

Collection Development Policy

DRAFT

Reed College Library

Proposed June 2024

I. Goals of this Policy

This document provides structured principles for ensuring the library's collections are relevant, responsive, and reliable. This policy guides the acquisition and management of materials that (a) advance the educational mission of Reed College; (b) ensure collections have the greatest curricular impact and, (c) respond to the holistic pursuit of student inquiry, growth, and scholarship.

Questions about this policy or any other matter pertaining to Reed Library collecting policies can be submitted to library-acquisitions@reed.edu.

II. Scope of this Policy

This policy concerns all monographic, serial, and electronic materials found through the library website the Eric M. Hauser Memorial Library and Performing Arts Resource Center. The policy encompasses all formats including print and non-print resources such as video, audio, and born-digital resources. The intention of this policy is to inform the acquisition and management of general collections. For information covering the rare, distinctive or archival collections of Reed College, please see Special Collections and Archives.

III. Faculty Involvement

Reed Library values the close relationship that faculty have to both collections and librarians. The Library Board is the primary faculty group through which new collections policies, major revisions, and substantial collection management decisions are evaluated. The library is committed to reporting major proposed changes to the board for review and discussion in advance of implementation. Collections building and management are directly informed by faculty actively voicing questions, concerns, suggestions, and teaching priorities. All Reed faculty and students are invited to participate in the collection development process at any time through consultation with librarians.

IV. Selection Responsibility

The responsibility for developing the library's collection is based on the active, collaborative relationship between librarians and faculty, students, and library staff. Final responsibility for the collection rests with the college librarian who delegates operational management to specific library staff and/or departments. The director of Collection Services manages and optimizes the budget for library materials, and subject librarians select materials based on faculty recommendation, student input, and their own subject area expertise.

Subject librarians leverage library collections to support the curricular needs in their departments and program areas, as well as the broader academic needs of faculty and students. With these curricular needs in mind, librarians select newly-published materials to fill collection gaps and address emerging needs. Librarians promote awareness of these materials to students and faculty through instruction, workshops, exhibits, reference, and additional course support.

The library department of Collection Services works closely with the college librarian, librarians, and faculty to inform strategic funds management of the library's collections budget. Collection Services assesses fund allocations that reflect the evolving needs of users and the collections themselves. This work requires balancing the initial purchase investment and the total cost of maintaining and providing access to these materials throughout their lifecycle. Considerations include: ongoing maintenance fees; price increases for ongoing subscription fees; costs relating to access and discovery such as metadata, linked data, and physical processing; storage and space requirements.

V. General Collection Development Priorities, Principles, and Values

The library develops collections that prioritize the educational mission of Reed College. To this end, librarians follow these principles when acquiring materials and assessing the collection. Adhering to these principles and values ensure the library's collecting decisions are made with purpose and intentionality.

- A. **Commitment to the curriculum.** The library positions the curriculum at the heart of its collection development priorities. Collections are grown and maintained to support the learning outcomes and activities outlined in current coursework, programs, departments and the faculty, students, and staff who participate in these endeavors.
- B. **Access to materials.** The library acquires items for use by the entire Reed community, and enters into all collection development activities with this aim in mind. The library does not acquire materials for which access or use would be restricted to specific individuals.
- C. **Accessibility.** The library makes every attempt to ensure the content we provide follows evolving national standards for accessibility.
- D. **Consortial participation.** The holdings of libraries with which Reed has shared collections and/or cooperative borrowing agreements must be considered when making decisions.
- E. **Evidence-based decisions.** The library practices responsible information gathering to inform collections-based decision making. Quantitative and qualitative data is gathered on the access and usage of library materials as appropriate. For electronic resources, the library arranges for trials of new electronic resources to gauge interest in and usage of materials before acquisition.
- F. **Open Access.** The library supports barrier-free access to information, and therefore seeks out open access materials and open educational resources that support the curricular needs of the college.
- G. **Ownership vs. access.** The library strives to acquire collections that result in perpetual ownership of those materials. In some cases, perpetual ownership is either unavailable or unaffordable, but leasing options exist. Leased access will be considered when resources are important to the Reed curriculum. In all cases, the conditions of access will be weighed carefully by librarians in the context of user needs.
- H. **Physical vs. electronic formats.** The library considers materials in different formats based in the context of the needs of appropriate disciplines. The library prioritizes electronic formats when content, coverage, access, and discipline preference is equal, or when electronic formats offer improved discovery or user-based enhancements.

