Collection Development Policy

Signature Page

Library Director:

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Faculty:

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Date of Approval: _____

Contents

Introduction

Mission Statements

1.   Moody Bible Institute (MBI)

Moody exists to equip people with the truth of God's Word to be maturing followers of Christ who are making disciples around the world.[1]

2.   MBI Library Services

The purpose of MBI Library services is to provide support for the Institute's global vision/Biblical mission by the advancement of resources and services that promotes the curricular and information needs of its user constituency through effective new technology while also supporting and developing traditional information formats.

3.   Collection Development Policy

The primary purpose of the Collection Development Policy is to set standards for collection development which will enable the Moody libraries group (Crowell Library in Chicago and MTS-Michigan Library in Plymouth, Michigan)[2] to accomplish its mission. This collection development policy is intended to be flexible enough to reflect changes and trends in the Institute's academic programs.

Policy Uses

This policy guides all Library staff involved in the collection development process. It is the Library's master plan for building and maintaining its collections. The collection development policy facilitates the two-pronged objective to correct collection weaknesses while maintaining its strengths.

This policy provides the Library's users with clear and carefully described rationale for the Library's collection goals and practices. It shall be posted on the Library's website.

Policy Review

The Library Advisory Committee reviews and revises this policy as the needs and curricula of MBI change. Suggested policy amendments may be presented to the library director who will evaluate them in consultation with the Library Advisory Committee and appropriate administrative authorities. Approved revisions will be communicated to interested parties, and posted on the Library website.

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[1] http://www.moody.edu/home/ Accessed February 10, 2017.
[2] In this policy, the Library refers to this library group.

Library Users

The Library's collection primarily serves the information needs of the students and faculty of the Moody Bible Institute in Chicago and Spokane (Aviation), Moody Theological Seminary in Chicago and Michigan, and Moody Distance Learning, followed by the needs of the Moody Global Ministries staff, and Moody alumni, with some exceptions.[3] The Library's collection is also accessible to the public, with restrictions. Finally, students and faculty of other institutions use the Library via interlibrary loan and reciprocal borrowing agreements.

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[3] For the borrowing privileges of Crowell Library user groups, see "Policies and Guidelines: Library Membership" at https://library.moody.edu/crowell-library-chicago/crowell-library-chicago/policies-and-guidelines/#loan . For the borrowing privileges of MTS Michigan Library user groups, see "Policies and Guidelines: Library Membership" at https://library.moody.edu/michigan-library/mts-michigan-library/policies-and-guidelines/.

Needs Assessment

The needs of an academic library are shaped by a cluster of factors. Key to the needs assessment process is the Library mission. The MBI Library Services Mission is to provide support for the Institute's global vision/Biblical mission by the advancement of resources and services that promotes the curricular and information needs of its user constituency through effective new technology while also supporting and developing traditional information formats.

In general, the information needs of the students are determined by the curriculum, professors, course syllabi, and research assignments. The information needs of the faculty are determined by the courses they teach and by their research interests. Students require resources which support the core of Bible and theology, music, general education, counseling psychology, pastoral studies, pedagogy, Christian service training, and all of the academic majors and minors which the Institute offers. Resources should be primarily in English. Standard reference works and top-rated works in the Institute's areas of study are desirable. A relatively small number of works of general interest and works for recreational reading should be included for holistic support of all types of library users' needs.

Selection criteria include the following items:

- The observed strengths and weaknesses of the existing collection
- Reviews or citations in basic reference collection guides
- Author and/or publisher reputation
- Currency of topic
- Date of publication
- Cost of publication
- Availability in digital format
- Recommendations from the academic community

More specifically, how do Library staff members discover these Christian academic libraries' needs?

Direct Communication

Faculty recommendations and expectations

As in every academic library, the faculty drives demand for the Library collections and services. Faculty input is actively sought at all times, and received in a variety of ways.

- Professors recommend books and other materials and resources to be selected.
- They peruse the stacks, search the catalog, and surf the database list, to discover what may be lacking, as well as what is there.
- They bring their classes to the Library to guide them in the use of the resources particular to their course, then suggest new items following the visit.

- Faculty members dialogue with librarians.
- Librarians attend faculty meetings.
- Librarians involved with selection form liaison teams, seeking and maintaining regular dialogue with faculty regarding collection development.
- Areas of faculty research are identified, and librarians facilitate those research projects, upon request.
- Faculty members regularly check the New Materials page of the Library website (http://library.moody.edu/service/newacq/) to stay current on the Library's collecting activities.
- Faculty members use the Library's Recommend a Library Purchase form[4] to recommend books, journals, media, etc., for library acquisition.
- Faculty members request resources to be placed on reserve, using the Reserve Request form[5].
- The Library will endeavor to collect each of the published monographs authored by Moody faculty, even if the item does not directly support the curriculum.

Usage Statistics

The library patron votes with his/her Library card and computer mouse. Circulation statistics confirm which resources are being used. The quantity of checkouts, holds, interlibrary loan requests, in-house uses, archives requests, etc., are prime indicators that the collection is being used, and what parts of the collection are being used and to what degree. Similarly, with digital resources usage statistics detail the quantity of sessions and searches conducted by patrons of each product. Faculty drives demand for the Library, and patrons drive demand for the collections. Usage statistics are reviewed by Library selectors to determine the level of collecting intensity to employ in making selection decisions.

Student recommendations and expectations

Students suggest purchases for the library, for personal enrichment and ministry development as well as for their college studies. They use the Recommend a Library Purchase form on the library website[6]. Recommendations by alumni will also be considered.

While the Library does not serve as a surrogate textbook service, and students are expected to purchase the required readings on each one of their course syllabi, it is reasonable for students to expect the Library to hold ample supplementary resources for much of their coursework, and Library selectors regularly select these supplementary items for acquisition.

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[4] Chicago professors use: http://library.moody.edu/chicago/faculty-resources/recommend-a-purchase/, Michigan professors use http://library.moody.edu/michigan/recommend-purchase/.

[5] Chicago professors use http://library.moody.edu/chicago/faculty-resources/reserve-request/ and Michigan professors use http://library.moody.edu/michigan/reserve-request/.

[6] Chicago patrons use http://library.moody.edu/chicago/recommend-purchase/ and Michigan patrons use http://library.moody.edu/michigan/recommend-purchase/.

Interlibrary loan borrowing requests

The Library records each item requested by patrons for interlibrary borrowing. These requests provide choices for building the collections based on patron interests and the relationship of these interests to the Library's mission.

Curricular Requirements

Syllabi

The Library's selectors must craft the collections to serve the curricula of the institution. To begin this, syllabi from all courses are to be provided by the individual schools. The Library does not function as a surrogate textbook service and is not funded to purchase books that students are required on the course syllabus to obtain when enrolling in a particular course.[7] However, supplementary reading lists and bibliographies provided by a course's professor do provide valuable titles the Library will endeavor to collect. A valuable feature is the faculty reserve privilege which serves the students by providing key books requested by a course's professor, for short-term circulation.

Subject Bibliographies

The Library's selectors reach out to faculty, the Institute's subject matter experts, to provide subject bibliographies as well as individual recommendations. These bibliographies should include not only a discipline's classics but also contemporary works of value.

Accrediting Standards

Syllabi, subject bibliographies, courses and curricula are often generated in response to the particular requirements of accrediting agencies. The Library's collections must meet or exceed the standards required by the accrediting agencies that assess the quality of the educational offerings of the Institute, specific to each campus and degree program. These agencies include the following.

