# COLLECTION DEVELOPMENT POLICY
# BRYAN WILDENTHAL MEMORIAL
# LIBRARY
# SUL ROSS STATE UNIVERSITY

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## I. INTRODUCTION

I.1. <u>Purpose of policy</u>
The purpose of this document is to articulate consistent collection criteria which guide the development and ongoing evaluation of strong, useful collections in the Bryan Wildenthal Library, assist in budget allocation, and reflect the University's mission of teaching, research and public service.[1]

I.2. <u>Institutional description</u>
Sul Ross State University is a comprehensive public institution of higher learning, offering certificate and associate, baccalaureate and master's degree programs. Its 600-acre main campus also serves a growing clientele of distance learning, web- based and weekend- only students. The Rio Grande College, an upper-level component of the University, offers junior, senior, and graduate work in selected programs in Uvalde, Del Rio, and Eagle Pass. Rio Grande College is headquartered on the campus of Southwest Texas Junior College in Uvalde.

I.3. <u>Clientele served</u>
Primarily, the Library's collections support the University's instructional and research programs as described in this policy statement, regardless of location or medium in which the course is offered. Secondarily the Library seeks to provide resources relevant to the general informational and recreational need of the residents of Alpine and the Big Bend area in keeping with the University's public service mission.

I.4. <u>Collection Development Philosophy: Intellectual Freedom Statement</u>
The Library will not itself censor subjects or viewpoints and will resist censorship attempts. The Library endorses the "Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights", a statement endorsed by the American Library Association, and considers the principles of that document an integral part of this policy statement. (See also VI.1.1.-- Intellectual Freedom Statements)

I.5. <u>Collection Overview And History</u>

The collections of the Bryan Wildenthal Memorial Library have historically been print collections designed to support undergraduate instruction and master's level instruction and research in the liberal arts, education, criminal justice, and, range science, and business.. From its inception the Library also actively collected local and regional materials in all subject areas and served as the depository for official University publications, including the original copies of masters theses written by Sul Ross students.

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[1] "University Mission," Sul Ross State University Bulletin, Vol. 83, No. 1, January, 2004, pp. 26-27.

In 1958 the Library purchased the Aldrich Collection from the estate of Captain R. W. Aldrich.   This collection added retrospective depth to many subject areas , including local and Texas history, equine science, geography, criminal justice, horticulture, literature, geology and anthropology.

 Collections remained relatively small before 1970 as library space was confined to a single floor in what is now the Morelock Academic Building.   In 1969 the Library found a new home in its own two-story library building.  Thereafter, collections grew at an increased pace.  The Library became a depository for Texas state documents in the early 1970's.   Selected titles from the Library's local history collection, along with relevant titles from the Aldrich collection, combined to form the core book collection of the Archives of the Big Bend.  A separate media center housed a growing number of audiovisual  resources. By the time it automated its collections in 1995, the Library housed over [200,000] items, including  books, periodicals, microforms, media and software.

 In addition to automation, several innovations converged to alter the traditional physical makeup of the Library's collections in the late 1990's.   The concept of defining a collection by ownership of physical items had been eroding for some time.  Print collections began to give way to a burgeoning number of electronic information resources, first through CD-ROM and standalone databases, then online via the Internet.  A grant from the Texas State Library and Archive Commission to the Bryan Wildenthal Memorial Library funded Sul Ross's first Internet service on campus and opened the door to an abundance of shared information resources on the World Wide Web in the form of scholarly indexing and abstracting services, full-text databases, and government and professional websites.

 Such access is expensive, however.  The Library has been able to provide these resources only through greatly increased cooperative resource sharing activities with other regional and state agencies and library consortia.  Once committed, the Library must continue to find ways to fund these virtual collections no longer housed within its walls and to utilize and evaluate effectively the content of large collections of information chosen not primarily to meet the unique needs of the Library at Sul Ross  but to maximize cost savings and optimize access across the state.   Such a practice offers new challenges to future collection development and evaluation practices.

Another major factor impacting Library collections occurred in 1999, when extensive renovation and the addition of a third floor enabled the Library to more adequately house the print and media collections threatening to overwhelm the 1969 structure.  Rapidly expanding media collections, formerly housed and managed by the Audiovisual Media Center, were moved to the Library's Circulation Department, leaving the equipment and viewing facilities with the Media Center (now Media Instruction and Technology Services, outsourced to Sungard Collegis, Inc.)  Renovation planners, conscious of  the ongoing  explosion in electronic information,  also designed the new Library to provide greatly increased access  to public computers on every floor, a computer lab, and an electronic classroom for the Library's active information literacy/user education program.

In the coming decade,  both  the housing and makeup of the Library's collections will be strategically shaped by the increasing numbers of electronic information sources which will expand, enhance, or replace the print sources which have historically been the hallmark of its collections.