VI. Selection Criteria

The primary criteria for selecting library material are the immediate and enduring value of an item or resource within the context of the library's mission, priorities, and principles. This, and each of the following criteria are present in the decision-making of subject librarians, with some variance depending on the needs of a specific discipline/subject area and available resources. Adhering to these criteria ensure the library's collecting decisions are made with purpose and intentionality. All current and potential library materials should be evaluated for the following factors:

- Supports the current curriculum as represented by established and emerging coursework, programs of study, department interests, or student research;
- Introduces new or underrepresented perspectives or influences to an established subject area or discipline;
- Encourages interdisciplinary approaches to the curriculum;
- Meets a current need communicated by faculty, students, or staff;
- Demonstrates literary, artistic, or scholarly value;
- Accessible through reasonable means;
- Fits in the current and foreseeable budget;
- Fits in the available space.

The following additional criteria are considered when applicable:

- **Binding Preference:** Cloth (hardcover) binding is preferred over paperback.
- **Donated Materials.** The library accepts donated materials that fall within the scope of its collection development policies. Please refer to the library's Gift in Kind policy for the specific conditions required to accept gift-in-kind materials.
- **Duplicates.** A single circulating copy is acquired except when additional copies are justified by reasonably projected or proven consistent and continued use.
- **Formats.** Film, audio, data, and digital formats should be readily available using library/campus platforms, hardware, software or technology.
- **Language.** Only English materials and non-English materials in a curricula-supported languages: Chinese, French; German; Greek; Latin; Russian; Spanish.
- **Multiple Editions.** When acquiring a new title with multiple editions, the library will pursue the most recently published edition. Older editions may be selected if demonstrated to have significant curricular value.
- **Physical Condition:** Item quality of new/like new is preferred over heavily used, annotated, or damaged materials.
- **Textbooks and Classroom Materials.** New textbooks and classroom materials are only acquired at faculty request for the purpose of course reserve.

VII. Collections Maintenance

Effective libraries require an active and consistent maintenance plan for their collections. A well-maintained collection enables discovery and invites usage. Collections maintenance is the responsibility of all library staff. The library adheres to the following parameters in order to sustain the general collection's relevance for current and future library users.

A. **Deaccessioning.** Like the decision to acquire new items, deaccessioning decisions are made within the context of the collection policy so that the integrity of the collection is not impaired but may in fact be enhanced when unneeded materials are removed from the collection. Factors that inform a decision to deaccession an item include:

- Relevance to the curriculum;
- Ability to access.
- Availability through consortial partners.
- Currency of the material;
- Duplicate copies;
- Frequency of use;
- Physical Condition;

Decisions to remove items from the library's general collection are made with the college's curriculum need in mind, with careful consideration of the impact on the teaching and learning experience of Reed faculty and students. Decisions are made intentionally with the broadest and most inclusive input possible. Subject librarians are encouraged to communicate with faculty to gather input on these decisions.

B. **Government Documents.** The library has been a member of the Federal Depository Library Program since 1912. Maintenance of the Government Documents collection is governed by the legal requirements and program regulations of the Federal Depository Library Program.

C. **Preservation.** The library makes a concerted effort to monitor the condition of the collection. Preventative measures are enacted to reduce the risk of exposure to the elements which may devalue or damage physical materials. This includes consistent temperature and humidity regulation, periodic sweeps for damaged binding, and occasional shifting projects to ensure adequate shelving space. Materials identified as damaged will be marked for evaluation and physical mending or rebinding when possible. Any materials showing signs of mold or insect damage are quarantined or discarded to minimize the risk to other materials.

D. **Replacements.** Lost, missing, or damaged materials will be replaced at the discretion of the appropriate subject librarian. The factors described above that persuade a decision for deaccessioning may also be used to make a for replacement.

VIII. Library Expectations of Collections Vendors

The Reed College Library takes seriously its role to expend college resources responsibly. The library is committed to ensuring access to all users regardless of ability and to pursue business relationships with vendors that provide affordable enhancements to their products/services and maintain sustainable acquisition models. To these ends, the library strives to ensure that licensing requirements are evaluated against several criteria, including but not limited to:

- Contracts must conform to all applicable laws of the State of Oregon;
- Vendors and the library must engage in honest, fair, transparent, and flexible negotiation about pricing, open access, rights management, and content/platform use and restrictions, with no hidden fees;
- Vendors must clearly and accurately describe the content made available and content under development;
- Vendors should make available quality metadata records to ensure acquired/subscribed content is discoverable by Reed users;
- Vendors must provide COUNTER-compliant or other acceptable usage data;
- Annual price increases should remain predictable;
- In the case of multi-year agreements, include an opt-out clause in the event of financial hardship;
- Must not restrict Fair Use under United States Copyright Law;
- Should permit electronic course reserves, and should allow Reed to use proxy servers to provide access to library collections by authorized users;
- Licenses must allow for interlibrary loan (ILL) without restrictions on electronic provision or geographic boundaries (i.e. must allow for international ILL);
- Users include Reed students, faculty, researchers, staff, and other authorized users;
- Vendors must ensure their products protect the privacy of our users;
- Should adhere to the [U.S. Access Board's final rule](#) on accessibility requirements for information and communication technology, covered under Section 508 of the U.S. Rehabilitation Act, and the [U.S. Department of Justice's final rule](#) to ensure accessibility of web content and mobile applications, covered under Title II of the American with Disabilities Act.
- Should adhere to the guidelines set forth by the [World Wide Web Consortium's Web Accessibility Initiative](#);