- Association of Biblical Higher Education (ABHE)
- Association of Christian Schools International (ACSI)
- Association of Theological Schools (ATS)
- Council for Christian Colleges & Universities (CCCU)
- Higher Learning Commission of the North Central Association (HLC)
- National Association of Schools of Music (NASM)

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[7] Textbooks are considered to be secondary sources of information written and arranged specifically for the purpose of instruction that tend to become outdated rapidly. Some exceptions to this policy include the following: textbooks which have earned reputations as classics in their field, textbooks that are the only or best source of information on a particular topic, and teacher education textbooks selected for the Curriculum Lab.

The Library's selectors are to partner with faculty to evaluate the library's holdings so that the Library's selectors will select resources that satisfy the program and general information benchmarks set by the accrediting agencies.

New and Existing Courses and Curricula

In response to plans communicated by Institute educational administration and faculty, the Library will endeavor to purchase books and other resources to support new courses and new curricula, while continuing to support the existing courses and curricula. It is expected that the communication of cost and lead time needed to build a supportive collection will be a significant stage of the early planning process for each new course as well as for each new curriculum.

Conspectus-Driven Collecting Intensity

The Library's selectors will use the RLG Conspectus[8] to describe the level of collecting intensity at which selecting shall occur in a particular section of the library's collections. Here are the descriptions of the conspectus rankings:

0.   Out-of-Scope: The Library does not collect in this area.
1.   Minimal Level: A subject area in which few selections are made beyond very basic works.
2.   Basic Information Level: A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, selected editions of important works, historical surveys, bibliographies, handbooks, a few major periodicals, in the minimum number that will serve the purpose. A basic information collection is not sufficiently intensive to support any courses of independent study in the subject area involved.
3.   Instructional Support Level: A collection that in a university is adequate to support undergraduate and most graduate instruction, or sustained independent study; 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, complete collections of works of more important writers, selections from the works of secondary writers, a selection of representative journals, and reference tools and fundamental bibliographical apparatus pertaining to the subject.
4.   Research Level: A collection that includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a

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[8] https://www.loc.gov/acq/devpol/cpc.html Accessed October 17, 2016. The RLG Conspectus is used by the Library of Congress and the Association of Chicago Theological Schools.

very extensive collection of journals and major indexing and abstracting services in the field. Older material is retained for historical research.

5.   Comprehensive Level: A collection which, so far as is reasonably possible, includes all significant works of recorded knowledge (publications, manuscripts, and other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is one that maintains a "special collection." The aim, if not achievement, is exhaustiveness. Older material is retained for historical research.

Conspectus levels are set by considering several factors including:

- College courses supported by a classification section of the Library's holdings (for example, a course focusing on the Book of Romans warrants a Level 3 collecting intensity in Romans commentaries)
- Faculty research demands (for example, graduate and post-graduate work in Biblical Greek warrants a Level 4 collecting intensity in Greek grammar)
- Special collections (for example, the Archives special collection of D.L. Moody correspondence warrants a Level 5 collecting intensity)
- Campus-specific curricular and space considerations

Chicago Library conspectus levels[9] are as follows:

Categories	Conspectus Level	Dewey Decimal Classification Range(s)	LC Classification Range(s)
Apologetics	4	239	BT1095-1255
Bible - New Testament	4	225-229	BS1901-2970
Bible – Old Testament	4	221-224	BS701-1830
Bible - whole	4	220	BS1-2970
Chicago history	4	917, 977	F536-550
Christian denominations	3	280-289	BX1-9999
Christian ethics	3	241	BJ1188-1295
Christian history, geography & biography	4	270-279, 920-929	BR1-1725
Christian organization, missiology, social work & worship	4	260-269	BV590-1652; BV2000-3705; BV4400-4700; BV5-530
Christian practice – general	4	240-249	BV4485-5099
Dissertations on D.L. Moody	5		
Education & pedagogy	3-4	268 & 370-379	BV1460-1615; L7-991; LC361-629
Greek language study	4	480-489	PA201-899

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[9] Branch library conspectus levels may differ and are specific to the respective curricula and courses offered at each campus.

Categories	Conspectus Level	Dewey Decimal Classification Range(s)	LC Classification Range(s)
Hebrew language study	4	492	PJ4543-4937
History	2	900-999	CB3-482
Homiletics: preaching, sermons	4	251-252	BV4200-4317
Judaism & Jewish studies	3	296 & 940	BM1-990
Leadership & Management	3	301-305, 658, 158	
Linguistics	4	400-429	P1-1091
Literature	2	800-829	PN1-6790
Miscellaneous			
Music	3	780-788	M1-5000
Non-Christian religions	3	290-299	BL1-2790
Pastoral practice	4	253-259	BV4000-4470
Philosophy	3	100-149, 160-199	B1-5802, BC1-199
Philosophy of religion & theory of religion	4	200-219	BD10-701; BL51-65
Psychology & psychotherapy	4	140-159, 610-619	BF1-990
Science	2	500-599	Q1-390
Social problems	4	361-362	HN1-995
Social studies	3	310-320	HA1-4737
Sociology and social work	3	300-309	HM1-1281
Theology	4	230-238	BT10-1480
Visual and performing arts (excluding music)	2-3	700-779	N1-9211; TR1-1050

Peer Academic Library Collections

Librarians are to periodically compare the Moody library holdings to those of our peer institution's academic libraries. This may be accomplished in a variety of ways, such as searching for items on another library's subject bibliographies and reference guides, subject term searches of another library's catalog, Bowker Book Analysis, and consulting directly with librarians at the peer libraries.

Replacement

When a book or other resource suffers irreparable damage, librarians must decide whether to replace the item. Conspectus level is a key determinant. For a list of additional factors, see the section on deselecting.

Selection Aids

In assessing the actual needs of an academic library collection, it is essential for librarians to actively inquire about contemporary resources being produced. This is accomplished by consulting and employing a variety of selection aids, including the following.

Book Reviews

Collection developers will consult the best publications of book reviews for academic libraries. For general knowledge subjects, these include Choice, Reference and User Services Quarterly, ARBA Guide to Subject Encyclopedias and Dictionaries, Book Review Index, Books in Print, Horn Book Guide, Guide to Reference, and NetGalley. For Bible, theology and religion, these include the Journal of Biblical Literature, Journal of the Evangelical Theological Society, Bibliotheca Sacra, Journal for the Study of the Old Testament, and Journal for the Study of the New Testament.

University and other Academic Press Catalogs

The catalogs of major university and other academic presses are reviewed by selection librarians for new releases in subjects of interest. These include Oxford, Cambridge, Harvard, Yale, Columbia, Princeton, Brill, Peeters, SBL, Eisenbraun's, and state university presses.

Evangelical Publishers

The Library holdings often include most or all of the academic-level titles previously produced by the major evangelical publishers. The Library intends to stay current by selecting from the recent academic-level titles of those publishers. One method to accomplish this goal is for the Library's selectors to negotiate approval plans with these publishers to automatically send discounted standing orders of all new titles in certain categories, such as academic and reference. This ensures that there will not be gaps in series. Another method is for the Library's selectors to peruse new catalogs shortly after their publication.

Citation Analyses

Citation analysis is the practice of calculating and analyzing the number of times a work of scholarship has been cited by others. The Library's selectors employ Google Scholar (open access) and may employ a subscription-based service such as Scopus to assess the relevance and impact factor[10] of an individual resource or series of resources to our collection development mission. One open access portal is Scimago Journal & Country Rank.[11]

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[10] http://infoguides.pepperdine.edu/facultypublishing/journalrankings   Accessed February 10, 2017.
[11] http://www.scimagojr.com/journalrank.php?category=1212&area=1200&openaccess=false Accessed February 10, 2017.