## II.  COLLECTION DEVELOPMENT AND MANAGEMENT PROGRAM

II.1.  <u>Staffing</u>
Collection development responsibilities have historically been shared by two main groups:  faculty, who are directly involved in the University's  teaching and research programs; and professional librarians, who are in the best position to observe and evaluate the quality and balance of individual areas and of the collection as a whole. The Director of Collection Development is directly responsible for coordination of collection development and evaluation activities in the Library.  In turn, the librarian in this position works in close cooperation with the Director of Technical Services and Public Services librarians in implementing collection activities.

II.2.  <u>Responsibility for selection</u>
Professional library staff  are responsible for selection of the print Reference collection, for electronic resources  (including electronic indexing and abstracting tools, full-text databases that enhance reference services, and web sites), and for recreational materials (best sellers and audiovisual entertainment titles).  Librarians also choose materials in all subject areas where specific needs are identified.  Faculty have the major role in selecting circulating materials and serials which support the teaching and research programs  in their departments.

A faculty member may request items to be added to the collection by submitting order cards, through his/her department chair, to the Director of Collection Development or Director of Technical Services.   The Library will not normally overrule faculty requests as long as the item falls within the applicable guidelines set forth in the general policy statement and the  requesting department's specific collection development policy statement. Faculty requests will take first priority, subject to the constraints of the budget and on-going commitments to purchase basic reference materials and maintain a reasonable level of currency and balance in the collections.

   Though faculty requests make up an essential part of library materials requested for any fiscal year, all materials purchased with library funds  become library property and are housed in the library for the use of the University community and the general public.  It is highly inappropriate to use library funds to acquire materials for the exclusive use of any group or individual.  Departmental or office collections should be bought with department funds and housed in those departments.

University students, staff, and administrative officers may also submit recommendations for items to the Director of Collection Development.  Such requests will be considered

only if the request can be justified within Collection Policy guidelines and if funds are readily available.

## II.3.  Departmental liaison

There is no formal liaison arrangement between departments and individual librarians at present. However, the Dean, the Directors of Collection Development and Technical Services, as well as the Reference and User Education Librarians maintain an ongoing dialog with faculty members  about collection development matters, including selection, updating, and weeding of resources.   Such dialog is essential if the Library is to respond effectively to curriculum changes and accreditation reviews and other contingencies impacting library collections and budgets.

## III.  GENERAL COLLECTION DEVELOPMENT AND MANAGEMENT STATEMENTS

### III.1.  General Collection Management Principles

The traditional concept of defining and managing, library collections by ownership of physical items has been steadily eroding in recent years as access replaces ownership as a significant collection management focus. Clientele expectations have played a large part in this changing focus.  Academic libraries now serve the "invisible student", one who never or rarely comes to campus but who expects the same level of access to information as the traditional campus-bound student.  These changes have precipitated some redefinition of the concepts of  selection, duplication, replacement, and weeding, as reflected in the following principles.

Of course, items are, and will continue to be, owned by and housed physically in the Library.  Policies regarding their duplication, removal or replacement are detailed below. Automated or digitally based materials, available only through electronic licensing and consortial agreements, are treated separately as required.

### III.1.1 Duplication of resources

   III.1.1.1  Print materials: In general the library will attempt to minimize duplication of titles and to apply funds to purchase unique items.  Duplication of print titles already owned is discouraged; however, duplicate copies of titles receiving consistently heavy use, such as test study guides and style manuals, will be acquired as needed.

   III.1.1.2  Electronic duplication of print resources:   Presently, online resources which duplicate standard print information sources such as reference titles, periodical indexes, monographs, and government and technical publications will be considered for purchase if they provide access to sources considered vital to programs offered through web-based and distance education means, and if the funding of such duplications will not jeopardize needed enhancement to the overall collection.

Careful review of titles covered by this section is necessary to ascertain if such duplication is cost effective.  (See also  III.2.8-- Electronic Databases/Online Resources)


III.1.2   Replacement of lost, damaged, or missing materials
 Generally, titles reported lost or damaged will be replaced on a case-by-case basis in accordance with collection development policy for that subject.  Titles supporting curriculum and research needs will be replaced promptly if funding is available.  As a rule, the latest edition of a title will be purchased as a replacement.  If the title is out of print,  a search may be made for a suitable title on the same subject as a replacement.

III.1.3.  Weeding
   Regular weeding (withdrawing of materials from collections) should be an active and continuous part of collection development. Effective weeding practices should result in increased circulation, improved access and retrieval, and effective space utilization. Weeding, often called deselection, involves the application of applicable selection criteria in reverse.  When deemed advisable, librarians will consult with faculty members of departments most directly concerned with future use of titles under review before withdrawing that title.  Titles will be considered for weeding if they fall under one or more of the following categories:  titles which contain outdated or obsolete information as determined by applicable subject selection criteria; titles which are worn, damaged or otherwise physically defective; superceded and duplicate titles; or any combination of the above.