A clear connection for users between the library and its collection of electronic resources is crucial for continued support of these resources and the relationships we maintain with their vendors/publishers. To this end, Reed College Library branding should be prominent and consistent across all web properties and services based on the following branding characteristics, practices, and principles:

- The library expects the option to place prominent branding on vendor pages and services;

- The library’s logo should be the main and largest branding on the page;
- The library’s logo should be accessible across all pages of electronic resources;
- The library’s logo should be clickable back to the library’s home page:
<https://library.reed.edu>
- A link to the Reed “Ask a Librarian” service should be on the site:
<https://library.reed.edu/ask.html>

Our goal in making these criteria publicly available is to increase transparency and to communicate to our vendor partners the values and expectations to which we hold both ourselves and our vendors accountable. We invite anyone who identifies a resource that is not in alignment with the elements of these expectations to contact the library.

Other Policies

Special Collections and Archives Collection Development

Policies for Zine Collection, VRC Collection, Artist Books, PARC eventually
Gift in Kind Policy

Questions posed through the drafting process

- Gift policy separate? Yes, ready to go!
- Include curators? Chloe will have her own collection development policy at some point; exclude curators in this policy
 - Gallery Curator next year; library is a collaborator with the Gallery, support the gallery by buying books, not as high. Priority as supporting students and classes; like the MRC book club, would fall under the CDP, does not include non-books
- What language to use to identify selectors (librarians, curators, subject librarians, liaison librarians, library staff, etc.)? Purpose of the policy should use the subject librarians easiest for faculty to understand, includes relevant courses; people assigned to, Keep the language as librarian, then clarify in selection responsibility the specific obligations of subject librarians in particular.
- Where to put trials and electronic resources? Selection Criteria
- Where to put usage data gathering and assessment? Collections Maintenance to inform decisions of faculty and librarians
- Which locations should this policy cover? Are any of the following locations/collections under the umbrella of Special Collections and Archives: Gallery, zine library, IMC, VRC, PARC; Hauser YES, PARC YES, IMC YES, VRC NO; Rare Books, Special Collections, Archives NO; Zine Library NO. Artist Books Collection NO; Excludes Distinctive Collections; Ultimately yes. PARC? Keep PARC in the policy; Don't talk about zine
- SCA should have a distinctly separate policy, yes? YES
- How often to mention faculty research? Teaching and student research is the priority; types of faculty research we cannot support; Curriculum and student research, open to faculty interests as expressed in teaching; no mention of faculty research
- ~~Review Jun 20 draft and weeding policy from 1999 to ensure nothing is out of date~~
- Collection Levels – to be included? Research Libraries; regional interest, probably shouldn't be included; Areas and language studies and Chinese Asian studies folks – having as many materials as possible in translation – special considerations for foreign language and undergraduate first-year classes; could be an appendix
 - Consider additional statements for niche collection areas or collections of strength/strategic growth
- Should replacements be the exact edition, even if it seems pursuing a used item?
- TDM Clause?
- Walk-in users?
- “Must not contain confidentiality clauses or other restrictions on sharing information about pricing and terms with stakeholders and external parties;”
- Appendix with tables of specific formats or genres and selection/deaccessioning requirements, with these items for de-accessioning:

- Physical copy is disintegrating, damaged, or otherwise difficult to handle;
- Editions or volumes have been superseded with limited scholarly value;
- Textbooks (See weeding + CUL policy)
- Format is obsolete and no longer accessible or serviceable;
- Multiple copies of the same title with low usage or circulation;
- Electronic duplicates exist in the collection with perpetual access or ownership;
- Widely held by consortial or interlibrary loan partners;
- Diminished connection to the curricula since initial acquisition.
- Appendix on additional guidelines for selection, including:
 - For film, audio, data, and digital formats, ease of access through readily available library/campus platforms, hardware, software or technology.
 - For print materials, hardcover books are preferred over paperwork when available.
 - Non-English materials in one of the following curricula-supported languages: Chinese, French; German; Greek; Latin; Russian; Spanish.
 - Quality of the item's physical condition: Prioritize new/like new over previously owned materials whenever possible
- Search all instances of “items” and replace with “materials”