Collaboration with Other Libraries

Collection development decisions must take into account the availability of resources through cooperative collaboration with other libraries. Consortia of libraries provide certain resource options, and library associations make available additional acquisition possibilities.

Consortial Selections and Requirements

The Chicago library is a member of consortia, including CARLI (Consortium of Academic and Research Libraries in Illinois) and CLC (Christian Library Consortium), and an associate member of the library council of ACTS (Association of Chicago Theological Schools). The Michigan library also has consortial memberships with respective State Libraries.

The CARLI membership benefits for the Chicago library include discounted subscriptions for a wide assortment of databases and other e-resources, as well as library infrastructure discounts and other services. The CLC membership brings benefits including discounted prices for e-resource subscriptions and e-book collections. Membership in these consortia comes with certain collection requirements.

Library Associations

The Chicago library is an institutional member of ATLA (American Theological Library Association), ACL (Association of Christian Librarians), and CATLA (Chicago Area Theological Association). Through these memberships, the Library is often able to purchase databases and gain access to e-resources at a discounted rate. The Library's selectors join collection development interest groups and electronic mailing lists providing valuable insights. Conferences are attended as budget and schedule permits, and interaction between librarians as well as the content of presentations provide fresh ideas. One benefit is that publishers provide substantial discounts to conference attendees.

Reciprocal Borrowing Agreements

The Chicago library benefits from reciprocal borrowing agreements with other libraries such as Wheaton College's Buswell Library, the ACTS libraries, ATLA libraries, and LVIS libraries.[12] Chicago library membership in I-Share[13] avails MBI and MTS-Chicago library patrons, and MDL students residing in Illinois, easy borrowing of items from 86 other libraries in Illinois. The Library's selectors consider these libraries' holdings when contemplating the need for a particular item or series.

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[12] https://www.cyberdriveillinois.com/departments/library/libraries/OCLC/lvis.html. Accessed February 10, 2017.

[13] https://www.carli.illinois.edu/membership/benefits . Accessed February 10, 2017.

Cooperative Collecting

Hand-in-hand with reciprocal borrowing agreements is collaboration between area libraries in cooperative collecting initiatives. The Library's selectors strive to identify niche collections in area libraries to determine the collecting intensity needed for each Moody library.

Miscellaneous Factors

Direct communication, curricular requirements, selection aids, and collaboration with other libraries provide meaningful indicators of the needs of the Library. There remains a cluster of miscellaneous factors that warrant attention: special collection needs, intellectual freedom, the digital shift, and technical services and space requirements.

Special Collection Needs

The Library's special collections generate needs specific to the individual collections. Those collections include the following:

- The Reference Collection
- The Media Collection (DVD's and audiobooks)[14]
- The Reserves
- The Archives (containing Moodyana and Moody Bible Institute historical records)[15]
- Curriculum Lab and Juvenile Collection (serving as a resource center for use in educational ministries)[16]
- Music Library and Rare Hymnal Collection (supporting the mission of the Moody Music Department)[17]
- Torah Scroll
- Moody Theological Seminary Theses
- Dissertations on D. L. Moody
- Pamphlet and Transparencies Collections
- ADA collection (serving students with documented disabilities)
- Chapel messages
- Sermon index card catalog

Intellectual Freedom

A strong intellectual freedom perspective is crucial for assessing the needs of academic library collections and services that dispassionately meet the education and research necessities of a college or seminary community. The Library affirms that library resources should be provided for the interest, information, and enlightenment of all

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[14] See Appendix: Crowell Library Media Collection Development Policy
[15] See http://library.moody.edu/archives/
[16] See http://library.moody.edu/chicago/curriculum-lab-and-juvenile/ and Appendix: Crowell Library Curriculum Lab and Juvenile Collection Policy Statement
[17] See http://library.moody.edu/chicago/music-library/

people of the community the library serves. Materials should not be excluded because of the origin, background, or worldviews of those contributing to their creation. The Library should provide materials and information presenting the major points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

In support of the curriculum, the majority of selection decisions will be found to be in broad agreement with evangelical positions in general and with MBI doctrinal positions in specific. In the interests of research and learning, it is essential that the Library's collections make available an appropriate range of views and expressions. Moreover, the Library's selectors have a mandate to expand the search for resources that reflect global concerns, ecumenical perspectives, and ethnic/socioeconomic diversity. The Library should contain materials representing a variety of viewpoints on subjects, including those that are unorthodox, controversial, or unpopular. Library ownership of an item does not imply approval of the item's content. Intellectual freedom, the essence of equitable library services, provides for free access to expressions of ideas through which any sides of a question, cause, or movement may be explored.   In addition, the development of the Library collections in support of an institution's instruction and research programs should transcend the personal values of any individual selectors.[18]

The Digital Shift

All Christian academic libraries face the challenge of managing complex collections spanning multiple formats, both print and digital. A growing number and expanding range of resources are becoming available as digital content.

> "Digital content is any content that is published in digital form. This includes online encyclopedias, digital textbooks, and subscription databases that contain keyword-searchable articles and/or e-books. Digital content is accessed via the Internet and subscription databases; it may be leased or purchased directly from vendors. Such content may be downloaded. E-books are books read on digital devices (computer screens, proprietary e-readers, or other mobile devices); they may contain hyperlinks to other resources. … Audiobooks are spoken texts, often available as digital downloads. While not considered e-books, audiobooks are sometimes included in the definition of digital content."[19]

A major consideration for the selectors of resources is the digital shift: what portion of the library's acquisition budget must be shifted from the purchase of print content or analog format to the purchase of digital content/format?

Answers to this question must take into account several factors, including the following.

- Is a particular title available as digital content? Many theological publications have yet to offer their titles as e-books.

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[18] The Library Bill of Rights published by the American Library Association contains some valuable insights which can potentially help to shape the intellectual freedom stance of a Christian academic library. See http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/LBORwithInterpretations.pdf. Accessed November 14, 2016.

[19] http://www.ala.org/aasl/sites/ala.org.aasl/files/content/essentiallinks/docs/20_Questions_Document.pdf. Accessed November 14, 2016.

- Is the digital content priced comparatively to its print version?
- Is the e-book competitively priced for unlimited simultaneous users, or for the concurrent access model providing a quantity of checkouts (usually 365) per year? If so, the digital version has great appeal.
  - o The Library's selectors have agreed that any e-book purchased will be available to all MBI library patrons, regardless of which individual library purchased the e-book.
  - o For MDL patrons (most of whom do not reside in close proximity to the Moody libraries), digital resources are the primary content of the library holdings. Therefore, e-books may significantly enhance the information available to these distance learners.
- Are the advantages of digital content (ease of access, ease of content updating, potential for simultaneous use by patrons, no more space concerns, no more circulation staffing concerns, no more repair or bookbinding concerns, etc.) sufficient to offset the disadvantages (potential impermanence of access, intangibility of an e-resource vs. the tangibility of a print resource, visual resolution issues, digital literacy and search skills education, escalating subscription costs, etc.)?
- Can the Library afford the expense required to maintain long-term access to subscription-based digital content?
- How will the technical services department manage the digital content issues of licensing agreement, web implementation, and occasional interruption of access?
- To what extent should the Library duplicate resources already owned in print form? This is especially relevant to the Library's support of distance education.
- For which types of resource and function is the digital format preferred over the print format by our patrons? Monographs? Anthologies? Articles? Fiction? Casual reading? Reference use? Research study?
- Does the Library have sufficient equipment to facilitate the use of digital resources in the library, such as e-readers?