III.1.4.  Gifts and donations (unsolicited)
  The Library accepts donated books and other materials from individuals and organizations.  Titles accepted should match areas of research and instruction within the University's mission, and will be evaluated by the same criteria as purchased materials.  No material will be accepted which is not in a suitable condition and format to be adequately housed in the Library's collections.  Titles already held or deemed not suitable for the collections will be disposed of at the library's discretion.  There shall be no restrictions on disposal of unwanted items.

III.2. General Collection Development and Management Policies

Material will be selected  based on its intrinsic merits and relevance to instructional programs regardless of format.  However, the following policies relevant to format irrespective of subject will be considered in all collection decisions:

III.2.1. Monographs

  III.2.1.1  Print books:  Major selection emphasis shall be on current or new titles, followed by important retrospective titles.  The library always purchases the latest edition of a title unless an earlier edition is specifically requested and justified.  When available, hardbacks will be purchased for titles judged likely to receive repeated circulations or constant use.  When the price of the hardback is significantly more

expensive than the paper copy, the paperback may be purchased and sent to the bindery. Paperback books are also purchased when it is the only edition available or when the hardback edition is expensive and the title will have limited use.

III.2.1.2 <u>Electronic books:</u> The selection emphasis for individual electronic book titles is the same as for print titles. (III 2.1.1)  Presently, the purchase of these titles is dependent on their being offered by the library's e-book provider, netLibrary.

III.2.1.3 <u>Out-of-Print books:</u>  Requests for titles found to be out-of-print are ordinarily returned to the originator of the request. The library will search out-of-print sources for such titles when requested, the purchase being contingent on price and condition if the title is found.  Reprint editions and microform editions of titles no longer in print may be also selected if available.

III.2.1.4 <u>Textbooks:</u>  The library does not normally purchase textbooks.  When a textbook represents the best source of information or matches the appropriate collection intensity level in its subject, it will be considered for purchase.  No attempt is made to collect textbooks adopted for use in Sul Ross classes.  Public school textbooks are not purchased.

III.2.1.5 <u>Best Sellers and popular/recreational reading</u>:  Rather than purchase best sellers outright, the library leases these titles, both fiction and non-fiction. A designated librarian selector chooses monthly from new and forthcoming book lists from the McNaughton Book Service.  At regular intervals the collection is reviewed and older and under-circulated titles are returned.   Best seller titles that are subsequently judged to be of enduring value or supportive of academic programs may be purchased at a reduced price and added to the library's permanent circulating collection.

III.2.1.6 <u>Children's books</u>:  Children's or juvenile books are catalogued as a separate collection, consisting of  monograph titles for children from preschool through twelfth grade.  The collection primarily supports courses in children literature and reading instruction for teacher education.  Fiction and nonfiction titles are selected by librarians and faculty from awards lists, professional bibliographies, and standard review journals.  (See also V.4.-- Children's Collection)

III.2..2 <u>Reference Materials:</u>

Reference materials are titles which provide timely, authoritative information or  list and identify information sources. They may include both print and online resources (See also Electronic Resources- Section III.2.8).  Print collections are organized for consultation and research in a non-circulating collection kept together for convenience in providing information services. Funding for reference materials comes principally from library designated funds rather than departmental funds.  Librarians are responsible for the size and composition of the collection, though faculty requests for titles will be considered. (See V.1.--  Reference Collection)

III.2.3 <u>Periodicals</u>

III.2.3.1 <u>Print journals and magazines:</u> Most journal and magazine titles are recommended by individual academic departments in support of their academic programs and research. Other titles, selected by librarians to serve the general needs of university and community users, are selected with a preference for titles of sufficient breadth to meet both departmental and interdisciplinary needs.

Departments need to be aware that a print journal or magazine subscription represents a long-term commitment of funds for the department and a similar commitment on the part of the Library to housing and maintaining that title. Print subscriptions should be ordered only after careful consideration of departmental needs. Microfilm backfiles of a title may be purchased on the basis of demonstrated need. All titles purchased should be accessible through indexing and abstracting sources readily available to library users.

III.2.3.2 <u>Electronic journals and magazines:</u> At present all journal and magazine titles available in electronic format are either duplications of print titles held, titles available only as a result of consortial licensing agreements for shared electronic databases, or titles available at no cost through the Internet. Individual electronic titles added should meet the same selection criteria as print titles. ( See also Electronic Resources-- III.2.8.; Duplication of Resources-- III.1.1.2)

III.2.3.3 <u>Newspapers—print:</u> The library subscribes to all local and to selected area and Texas newspaper titles, preference given to Texas newspapers which reflect the general regions of the state from which the majority of the student body is drawn. Microfilm backfiles are maintained of local and selected area newspapers. In addition the library subscribes to three major national newspaper titles with established indexes. The library retains backfiles of the national newspapers, as well as the their indexes, on microfilm.

