection Development. Guidelines for a Collection Development Policy Using the Conspectus Model. The Federation, 2001. 25 May 2006. <<http://www.ifla.org/VII/s14/nd1/gcdp-e.pdf>>.

F. Collection depth indicators

The collection depth indicators, or levels, are numerical values used to describe a library's collecting activity and goals. Three aspects of collection management are considered: current collection level, acquisition commitment, and collection goal.

Collection depth indicator definitions (see Appendix 2):

- 0 = out of scope
- 1 = minimal information level
- 2 = basic information level
- 3 = study or instructional support level
- 4 = research level
- 5 = comprehensive level

Conspectus Collection Depth Indicator Definitions

3 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
- 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.

The collection should be systematically reviewed for currency of information and for assurance that essential and important information is retained, including significant numbers of classic retrospective materials.

Appendix B. American Library Association. Subcommittee on Guidelines for Collection Development. Guide for Written Collection Policy Statements. [Chicago]: The Association, 1989.

The American Library Association Collection Development Subcommittee has identified and described a range of collection depth levels for Library collections. The levels include:

- 0 Out of scope
- 1 Minimal level
 - 1a Minimal level, uneven coverage
 - 1b Minimal level, even coverage
- 2 Basic information level
 - 2a Basic information level, introductory
 - 2b Basic information level, advanced
- 3 Study or instructional support level
 - 3a Study or instructional support level, introductory
 - 3b Study or instructional support level, advanced
- 4 Research level
- 5 Comprehensive level

3 Study or Instructional Support Level

A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The Collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

At the study or instructional support level, a collection is adequate to support independent study and most learning needs of the clientele of public and special libraries, as well as undergraduate and some graduate instruction. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained.

Appendix B. American Library Association. Subcommittee on Guidelines for Collection Development. Guide for Written Collection Policy Statements. [Chicago]: The Association, 1989.

3a Study or Instructional Support Level, Introductory

This subdivision of a level 3 collection provides resources adequate for imparting and maintaining knowledge about the basic or primary topics of a subject area. The collection includes a broad range of basic works in appropriate formats, classic retrospective materials, all key journals on primary topics, selected journals and seminal works on secondary topics, access to appropriate machine-readable data files, and the reference books and fundamental bibliographical apparatus pertaining to the subject. This subdivision of level 3 supports undergraduate courses, including advanced undergraduate courses, as well as most independent study needs of the clientele of public and special libraries. It is not adequate to support master's degree programs.

Summary of external documents referenced in the policy

Administrative Policy A02.10.02 – Scholarly Activity
<<http://www.douglas.bc.ca/about/policies/admin/a021002.htm>>

Administration Policy A08.01.01 - College Use of Copyrighted Works
< <http://www.douglas.bc.ca/policies/a080101.htm>>

Administration Policy A16.01.02 Centralization of Learning Resources
Materials <<http://www.douglas.bc.ca/about/policies/admin/a160102.htm>>

American Library Association. Subcommittee on Guidelines for Collection
Development. Guide for Written Collection Policy Statements. [Chicago]:
ALA, 1989.

British Columbia Library Association Statement on Intellectual Freedom
<<http://www.bcla.bc.ca/bcla/policy/ifreedom.html>>

Canadian Library Association Statement on Intellectual Freedom
<<http://www.cla.ca/about/intfreed.htm>>

International Federation of Library Associations and Institutions Section on
Acquisition and Collection Development. Guidelines for a Collection
Development Policy Using the Conspectus Model. The Federation, 2001.
25 May 2006. <<http://www.ifla.org/VII/s14/nd1/gcdp-e.pdf>>.

Learning Resources 6.4 – Departmental Interlibrary Loan Policy
<<http://library.douglas.bc.ca/policies.html#Interlibrary>>