Clearly the digital shift criteria will occupy an important place in selection decisions, one which will necessitate accurate information-gathering and thoughtful collaboration.

Technical Service and Space Requirements

The needs of the collection are moderated by the capacity of the technical services department of a library to process the acquired materials. The needs of the collection cannot routinely exceed the space available for housing the acquisitions. If there are systemic limitations due to technical services capacities and available space, the Library must explore options to remove the limitations, and modify the expectations of the Library's stakeholders.

Budget

The needs of the Library both drive and are shaped by the financial resources allocated to the library. For this reason, the collection development policy must include a discussion of the library acquisition budget.

Institutional support for the mission of MBI Library Services entails adequate funding. In order to set the funding levels responsibly, the needs assessment process described above is essential. The needs of the Library are tempered nonetheless by the funds made available annually for acquiring new resources to maintain and develop the collections.

Factors that influence the Library acquisition budget include the following.

Internal

- Print resource costs
- Digital resource costs
- Library staffing level
- Library space available

The internal factors are those related directly to Library operations. Print resource costs have increased 3-9% annually (with some exceptions). Digital resource costs have increased 10-15% annually since 2008.[20] Therefore, it is both reasonable and necessary to forecast a yearly incremental increase in acquisitions budget monies, if only to maintain the current collection levels. As long as minimum Library staffing levels continue and minimum available Library space is retained, acquisition efforts can be planned and implemented based on that plan. If there is a decrease in Library staffing or available space, acquisition efforts may need to be curtailed until the decrease is addressed, and the budget is adjusted accordingly.

External

- Curricula changes
- Total institutional revenues
  - Economic indicators
  - Stewardship activities
  - Recruiting activities
- Total institutional expenses

Of the factors external to direct Library operations, changes in curricula are most noteworthy. The MBI Library Services Mission Statement affirms "support for the Institute's global vision/Biblical mission by the advancement of resources and services that promotes the curricular and information needs of its user constituency."

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[20] http://www.arl.org/storage/documents/monograph-serial-costs.pdf Accessed December 2, 2016.

Consequently, additions to the curricula necessitate proportional increases to the Library acquisitions budget.

Goal

Crowell Library[21] will endeavor to allocate no less than 15% of its annual net operating budget[22] to the purchase of all library materials. This percentage is well-supported by the Academic Libraries Survey of 2012.[23] It is the library director's responsibility to allocate the materials budget in such a way as to meet the Library's collection development plan. Unless there are major changes, the materials budget allocation will be adjusted annually according to updated information.

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[21] Budget allocations for the branch libraries may be different.

[22] Defined as the sum of both above the line (without corporate overhead) and below the line (corporate overhead) expenses.

[23] "Supplemental Academic Libraries Survey (ALS) 2012 Tables to NCES 2014-038." SOURCE: U.S. Department of Education, National Center for Education Statistics, Academic Libraries Survey (ALS), 2012. http://nces.ed.gov/pubs2014/2014038_supp.pdf. Accessed on December 6, 2016. Table 18 states that 75% of academic libraries with the Master's as the highest level of degree spend 39% or less of total library expenditures on information resources, 50% of academic libraries with the Master's as the highest level of degree spend 31% or less, and 25% of academic libraries with the Master's as the highest level of degree spend 23.4% or less.

Activities that Facilitate the Collection Development Plan

Inventorying

The process of inventorying is essential for several reasons.

- Space requirements call for accurate assessment of the quantities of materials in the various collections of the Library.
- The effectiveness of security measures employed by the Library cannot be evaluated without physically measuring the number of actual hard copies contained in the Library.
- Selecting activities need accurate holding statistics.

Therefore, the Library will inventory 10% of its holdings every year, thereby accomplishing a complete inventory cycle within ten years.

Selecting

Appointees to the selection committee will be made by the chair (in the Chicago library, the public services head librarian in consultation with the library director). Budgeted monies will be apportioned for each selector to spend through a collaborative process with each selector and the chair. Progress toward accomplishing the budgeted selection goals will be reviewed periodically and systematically. Selectors will employ the needs assessment elements described above. When adding a title to the buy list, the selector will indicate the primary conspectus category of the item, and if pertinent, indicate whether the item emphasizes a global, ecumenical or diverse perspective.

Acquiring

The acquisition process is facilitated by the resource coordinator, who orders the items selected, receives them, and processes the billing documents of the purchases. Acquired physical items (books, serials, media, realia, etc.) and digital resources are then processed and cataloged by the technical services department so as to become available to the Library's patrons in a timely fashion.

Donations are an additional way for the Library to acquire the items identified through the needs assessment criteria. The Library is always grateful to receive resources that enhance the collection. However, in order to preserve staff time and resources in the selection process of donated materials, potential donors are encouraged to consider the following guidelines for preferred vs. non-preferred gifts.

Preferred Gifts

- Academic-based materials that directly contribute to the subject areas of the MBI academic programs and curricula, as publicly communicated through the MBI Academic Programs website listings including the following.
  - https://www.moody.edu/moody-bible-institute-chicago/academic-programs/[24] (for donations to the Chicago library)

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[24] Accessed on February 10, 2017.

- o https://www.moody.edu/moody-theological-seminary-michigan/[25] (for donations to the Michigan library)
- Materials published after 2000.

Non-preferred Gifts

- Academic subjects outside the scope of the general subject areas of
    - o Bible
    - o Biblical languages
    - o Counseling psychology
    - o Educational ministries
    - o Intercultural and urban studies
    - o Jewish studies
    - o Linguistics
    - o Ministry leadership
    - o Ministry to victims of sexual exploitation
    - o Ministry to women
    - o Music ministry
    - o Pastoral studies
    - o Pedagogy
    - o Spiritual formation and discipleship
    - o Sports ministry
    - o Theology
- Textbooks.
- Academic materials published before 2000.
- Workbooks or multi-media teaching materials.
- Magazines and newspapers, including Christian categories.
- Non-academic, popular Christianity, or popular culture materials.
- Works of fiction.

Decisions

All Chicago donations are to be approved by the public services head librarian or designee. In the Michigan library, donations are to be approved by the branch librarians or designees. The Library reserves the right to decide how the materials are displayed and housed, including the decision to donate, sell, or dispose of materials. Materials will not be returned to donors after donation.

Letter of Appreciation

If requested by the donor, the Library will supply a letter of appreciation for the number of items donated, the count being provided by the donor. The letter will not indicate the monetary value of the items. Donors who require a valuation for tax purposes must obtain one from an independent appraiser before delivering the items to the Library.

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[25] Accessed on February 10, 2017.

Conserving and Preserving

Journal volumes are bound if the journal is being retained by the Library indefinitely. Journals that are retained for only a certain number of years are not bound. In accordance with the digital shift criterion (see above), an increasing number of journals will not be retained for which permanent electronic access is available.

New books are reinforced and protected. Worn books are repaired, rebound (in special situations), or replaced. Circulation and information desk assistants and library staff members set aside books that may need binding, rebinding, repair, replacement, or withdrawal due to their physical condition. In the Chicago library, the support services coordinator, in consultation with the public services head librarian and other staff, makes decisions about the appropriate repair and replacement actions. In Michigan, the branch librarian or designee makes these decisions.

Cleaning of the Library shelves, dusting of the books, and shampooing of the carpets and upholstered chairs occurs annually.

The Library charges a fee for lost or damaged items.