III.2.3.<u>4 Newspapers—electronic:</u> At present most newspapers available in electronic format are either duplicates of print titles held, titles available at no cost through the Internet, or titles available as a result of consortial licensing agreements for shared electronic databases. Coverage of major city newspapers nationwide is preferred in electronic databases. ( See also Duplication of Resources—III.1.1.2)

III.2.4 <u>Microforms</u>
The selection of microform titles should be limited to titles available only in that format, little-used titles, titles too costly for purchase in their original form, or backfiles of periodicals and newspaper titles previously acquired in print which receive heavy use or occupy large amounts of shelf space.

III.2.5  Government Documents
The Library serves as a partial depository for publications of state agencies through the Texas State Documents Depository program administered by the Texas State Library and Archive Commission. The Library does not select titles but receives shipments of documents determined by the Depository program guidelines.  These documents are handled according to procedures set up by the State Library.  Documents receive full cataloging and classification; pamphlets and ephemeral materials are made available in vertical file collections.
Texas state documents not received through the depository program or United States government publications may be selected for purchase in the same manner as books.  Electronic access to government publications is encouraged where available and feasible.

III.2..6  Maps and Charts
Individual maps and charts may be selected by academic departments using appropriate subject selection criteria.  All items will be cataloged as non-circulating and housed in the library for use by the entire campus community.

III.2..7  Audiovisual Materials
Audiovisual media  include VHS videotape, DVD, CD-ROM, CD, audiotapes, slides, or any combination of these formats(circulated as KITS).  Generally, titles are selected for curriculum and instructional support, for possible interdisciplinary applications, or for quality extracurricular or leisure content.  Media purchased must be compatible with equipment available in the Library.  Media titles will receive full cataloging and will be permanently housed in the Library for use by the entire campus community. (See also VI. 3—Media Collection.)

III.2.8.  Electronic Resources
Electronic resources are defined as any digital resource requiring online computer access, including journal aggregators, electronic book collections, and full-text databases.   A recent major study of the use of electronic library resources concluded that electronic resources are utilized when faculty and students perceive them as "convenient, relevant and time-saving to their natural workflow". [2]   Thus the impact of this emerging resource on library collection development policy cannot be overemphasized.

Like print resources, electronic library resources selected should significantly support curriculum and instruction needs.  Presently the library makes available online  books, full-text of magazine and journal titles, reference titles, government and legal publications and indexing and abstracting services.  Priority is currently given to indexing and abstracting services, both interdisciplinary and subject specific, which provide useful levels of both current and retrospective citations.  These resources should augment or enhance the awareness of, and accessibility to, the library's current holdings of books, journals and other resources. Ideally, they should also provide access to a significant amount of full text of titles indexed.  Additionally, electronic resources must provide a

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[2] Carol Tenopir,  Uses and Users of Electronic Library Resources: An Overview and Analysis of Recent Research Studies.  Washington, D.C.: Council on Library and Information Resources, 2003. iv.

user-friendly format simultaneously accessible to multiple users, both on site and from remote locations.

When selected as a substitute for print resources, (print titles dropped and/or withdrawn) online resources should reflect significant cost savings and demonstrate overriding advantages over comparable print formats.   However, because neither stable content nor perpetual access can yet be guaranteed  to databases which offer online resources,  there is a calculated risk involved in such substitutions, especially with resources that serve significant curriculum and instructional needs.  Selectors should proceed with caution in this area.  (See also VI.1.3.2-- Reference Collection)

## IV.  PRINCIPLES FOR SELECTION

The following selection criteria apply generally to all materials being considered for addition or removal from the collections.   The relevance of particular criteria is determined by the department considering the item, the subject covered,  or the type of material under consideration.  Decisions concerning the acquisition and retention of materials should be made within the context of the specific subject/departmental collection statements described in Section IV.2  and Section V.  The general factors to be considered are:

IV.1. <u>General Selection Criteria</u>

1.1 <u>Relevance to the University's needs</u>
Materials selected should be clearly relevant to the actual instructional, educational, and research needs and goals of the Library's collections.  Materials which directly support academic programs and curriculum will receive first priority.  Ancillary materials supporting major programs or goals and faculty research will receive second priority. Materials which support general educational and recreational interests will receive third priority in the selection process.

IV.1.2. <u>Scope and Content</u>
Scope and content of materials will vary according to the programs they support.  Both comprehensive and specialized titles will be collected in most disciplines, including major works by key authors, major critical studies, and significant new contributions to a field.  Narrowly focused works, general essays and popular treatments of subjects will receive second priority.  Titles which are largely polemical, marginal, or trivial in nature will be selected only after careful consideration.