Deselecting

Deselecting, also known as "weeding," is the process of clearing the collections of print or digital materials that have outlived their usefulness. In some cases, new editions supersede older ones. In other cases, books physically deteriorate to the point where they are no longer usable. Weeding may be necessary when space is needed. In yet other cases, weeding includes halting a subscription to a seldom-used database or journals. Withdrawing materials is a continuing process, but is a carefully planned procedure, as important as selecting new materials. Therefore, the library's collections will be systematically weeded. Every year 10% of the holdings will be scrutinized for retention, and items will be deselected according to the criteria specified below.

Benefits

The benefits of systematic weeding include the following functions[26] (embracing Ranganathan's "Five Laws of Library Science"[27]).

- Saves space ("The library is a growing organism")
- Saves time for the reader by eliminating the process of searching through irrelevant books to find relevant ones ("Every reader his/her book," "Save the time of the reader")
- Makes the collection more appealing ("Every book its reader")
- Enhances the library's reputation by growing a more current, accessible collection ("Books are for use")

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[26] Jeanette Larson, *CREW: A Weeding Manual for Modern Libraries* (Austin, TX: Texas State Library and Archives Commission, 2008), 12. (The document is available online: https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/pubs/crew/crewmethod08.pdf. Accessed February 9, 2017.

[27] https://en.wikipedia.org/wiki/Five_laws_of_library_science Accessed February 9, 2017.

- Sustains a consistent process that provides the recurring inspection and evaluation of library materials ("The library is a growing organism")
- Provides frequent feedback on the collection's strengths and weaknesses ("The library is a growing organism")
- Stimulates the interest of the librarians and library staff in the freshness and worth of the library's collections ("Every book its reader")

Preparation for Deselection

Key factors to be considered before weeding include the following.[28]

- Needs and demands of the library's community of users
- Availability of more suitable material
- Availability of budget to cover replacement materials
- Relationship of a particular item to others in that subject area
- Influence of, and impact on, cooperative agreements with other libraries and library consortia
- Whether the library serves as an archives, repository or local history source
- Possible future usefulness of a particular item
- Digital shift: are comparable digital resources available?

Usage and age statistics will be compiled for the sections being weeded. Space for the weeded materials will be prepared in advance. Weeding activities will be built into the year's work calendar. Equipment and supplies (book carts, sticky notes, shelf lists, etc.) will be prepared. Arrangements for transfer and disposal of deselected materials will be made.

Criteria for Deselection

Using the MUSTIE acronym[29] as a basic guide (see below), current usage and age statistics, and publications such as CREW: A Weeding Manual for Modern Libraries as supplementary resources, designated sections of the library's holdings will be reviewed in order to deselect damaged or outdated items from the collection. The public services head librarian and the technical services head librarian will collaborate to determine the year's weeding schedule.

- M = Misleading—factually inaccurate materials
- U = Ugly—materials worn beyond mending or rebinding
- S = Superseded—by a new edition or by a better book/source on the subject (older editions in storage)
- T = Trivial—of no discernable merit to the support of the curricula
- I = Irrelevant to the needs and interests of the Library's community
- E = Elsewhere—the material is easily obtained online or from another library

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[28] Larson, 14-15.
[29] http://lili.org/forlibs/ce/able/course4/05criteria.htm Accessed February 9, 2017.

Items that require repair, special treatment or removal from the collection during normal activity (shelf reading, circulation, etc.) will be dealt with as discovered.

Instructing in Information Literacy

Fundamental to the advancement of resources and services is the instruction of library patrons (faculty, students, etc.) in information literacy, the ability "to recognize when information is needed and … the ability to locate, evaluate, and use effectively the needed information."[30] The efforts of selectors are only as valuable as the aptitude of the library patrons to locate what has been selected. If the item cannot be found, it is as if it is not even there. Physical and digital resources are cataloged with many "handles" that can be grabbed by the searcher, but the value of the cataloger's efforts is nullified if patrons have not learned how to search. To optimize the collection development investment of dollars, hours, and intellect, instructing patrons in information literacy is required.

This commitment to training must be acknowledged and shared by all parties entrusted with the educational mission of MBI. The Association of College & Research Libraries declares, "Incorporating information literacy instruction across curricula, in all programs and services, and throughout the administrative life of the university, requires the collaborative efforts of faculty, librarians, and administrators."[31] Course design must include practical information literacy skills training. Academic programs must be structured to achieve information literacy for lifelong learning, beyond the relatively short on-campus or distance education college experience. Since faculty drives the demand for the library, the MBI librarians are committed to assisting professors and instructors in helping their students to use the library to search and find the information they need.

Librarians have prepared instructional presentations tailored to both general and discipline-specific research activities. Classroom and library-based sessions are conducted by librarians at the request of the individual faculty members. The Faculty Resources tab on the home page of the library website (https://library.moody.edu/) invites teachers on the Chicago and Michigan campuses and MDL faculty to request in-library instruction or an embedded librarian (especially for distance education courses). Every year, hundreds of students attend the information literacy sessions requested by their teachers, and receive specific assistance with their individual research projects.

Information literacy efforts beyond the formal sessions will continue to include function such as the following.

- New Student Orientation library tours and introductions to library staff and services
- Individual research consultations with students (as time permits)
- Ongoing training of student library workers

[30] http://www.ala.org/acrl/standards/informationliteracycompetency#ilhed Accessed February 9, 2017.
[31] http://www.ala.org/acrl/standards/informationliteracycompetency#ilhed . Accessed February 9, 2017.

- Maintaining a database of research and reference questions and answers (Gimlet) for advance preparation of information desk assistants
- Online reference guides (<u>LibGuides</u>) created and maintained by librarians or library staff members
- Maintaining and enhancing a user-friendly library website, including a library discovery service that facilitates the searching of all the holdings of the library from one platform

Challenges by Patrons of Selection Decisions

As the Library's selectors exercise the requisite intellectual freedom (see Intellectual Freedom section above) to develop collections to fulfill the Library's mission, occasionally there will be challenges by patrons of certain selection decisions. In some cases, a patron asks for the reason that the library has not yet purchased a particular book. The Library's response to this type of challenge will typically be to purchase the requested book, if funds are available. There may also be an objection that the Library does not collect a certain subject of books. A probable reply will be to politely draw the patron's attention to the Needs Assessment sections of the Collection Development Policy posted on the Library's website (see Policy Uses section above).

In other cases, the patron may challenge a selection decision and is therefore questioning why a particular item has been added to the collection. Accordingly, the Request for Reconsideration of Library Material (see Appendix: Request for Reconsideration of Library Material) may be presented to the patron for this or any other type of selection decision challenge. The librarian or library staff member will explain the form to the patron. When the form has been completed by the patron, the patron will be assured that the request will be reviewed with a response guaranteed within four weeks. A review committee, chaired by the library director[32] and comprised of appointees familiar with the collection development policy, will deliberate and prepare a response.

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[32] At the branch libraries, the review committee will be chaired by the branch librarian.

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Appendices

I.   Crowell Library Archives Collection Development Policy

II.   Crowell Library Curriculum Lab and Juvenile Collection Policy Statement

III.   Crowell Library Media Collection Development Policy

IV.   Weeding Procedures

V.   Request for Reconsideration of Library Material

I.   Crowell Library Archives Collection Development Policy

Purpose

The purpose of the Crowell Library Archives is to collect and preserve archival materials that record the life and times of Dwight Lyman Moody (Moodyana), notable alumni and persons associated with Moody Bible Institute, and materials that illustrate the formation, organization, history and development of the Institute.

Types of Materials Collected

We generally do not purchase items for the Archives unless those items are particularly significant to the collection (for example, a handwritten letter by D.L. Moody). Consequently, the greatest part of the materials added to the Archives collection come from donors outside the Institute or from transfers by departments within the Institute.