IV.1.3. <u>Relevance to Existing Collections</u>
 Materials which update, fill gaps, provide balance or otherwise strengthen existing collections will receive first priority.   Materials which complete partial holdings or provide specialized materials on a subject will receive second priority.  For obscure, rare or highly specialized titles, access will be provided through Interlibrary Loan.

IV.1.4. <u>Bibliographic Considerations</u>
 Current titles from major trade or scholarly publishers, readily accessible through major indexing sources will receive first priority.  Titles from popular, alternative, or local/regional publishers will be selected when they otherwise meet the criteria set forth in this section.  Published dissertations, pamphlets, and unpublished materials will be selected only after careful review.

IV.1.5. <u>Language</u>
English language publications are preferred for most disciplines.  Spanish language publications will be collected in the subject disciplines as needed.   Other languages will be considered when they meet criteria set forth in specific subject collection statements,

IV.2.  <u>Criteria For Specific Subject Collections</u>
Materials for specific subject collections will be selected applying the general criteria and collection principles above. Further analysis of individual subject collections may be supplied by individual departments if there is a need to address elements not sufficiently covered by the General Selection Criteria statement.

 Selection intensity levels for each subject collection are delineated, based the hierarchy of levels detailed below.  Regular review of these levels is necessary to accommodate the changes in the academic programs which these levels reflect[3].

1-Minimal Level—basic works, few selections; frequently reviewed for currency
        Pre-Law
        Pre-Engineering
        Pre-Dentistry
        Pre-Pharmacy
        Pre-Physical Therapy

2-Basic Information Level
  2a-Introductory Basic Informational—introduce and define; introductory level courses
        Philosophy
        French
        Journalism
        Astronomy
        Photography
  2b-Advanced Basic Informational—wider range, more depth; approximates community
     college level
        Nursing
        Office Systems
        Farrier Technology
        Geography
        Computer Aided Design

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[3] For a more detailed explanation of selection intensity levels, see Mary Bushing, et. al., <u>Using the conspectus method: a collection assessment handbook</u>. Lacey, Washington: WLN, 1997.

3-Study or Instructional Support Level

   3a-Basic Study or Instructional Support—impart and maintain knowledge in systematic way;  basic or primary topics;  undergraduate instruction supported.

        Sociology
        Anthropology
        Physics
        Women's Studies
        Athletic Trainer

   3b-Intermediate Study or Instructional Support—advanced undergraduate; some graduate course work may be supported in some areas listed.

        Animal Health Management
        Agricultural Education
        Veterinary Science
        Ecosystem Management
        Agricultural Business
        Computer Science
        Mathematics
        Chemistry
        Art
        Music
        Communications
        Theatre
        Spanish
        Bilingual Education (including ESL)
        Linguistics
        Business Administration ( including Accounting, Economics, Finance and Marketing)
        Early Childhood Education
        Special Education
        Industrial Technology
        Kinesiology
        Sport Science
        Safety Education

   3c-Advanced Study or Instructional Support—impart and maintain knowledge, primary and secondary topics; supports master's degree programs and subject professionals.

        Animal Science (including production, equine, meat, and reproductive science)
        Range Management
        Wildlife management
        History (including American, Mexican, European)
        Political Science (including Public Administration)
        Psychology
        Geology
        Art Education

English
Business Administration (including Management and International Trade)
Criminal Justice
Education (including School Administration, Management, Diagnostician,
 Counseling, Elementary and Secondary Education)
Physical Education


## V.  SPECIAL COLLECTIONS POLICIES

V.1.  Reference Collection

V.1.1 Location and Size of Collection
   V.1.1.1  Location of materials:  The print Reference collection is located on the first floor of the Bryan Wildenthal Library near the Information Desk.[4]  This collection is kept together for convenience and ease of use and is not generally allowed to circulate.   Online sources are available from the Library's Research Databases webpage.

   V.1.1.2  Estimate of holdings: Total number of titles in print format is 6,530.  In addition, the library has access to ?????? electronic reference titles, including abstract and indexing tools and full-text sets, monographic titles, and governmental and professional databases.

V.1.2  Description of the Collection:
    V.1.2.1.  Purpose:  The purpose of the Reference collection is to provide materials specifically designed by arrangement and treatment of subject matter to supply timely, authoritative information or to identify a wide range of primary source material.

   V.1.2.2.  History:  The Reference collection has historically consisted of  print monographic and serial titles, including indexing and abstracting tools, which support the University's academic programs and are responsive to the general information needs of the wider community served by the University.  With the advent of library automation and the internet in the 1990's, electronic resources such as C-D ROM periodical indexes were introduced to the library's users. As internet access became more reliable  CD-ROM databases replaced by their online counterparts , as well as a growing number of full-text reference titles made available through state-wide consortia and individual licensing agreements.  The collection remains predominately a print collection, but the appearance of aggregator databases and  full text versions of standard reference titles presages significant changes in this collection's future makeup.