Material types collected by the Archives include:

- D.L. Moody primary sources (letters, books, photographs, etc.)
- D.L. Moody secondary sources (books, theses, clippings, articles, anecdotes, etc.)
- MBI-related items (documents and artifacts authored by or pertaining to Institute presidents, trustees, professors, departments, alumni, class notes, course material, etc.)
- Moody coworkers and contemporaries (documents and artifacts authored by or pertaining to Emma Dryer, Ira D. Sankey, D.W. Whittle, Cyrus McCormick, C.H. Spurgeon, YMCA material, etc.)
- Historical contexts (documents and artifacts pertaining to the Great Chicago Fire, religious controversies, etc.)
- Historically significant or rare books (for example, *The Great Bible* (1549 edition) by Miles Coverdale and *Foxe's Book of Martyrs* [1784])

Guiding Principles and Practices

Two to three copies of every item are kept when possible. In the case of multiple copies, two to three of the best items are kept. For rare or valuable items, more than three copies may be saved. Donations of materials of which multiple copies are held by the Archives may be accepted, for swapping out materials in poor condition for materials in better condition, or to save spares.

All Chicago donations are to be approved by the Public Services Head Librarian or designee. The Library reserves the right to decide how the materials are displayed and housed, including the decision to donate, sell, or dispose of materials.

Materials will not be returned to donors after donation.

Donors receive a thank you letter and a Deed of Gift form provided by the Archives.

Transfers of collections and of individual items to the Archives from all MBI departments are encouraged and accepted. Transferring departments may choose to set access restrictions on the items at the item level, section level, or on the collection as a whole; and restrictions may be set to individual persons, departments, or to anyone with permission from and designated by the transferring department. Transferred items will not be returned to the transferring department but will always be accessible in the Archives.

Transferring departments receive a thank you letter and a Record of Transfer form provided by the Archives.

Processing and preservation of Archives materials

Newly acquired materials are processed once the completed Deed of Gift or Record of Transfer form is submitted and received (or after a period of 60 days if the form is not returned).

Preservation of materials includes rehousing in appropriate boxes or files when necessary, reorganization when necessary (and when it does not disrupt provenance), and creation of an index.

The Archives Assistant will determine which indexing projects to work on based on collection significance, unless directed otherwise by the Public Services Head Librarian.

The significance of any new or current collection dictates the amount of time spent on processing and the level of detail for the index.

High priority collections are those requested and used most frequently by researchers. These include:

- Dwight L. Moody Collection
- *Moody Monthly* magazines
- Biographical file drawers
- Photo file drawers
- MBI Education drawers
- MBI Education green boxes

II. Crowell Library Curriculum Lab and Juvenile Collection Development Policy

Purpose

The purpose of the Curriculum Lab and Juvenile Collections is to function as a resource center for use in educational ministries. These collections are located in the Sweeting Center on the first floor of the library and are primarily for student, faculty and employee use for classroom and individual projects.

Scope of the collection

Content
- Textbooks
- Activity books
- Instructional materials
- Journals
- Reference works
- Juvenile literature

Curricular level
- Textbooks and teaching resources: Preschool through grade 12 (emphasis on K-8)
- Christian education: Preschool through adult
- Juvenile literature: Preschool through Young Adult
- TESOL/ESL: Mainly adult

Subject areas
- Elementary & Middle School curriculum and activity books: Bible, Language Arts (includes spelling & penmanship), Mathematics, Reading (literature), Science, Social Studies (history & geography)
- Other K-12 subjects (limited coverage): Art, Health (sex education), Home Economics (life skills), Languages, Music, Physical Education
- Juvenile literature: All subjects
- Christian education: Bible study, children's ministry, family, leadership, music, recreation, special education, Sunday school, teaching, youth ministry
- TESOL/ESL: Curriculum, professional resources, journals

Coverage
- The Lab primarily contains materials published in the last 15 years.
- The Juvenile collection includes current fiction and nonfiction as well as classics and past award winners.

Languages
- English
- Non-English (some Spanish, French, and other languages)

Format and Location of Materials
- Books: Mylar covers and book jackets will be used for books when covers are available, most paperbacks will be laminated, and a limited number of Big Books will also be purchased, based on available space.

- AV Materials: Audiovisual materials will be shelved with accompanying curriculum, and individual CDs, videos, and media kits will be kept in the Media Library.
- Other Materials will be kept in areas labeled as follows.
    - Juvenile Media: Games, toys, and puppets; pictures; flannel graphs
    - Curriculum Lab Teaching Resources: Pocket charts & fabric charts
    - Curriculum Lab Cabinet & Hanging Bags: Manipulatives
    - Curriculum Lab Oversize: Big books, maps, pictures, posters, visualized songs & stories, flannel boards, etc.
    - Curriculum Lab Craft Supplies: AccuCut Dies, rubber stamps, rubbing plates, stencils, etc.

Collection Areas

Textbooks
- Curriculum from selected secular & Christian publishers
- Teacher editions (as budget allows)
- Standards & curriculum guides
- Activity & teacher resource books for curricular subjects

Christian Education Categories
- Adult Ministry
- Children's Ministry
- Family Life Education
- Leadership and Teacher Training
- Music Ministry
- Preschool Education
- Special Education
- Youth Ministry
- Files (Camping, Christian & Home School, Music Ministry, Recreational Leadership, Sunday School, Tracts, VBS)

TESOL/ESL Categories
- Activities
- Reference
- Teaching
- Text

Reference Collection
- Anthologies
- Atlases and almanacs
- Author biographies
- Bibles & handbooks
- Bibliographies
- Dictionaries and encyclopedias
- Directories

Teaching Resources Collection
This collection of books exists to support the core collection of texts in the Curriculum Lab. These books in general are practical rather than theoretical. Some examples of the type of books in this area are:
- Books with crafts, games, and activities
- Classroom management and discipline
- Evaluation methods

- Folklore activities and anthologies
- Holiday resources
- Multicultural education
- Special education

Excluded from the Curriculum Lab but located in the General Collection on the lower level are books on educational or curriculum research, history or theory.

Juvenile Literature

Located in this collection are books appropriate for preschoolers through young adults
- Newberry Award and honor books (all award winners, selected honor books)
- Caldecott Award and honor books (all award winners, selected honor books)
- Coretta Scott King Award and honor books (all new winners, other selected titles)
- Children's Crown winners, runners-up and nominees (all new winners)
- Gold Medallion Award books (preschool, elementary, & youth categories)
- Notable Language Arts & Social Studies Trade Books (selected titles)
- Outstanding Science Trade Books (selected titles)
- Other award winners (selected titles)
- Beginning readers, Bible stories, picture books, folk and fairy tales
- Fiction (realistic, fantasy, historical, YA)
- Biography and autobiography
- Poetry and story collections
- Informational books (math, science, social studies, etc.)

Internet Resources

- Education links on the Curriculum Lab Webpage
- Databases (ERIC, Professional Development Collection, Primary Search, etc.)
- Selected internet sites available through the online catalog
- EBSCO e-books

Educational Magazines and Journals

This collection consists of selected education journals and children's magazines. Subjects include
- Elementary subject areas
- Teaching
- Music education
- Children's literature
- Christian education
- Youth ministry

Review/Selection Tools

First-hand examination should be the selector's primary selection tool. When the actual item is not available to peruse, the following selection tools may be used.
- Journals: Booklist, Bulletin of the Center for Children's Books, Choice, Church Libraries, etc.
- Books: Books Children Love: A Guide to the Best Children's Literature, Honey for a Child's Heart, Neal-Schuman Guide to Recommended Children's Books and Media for Use with Every Elementary Subject
- Course bibliographies & syllabi
- Other: Resources for College Libraries, publishers' catalogs & websites

Selection Criteria

The general rules for selection hold true for the Curriculum Lab.
- Cost – Is it reasonable?

- Curriculum – Does the item fit curricular subject categories? Is it used in Christian schools? Has it been requested by faculty?
- Quality – Is the writing well done and is the item printed professionally?
- Existing collection – Do we already own something like it or would it be a complement to the collection?
- Worldview – Is it written from a Christian worldview or is it a good example of a popular secular worldview?

Interlibrary Loan Policy

Because of the size of the collection the CLRC will not loan curriculum materials to other libraries. Juvenile books and pamphlets will be loaned out at the discretion of the Interlibrary Loan Technician.

III.   Crowell Library Media Collection Development Policy

Purpose

The primary purpose of the film collection is to support the instructional needs of the Moody Bible Institute faculty, students, and staff. The collection also supports and enriches the Institute's cultural and intellectual resources.

The media collection consists of digital video discs (DVDs), Blu-ray, and ½" videocassettes. These media resources are presently housed on the first floor of the Crowell Library to the right of the Circulation desk in the back corner. Items in duplicate formats and low-use items may also be kept in the Closed Media Stacks in the Music Library Room. A small number of films containing College lectures and events are stored in the Crowell Library Archives.

The media collection is browsable, located in open stacks. Items held in closed stacks are not browsable and must be requested through the Circulation Desk. Archival items are not browsable, and must be requested from staff in the Archives.

Items check out for a period of three (3) days, and can be renewed once for an additional three (3) days. Longer loan periods may be coordinated with the Circulation Desk Supervisor under special circumstances. Items in Special Archives do not circulate.

Types of materials purchased

1. Materials purchased include documentary films, instructional films, performances, performance art, and feature films, including independent, foreign-language, and popular features.
2. Popular feature films are normally purchased only upon the request of an instructor to support classroom instruction. However, in some cases, the Library Staff may purchase popular feature films at their discretion in order to meet curricular or community needs.
3. Formats purchased include DVDs and Blu-Ray.
4. Because the DVD collection supports all academic programs within the college, it includes all subject classifications. However, the collection is not evenly divided among subject areas. Some subject areas are more frequently represented in the production of DVD materials and are more suitable for DVD presentation. In addition, some subjects are of more interest or use to the Moody Bible Institute curriculum than others.

The library no longer selects or maintains VHS (½" video) as part of its collection. At present, the library subscribes to streaming video services through Alexander Street, and is exploring other services.

Scope of coverage

1. When documentary films are purchased, priority is given to those produced within the past ten (10) years. Older films will be purchased only when they are classic titles or when it has been determined that no more recent production offers the same level of coverage, in terms of content or quality.
2. There are no chronological guidelines for the purchase of feature films; all time periods may be collected.
3. English and any other language with English subtitles will be preferred. Resources in a foreign language without English subtitles will only be purchased in special circumstances, for example, upon the request of a foreign-language faculty member for use with upper-level curricular needs.
4. Although the collection includes materials produced throughout the world, most resources are obtained through United States distributors due to format compatibility issues. Programs will be purchased in the Region 1 (for DVD) standard if available; programs in all other standards will be purchased on a highly selective basis. The library's media equipment generally is capable of playback of multi-region DVDs, but this is not the case for the entire campus.

Responsibility

1. Video/DVD purchases in interdisciplinary areas or which may be of interest to several departments, the greater curriculum, or the college community are normally selected by the designated media selector.
2. Materials of interest to specific departments or curricular needs may be recommended for purchase by librarian liaisons.
3. Faculty are encouraged to suggest appropriate titles for instructional or curricular use. Either the designated media selector or librarian liaisons to individual departments may choose to use a portion of the department's annual monographs budget to purchase the material.

General selection criteria

1. Video/DVDs considered for acquisition should follow all current collecting guidelines presented in the General Collection Development Policy.
2. The following criteria may be considered when evaluating materials for addition to the collection:

   - Accuracy/authoritativeness
   - Timeliness of information
   - Level of treatment (analytical vs. descriptive)
   - Technical quality
   - Aesthetic appeal
   - Relative cost
   - Intended audience (age or grade level)
   - Reputation of producer/distributor

3. Award winners/nominees that are selected for the collection may include (but are not limited to):

- Academy Awards (based on reviews)
  o Main categories
  o Appropriateness with curriculum and community needs
- Sundance Film Festival Awards (based on reviews)
- Dove Awards (based on reviews)

4. MPAA Rating

- DVDs are generally purchased with a rating of PG-13 or under unless:
  o Academic, historical or thematic value warrants purchase of a rated R film

5. The following resources are consulted when making selections for the collection:

- Curriculum and syllabi bibliographies
- Reviews (including, but not limited to):
  o Christianity Today
  o Chicago Tribune
- Vendor catalogs and magazines (including, but not limited to):
  o PBS
  o BBC America
- Lists (including, but not limited to):
  o ALA Video Round Table Notable Videos for Adults
  o National Film Registry (Library of Congress)

6. Previewing of DVDs by faculty to determine if they meet intended curricular needs is strongly encouraged, particularly when items are costly or when items may be difficult to acquire.
7. If faculty members request the purchase of DVD resources that are especially costly and will be used infrequently, they may be encouraged to rent the items from a distributor rather than having the library acquire the materials. Some distributors allow the designated media selector to rent an item first, and if he/she decides to buy it, the purchase price has the rental fee deducted.
8. DVDs are the preferred format, and therefore will be purchased if available. Blu-ray will be purchased if DVDs are not available or when it comes automatically with a DVD purchase. If faculty members specifically request that a film be purchased on an alternate format, there must be some compelling curricular reason, rather than individual preference, to purchase the item in the alternate format.

Interlibrary Loan

In general, videos/DVDs will not be loaned to other libraries through interlibrary loan. Exceptions may include a special request made by another institution for faculty research or instructional needs. In this situation, Interlibrary Loan staff will consult with the designated media selector, informing the designated media selector of the request. ILL and the designated media selector will negotiate the request and supply the item if possible. The Public Services Head Librarian will be consulted as necessary if the matter cannot be resolved between ILL and Media Services.

Reasons to deny requests may include the high cost of the item, rarity of the item, the resource being needed by the Moody Bible Institute community for research or instruction, or the item being requested for recreational rather than curricular or scholarly interests.

Replacements

1. Items will be considered for replacement when they are in poor physical condition, damaged, missing, or lost. When deciding whether to replace an item, the content of the film should still be deemed important or relevant to the curriculum. The designated media selector may work in conjunction with librarian liaisons to determine whether to replace an item in the collection.
2. Obsolete formats will be replaced with appropriate newer formats whenever possible.

Deselection

In general, the criteria for deselection in the General Collection Development Policy will be used for this collection. In addition, items will be considered for deselection if they are in an obsolete format.

The designated media selector will work in conjunction with librarian liaisons to academic departments in determining materials for deselection.

IV.   Storage Room Collection Development Policy

For an item to be eligible to be added to the storage room (Sweeting 005), certain questions should be asked and answered. "Yes" answers to the following questions incrementally increase the eligibility of an item to be added to the storage room.[34]

- Is the copyright date over 100 years ago?
- Is the item the last copy in Illinois, as confirmed through I-Share and/or WorldCat?
- Is the item bibliographically complete, with no missing pages or volumes?
- Is the item completely free of mold, mildew, and insects?
- Does the item have the signature of a noted person?
- Has the item been donated by a noted person?
- Does the monetary value of the item warrant its storage?
- Is the item fragile and unlikely to stay intact if handled frequently?
- Is the condition of the binding adequate for occasional in-house use by a patron?
- Does the item have value to the greater Moody Bible Institute community, but not qualify to be added to the Archives?
- Is the item a sound or video recording of a Moody Bible Institute hosted event?
- Is the item used in any of the library's diversity displays?
- Is the item qualified as an Archive item but unable to be stored in the Archives due to space limitations?
- Is the item unavailable as a full-text pdf document through Google Books?
- Is the item not yet an ebook accessible through our catalog?