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[4] Several major retrospective periodical indexing and abstracting titles were moved to the third floor of the library when these titles were replaced by electronic versions.  The print titles have been retained to provide retrospective access not currently available in  their electronic counterparts.

V.1.3  General Collection guidelines

V.1.3.1  Types of materials:  Provision of materials which directly support  defined academic programs and degrees is the first priority and generally supersedes research needs of the faculty.  Included in this category are subject dictionaries, encyclopedias, annual reviews, yearbooks, bibliographies, handbooks, biographical sources, government documents, and indexing and abstracting sources.  Secondary materials supporting academic programs include maps and atlases, directories, almanacs, style manuals, legal, and vocational materials.

Additional materials supporting more general informational needs include business and commercial directories and yearbooks, general dictionaries and encyclopedias, local and regional studies, and grants and scholarship materials.

V.1.3.2  Formats: Both print and electronic formats are utilized.  Many print titles are standing order titles, updated annually.  Other titles are reviewed and updated at appropriate intervals, usually three or five years, depending on the title.  New editions of major standard reference titles are acquired when they become available, though each title should be reviewed periodically for use, relevance to current academic programs and cost before purchase.

Online reference titles, even those which duplicate print titles, are desirable for the enhanced access they provide, if they are cost effective and either enhance the awareness and accessibility of the Library's current holdings or provide unique access to materials supporting curriculum and instruction.  Online abstracting and indexing titles are generally preferred over print when they provide useful levels of both retrospective and current citations, plus full-text.

Other than content, the following criteria must be considered when adding online format:
- Ease of use
- Archival access
- Access points (online catalog or web page)
- Simultaneous use by multiple users
- Duplication or replacement:  the removal of print volumes duplicated by online titles must be decided on a case by case basis, taking into consideration the above factors as well as the inclusiveness of the online title as compared to the print title    (i.e., charts, illustrations, graphs, full replication of content, etc.)[5]

V.1.3.3  Levels of treatment:   All reference materials should meet applicable general selection criteria in Section IV.1.   Materials collected specifically in support of

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[5] It is difficult to dictate and apply local criteria concerning unique and duplicate online resources as long as most electronic resources available to the Library are, for the most part, funded and selected by outside consortia at regional and state levels.

individual academic programs should not generally supercede treatment levels indicated in respective specific subject collection development policies.

V.1.4  Selection:

As funding for reference materials comes largely from library designated funds, not departmental funds, the Director of Collection Development  and the Reference staff are responsible for the size and composition of the  Reference collection.  Faculty requests for titles will be considered, based on the criteria  delineated in this policy and availability of funding.

V.1.4.1  Collection development publications:  Titles used in selection include but are not limited to:
  1. Choice
  2.  Booklist
  3.  RQ
  4.  Library Journal
  5.  American Reference Books Annual
  6.  Guide to Reference Books.  11<sup>th</sup> ed.
  7.  Best Books for Academic Libraries
  8.  Publishers catalogs and flyers

V.1.4.2.  Evaluation and weeding:   Evaluation and weeding of the Reference collection is done frequently in order to maintain a up-to-date, useful collection.  Weeded titles are transferred to the stacks, put on exchange to other libraries, or discarded.  Apart from evaluation of content, the following guidelines underlie weeding decisions in this collection:

V.1.4.2.1. Currency:  Currency is maintained automatically for many  titles through standing orders.   Superceded editions of  annuals are weeded when a new edition is received.  A run of years may be kept when retrospective information  is deemed useful.  Annuals and other titles not on standing order should be weeded and replaced on a schedule determined by their use and continuing relevance to the collection.

V.1.4.2.2. Use:   Frequent use is an important but not absolute criterion for weeding and must be weighed against other considerations such as the scholarly reputation of a title or the importance of a title in representing the major body of essential research in its discipline.

V.1.4.2.3. Physical condition:  Titles that are badly worn, defaced or otherwise damaged  (missing pages, binding falling apart) should be  evaluated for repair or replacement as they are weeded.

V.1.4.2.4. Duplication:  A title whose content is duplicated in more up- to-date or useful publications should be reviewed for weeding, taking unique features, content and usefulness into consideration.  There is seldom justification to purchase multiple

copies of any reference title, an exception being titles in heavy "seasonal" demand, such as style manuals.

## V.**2. Conference Room Collection:**

V.2.1 Location and size of Collection

2.1.1 Location of materials:  The Conference Room collection is housed in the Library Conference Room on the first floor of the Bryan Wildenthal Memorial Library.
V.2.1.2  Holdings:  The total number of titles held is 270.

V.2.2  Description of the Collection
2.2.1.  Purpose:   The Conference Room collection was created to house selected print titles already owned by the Library , which are deemed unique, fragile, or otherwise of significance to the Library and the University.  Preference is given to titles which are part of the Aldrich Collection.  (See Section I. 5: Collection Overview and History).  The titles may circulate to library patrons who request them and who agree to special handling of the titles as required.

 V. 2.2.2  History:  This collection was created in 2000-2001 after renovation of the library provided space for such a collection.  In effect, the Conference room provides a "protected stacks" and a showcase for many of the library's most unique and aesthetically pleasing volumes.   Because space in the room is limited, few additions have been made to the  titles initially chosen.

V.2.3  General Collection guidelines
V.2.3.1  Types of materials:  Generally titles must already be part of the Library's larger collections.   All subjects, languages, and levels are considered candidates for the collection as long as they meet the criteria described in B.1 above.   Duplicate copies of valuable titles or sets acquired as gifts may also been added to this collection if  they are titles not needed by the Archives of the Big Bend.  Usually such duplicates are cataloged but not fully processed so as to preserve, in so far as possible, their pristine condition.  As duplicates of titles already in the collection, these titles do no circulate.

 V. 2.3.2. Formats: The collection consists of monographic titles and bound sets.

 V. 2.3.3. Levels of treatment: See Types of materials above.

V.2.4  Person responsible for adding to the collection:  Any librarian or faculty member may recommend titles which meet the criteria set forth above.  Final decision rests with the Dean of the Library.

**V.3.  Media Collection:**

V.3.1. Location and size of the Collection

   3.1.1 Location of  materials: The Media collection is housed  as a closed stacks collection in the Circulation Department of the Wildenthal Library.  Titles circulate only to members of the University community and to public school teachers with a valid Community Borrower's card.

  V.3.1.2. Estimate of holdings:  The total number of titles in all formats is 4,924.

 V.3.2. Description of the Collection

   V.3.2.1. Purpose:  The primary purpose of the collection is to support curriculum and instruction at the undergraduate and graduate level in all departments.  A secondary purpose of the collection is in support of  the public service mission of the library to provide general recreational and informational materials useful to the University community

   V.3.2.2. History: The media collection began as a small collection of 16mm films and LP records, circulating only to faculty in support of classroom instruction, and housed in the Audiovisual Media Center.  From that beginning it has grown to its present makeup of multiple formats, most circulating to students as well as faculty.  It has become an integral part of instructional materials in many departments in both Professional Studies and the Humanities.  It also presently serves as a major source of recreational or leisure use materials for the University's student population.

V.3.3. General Collection guidelines

  V.3.3.1. Types of materials:
- Informational--content, primarily informational in nature, designed to be viewed or listened to by individuals or groups;
- Instructional—content, often interactive, designed to supplement or provide practice for a specific course, text, or class, or to provide detailed practice or specialized individual instruction not tied to a specific course, text or class;
- Leisure--content primarily entertainment, designed to be viewed or listened to by individuals or groups.

  V.3.2.2. Formats: Videotapes, DVD, CD, CD-ROM, audiotapes, slides, filmstrips,16mm films, software, and kits.

  V.3.2.3. Levels of treatment:  Materials collected in support of curriculum and instruction should correspond to treatment levels indicated in respective specific subject collection development policies.  Other materials should meet applicable general selection criteria in Section IV.1.

V.3.3 <u>Special considerations</u>
Titles will be reviewed for the following elements to determine if they would be more appropriately ordered with non-library departmental funds.

- A set with large numbers of individual items or parts (more than 10)
- Title meant for individual instruction or review or accompaniment to an individual textbook which would be required by all students in a class.
- Title whose purpose is mainly storage of large amounts of audio, visual, or other data elements and which is judged to be of use primarily or exclusively by the department ordering the material.
- Titles requiring hardware or software not readily available on Public Services computers or requiring dedicated workstations.
- Any combination of the above

V.3.4   <u>Selection</u> :  See Section III.2.7

V.3.5.  <u>Evaluation and Weeding:</u>  Titles will be evaluated according to general weeding criteria set forth in Section III.1.3.   In addition, media titles should be evaluated for weeding on the basis of format.  Heavily used titles that are candidates for replacement should be replaced with the most recent format compatible with available equipment.

V.3.5  <u>Persons responsible for selection</u>: Departmental faculty; librarians.

## V.4.  <u>Children's Collection</u>

V.4.1 <u>Location and Size of Collection</u>
   V.1.1.1  <u>Location of materials</u>:  The Children's (or Juvenile) collection is a print collection located on the third floor of the Bryan Wildenthal Library.  It is housed and cataloged as a separate collection for convenience and ease of use.

   V.1.1.2  <u>Estimate of holdings</u>: Total number of  titles 6,165.