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[34] Some questions were derived from *Last Copy Program* of CARLI Collections Management. Accessed October 25, 2018.

V. Weeding Procedures

Withdrawing materials is a continuing process, but it must be a carefully planned procedure, as important as selecting new materials. The benefits of systematic weeding include the following functions[35] (embracing Ranganathan's "Five Laws of Library Science"[36]).

- Saves space ("The library is a growing organism")
- Saves time for the reader by eliminating the process of searching through irrelevant books to find relevant ones ("Every reader his/her book," "Save the time of the reader")
- Makes the collection more appealing ("Every book its reader")
- Enhances the library's reputation by growing a more current, accessible collection ("Books are for use")
- Sustains a consistent process that provides the recurring inspection and evaluation of library materials ("The library is a growing organism")
- Provides frequent feedback on the collection's strengths and weaknesses ("The library is a growing organism")
- Stimulates the interest of the librarians and library staff in the freshness and worth of the library's collections ("Every book its reader")

Therefore, the library's collections will be systematically weeded. Every year 10% of the holdings will be scrutinized for retention so that the library's entire holdings are weeded in total every 10 years.

The Crowell Library assumes a zero-growth policy regarding space capacity.

Items will be deselected according to the criteria specified below.

Criteria for Deselection

Use current usage (shelf-time that the book has spent since it last circulated or was used in-house) and age (copyright date) statistics.

Copies of books in excess of two per title will typically be deselected from the collection. This is a logical extension of the criterion listed in the Needs Assessment: Student Recommendations and Expectations section above -- the library does not serve as a surrogate textbook service.

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[35] Larson, Jeanette, *CREW: A Weeding Manual for Modern Libraries* (Austin, TX: Texas State Library and Archives Commission, 2008), 12. (The document is available online: https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/pubs/crew/crewmethod08.pdf. Accessed February 9, 2017.

[36] https://en.wikipedia.org/wiki/Five_laws_of_library_science Accessed February 9, 2017.

Review publications such as *CREW: A Weeding Manual for Modern Libraries*[37], *The Weeding Handbook*,[38] and *Rightsizing the Academic Library Collection.*[39]

Use the MUSTIE acronym[40] as a guide.
- M = Misleading—factually inaccurate materials
- U = Ugly—materials worn beyond mending or rebinding
- S = Superseded—by a new edition or by a better book/source on the subject (older editions in storage)
- T = Trivial—of no discernable merit to the support of the curricula
- I = Irrelevant to the needs and interests of the Library's community
- E = Elsewhere—the material is easily obtained online or from another library

In many cases, a formula for making weeding decisions can be devised, using three fields: Age/shelf-time/MUSTIE. For example, if the section is medical science, 10/5/MUSTIE would signify that all books copyrighted more than ten years ago which have sat unused on a shelf for five years and/or satisfy one or more of the MUSTIE criteria should probably be weeded. When possible, list on the weeding schedule the formula used to justify a weeding decision for a section.

Items that require repair, special treatment or removal from the collection during normal activity (shelf reading, circulation, etc.) will be dealt with as discovered.

Preparation for Weeding[41]
- Request circulation and catalog queries from Circulation Supervisor and/or ITS.
- Determine the average age of a given call number range before weeding.
- Usage and age statistics will be consulted for the sections being weeded.
- On the usage & age list for the section being weeded, indicate the titles and copies to be weeded.
- Send list of titles to be weeded to selected faculty. Give them 2-3 weeks to respond. (Alternate method—Pull books to be weeded and invite the faculty to view the books.) Keep titles recommended by faculty.
- Space for the weeded materials will be prepared in advance.
- Weeding activities will be coordinated with the technical services department, in consideration of available staffing, existing tasks and effective workflow.
- Equipment and supplies (book carts, sticky notes, shelf lists, etc.) will be prepared.

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[37] For guidelines by Dewey call number ranges, see pages 49-90.

[38] Vnuk, Rebecca. *The Weeding Handbook: A Shelf-by-Shelf Guide.* Ebook. (Chicago: ALA Editions. 2015).

[39] Ward, Suzanne M. *Rightsizing the Academic Library Collection.* Ebook. (Chicago: ALA Editions. 2015).

[40] http://lili.org/forlibs/ce/able/course4/05criteria.htm Accessed February 9, 2017.

[41] The Preparation for Weeding and Weeding Steps are specifically applicable to Crowell Library in Chicago. Branch libraries will follow procedures adapted to their particular libraries.

- Arrangements for transfer and disposal of deselected materials will be made.

Weeding Steps

1. Pull book to be weeded from stacks (or faculty viewing area). Place a preprinted disposal slip in book indicating action to be taken.
    a. Free
    b. Discard
    c. Replace, repair or rebind (books that are not going to be weeded, but need other attention)
2. Withdraw books
    a. Change status in database to "withdrawn"
    b. Delete holdings
    c. If the book is the sole copy, delete the Horizon record and delete holdings from OCLC
    d. Desensitize book
    e. Stamp "withdrawn" on book and cross out spine label with a marker

3. Place weeded book on designated shelving in Sweeting 008, or other designated area
    a. Free books
        1) Notify Theological Reference Librarian
    b. Books to be discarded
        1) When a sufficient quantity has accumulated, contact Facilities Maintenance to bring a mobile dumpster
    c. Books to be replaced, repaired or rebound
        1) Notify Public Services Head Librarian for books to be replaced, and Support Services Coordinator for books to be repaired or rebound
4. Determine the average age of a given call number range after weeding.
    a. Calculate and track the improvement in average age, of each section weeded.

Track all weeding activities

After finishing a section, use the Weeding Schedule (M:\Full-Time Staff\Public Services\CU_Collection Development\Collection Development\Weeding) to record your activities.

Date	Person(s)	Dewey Decimal Range	Subject/Content	Criteria	Qty. Weeded

Semi-annually, the weeding schedule will be reviewed to ascertain the level of compliance with the goal of weeding 10% of the library's holdings per year, and the change in the average age of the Dewey Decimal Categories by 10's.

VI.   Request for Reconsideration of Library Material

Requestor: _____

Email:_____Telephone:_____
MBI ID if MBI student or employee: _____

Author of Material for Reconsideration: _____

Type of Material: _____

Title: _____

1.   Have you read the Library Collection Development Policy which guides the
decision-making of the Library selectors? (It is available at
https://library.moody.edu/crowell-library-chicago/crowell-library-chicago/policies-and-
guidelines/.)
　　　　☐ Yes　　　　　☐ No
2.   Did you read (for printed material), view (for video material), or listen (for audio-
only material) the entire item you are requesting the Library to reconsider?
　　　　☐ Yes　　　☐ No
3.   If not the entire item, which parts did you read, view or listen to?

4.   What do you feel might be the result of using this item?

5.   What value (if any) does this item have, for the Library?

6.   What specifically is your objection to this item?

Signature: _____
Date: _____/_____/_____
Please return this request to the Circulation Desk.
You will be contacted about the decision of the review committee within four weeks.
Thank you for your interest in the Library.