V.4.2  <u>Description of the Collection</u>:
   V.4.2.1.  <u>Purpose</u>:   The purpose of the collection is to collect materials specifically designed  for children in support of the teacher education and children's literature curriculum; it also supports recreational reading for children and families using the library.

   V.4.2.2.  <u>History</u>:  Because Sul Ross's first mission was to educate teachers, the Children's Collection has historically been seen as a valuable part of the larger collection. The entry describing the library in the 1926-27 College Bulletin reports that "one feature of the library invaluable to teachers is the collection of literature for children."[6] At one time in the 1970's , the collection was combined with pedagogical

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[6]  Bulletin 19 (Sul Ross State Teachers College at Alpine). Session of 1927-27, June 1, 1926. p. 15.

materials and textbooks adopted for public school use to form the "Curriculum Library", but the Children's or Juvenile collection continued as a distinct entity and remains so at present.  Supported by both the Department of Languages and Literature and the Library,  it has many of  the major English language children's authors of the twentieth century represented on its shelves.

V.4.3   General Collection guidelines
V.4.3.1   Types of materials: Books written specifically for children are placed in this collection, including picture books, nonfiction in all subject areas, biography, folktales, poetry, drama, and novels.

V.4.3.2   Formats: Print materials only are included in this collection.  If at all possible, hard cover library binding are preferred over paperback.

V.4.3.3   Levels of treatment:   Generally, books written specifically  for children from infancy through $12^{th}$ grade are in this collection.  However, many older titles, written for general audiences, which have since been designated as "classics for children" are represented in this collection as well as in the general literature collection.  Similarly, some novels written for older teens, so-called young adult or YA titles, may be represented in both the Children's and general collection.

V. 4.3.4 Language:  English language, Spanish language, and English/Spanish titles receive first priority.

V.4.4   Selection and weeding:
V.4.4.1   General  selection principles:   As relatively few titles are selected each year, titles added to the Children's collection are carefully selected.  Titles by established authors and those reviewed in major children's literature publications will be considered first.  Other titles which reflect the direction and development of children's books, aesthetically and pedagogically, should also be given attention. Additionally, every effort is made to add all Caldecott and Newbery Award annual winners, and to select from Caldecott and Newbery Honor Books.  Other awards from which titles are actively selected include Coretta Scott King Award and Texas Bluebonnet Award.

V.4.4.2   Collection development publications: Titles used in selection include but are not limited to:
1. Choice
2.  Booklist
3.  Horn Book
4.  School Library Journal
5.  Children's Literature in Education
6. Children's Literature Association Quarterly

V.4.4.3.  Evaluation and Weeding:  Because of the nature of the Children's collection, weeding is done primarily on a needs basis, when titles are lost or damaged.  Weeded titles put on exchange to other libraries, or discarded.  Apart from evaluation of content, the following guidelines underlie weeding decisions in this collection:

V.4.4.3.1.  Physical condition:  Titles that are badly worn, defaced or otherwise damaged (missing pages, binding falling apart) should be  evaluated for repair or replacement as they are weeded.

V.4.4.3.2. Duplication:  There is seldom justification to purchase multiple copies of any title in this collection.  However, purchase of varied renditions of a well-know title is completely acceptable, particularly in the case of poetry, folk and fairytales, and classic picture books.

V.4.5  Persons responsible for selection: Librarians, Departmental faculty.

VI.  APPENDICES:


1. List of Works Consulted

Anderson, Joanne S., editor.  Guide for Written Collection Policy Statements. Collection Management and Development Guides, No. 7.  Chicago: The American Library Association, 1996.

Bushing, Mary, Burns Davis, and Nancy Powell. Using the Conspectus Method: A Collection Assessment Handbook. Lacey, Washington: WLN, 1997.

CLIP Notes: College Library Information Packets #2-81; Collection Development Policies.  Association of College and Research Libraries.   Chicago: The American Library Assn., 1981.

Dole Wanda V. et. al.  Collection Development Policy: The State University of New York, Stony Brook, Library.   (ERIC Document ED393 461) 1996.

Futas, Elizabeth, editor.   Collection Development Policies and Procedures. 3$^{rd}$ edition. Phoenix: Oryx Press, 1995.

Munore, Mary H., editor.  Guide to Collection Development and Management Administration, Organization, and Staffing.  Collection Management and Development Guides, No. 10.  Lanham, Md: The Scarecrow Press, 2001.

Wood, Richard J., and Frank Hoffman.  Library Collection Development Policies: A Reference and Writer's Handbook.  Lanham, Md: The Scarecrow Press, 1996.

Shreves, Edward, editor.  Guide to Budget Allocation for Information Resources. Collection Management and Development Guides, No.4.  Chicago: The American Library Association, 1991.

Slote, Stanley J.  Weeding Library Collections: Library Weeding Methods. 4$^{th}$ edition. Englewood, Co.: Libraries Unlimited, Inc., 1997.