Illinois Wesleyan University
The Ames Library Collection Development and Management Guidelines and Policies

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Introduction

The collections of The Ames Library serve the teaching, learning, and research goals of the students, faculty, and staff of Illinois Wesleyan University. This collection development and maintenance document conveys the Library's policies and guidelines for the selection, acquisition, and maintenance of resources collected or created by the Library.

The Library commits to a periodic, systematic review and update of this document, at least every five years, taking into consideration curricular changes, current trends in scholarly publication, and technological advances in the delivery of information.

I. GENERAL COLLECTION GUIDELINES

A. Collection Values and Principles

Values

- Intellectual freedom
- Collaboration with other institutions for mutually beneficial resource sharing
- Open access to research and scholarship
- Preservation of the liberal arts heritage
- Attention to our users' experiences and needs
- Deep understanding of our campus culture and curriculum
- Long-term access to IWU's scholarly and cultural record

Principles

- The primary function of the collections is to support the curriculum and student research and artistic endeavors, including advanced student/faculty collaborative research.
- Consideration is given to material that supports faculty teaching and research; faculty work will be supported by interlibrary loan and other cooperative arrangements.
- There are core materials in all disciplines and types of formats that we commit to keeping and preserving.
- It is not necessary to own everything: we can lease or borrow any items except those that are determined to be core materials.
- Format preference is determined by available technology, accessibility, user preference, and whether a format is appropriate and advantageous to our students and faculty.
- The physical collection is housed in The Ames Library.
- Rapid access to external, digital and global content is critical; we ensure ease of access to information resources and collaborate with external agencies and organizations.
- Disciplines are not all alike in respect to library materials.
- We continually assess and evaluate our collections, by qualitative and quantitative means.
- The library materials budget process must be responsive to internal change (e.g., curriculum) and external change (e.g., publishing business models).
- Selection and collection management are the responsibility of library faculty, working in close collaboration with classroom faculty.
- Library allocations are established to support specific disciplines, in addition to general and interdisciplinary collections. Subject allocations are managed as part of the overall library budget.
- Our collections reflect the University's efforts to promote learning and education in the areas of diversity and multicultural studies.

Intellectual Freedom, Privacy, and Copyright

The Ames Library adheres to the principles of intellectual freedom as outlined in the *Library Bill of Rights* of the American Library Association. The Library attempts to select materials that represent all points of view. No one shall be denied access to these materials on the basis of age, race, religion, sexual identity, or political point of view. No materials shall be removed from the collection because of the viewpoints and ideas conveyed within. The full texts of the American Library Association's *Library Bill of Rights* and *The Freedom to Read* are included in Appendix A.

Privacy is essential to the exercise of free speech, free thought, and free association. The Library adheres to the American Library Association Code of Ethics, Article III, "We protect each library user's right to privacy and confidentiality with respect to information sought or received, and resources consulted, borrowed, acquired or transmitted."

The Library adheres to the federal copyright law. See IWU copyright guidelines in Appendix B.

B. Collection Responsibilities
Responsibility for identifying, recommending, selecting and maintaining materials for the library collection is distributed among various campus constituencies.

University Librarian
The Illinois Wesleyan University Librarian is responsible for the overall development of the library collection, related policy decisions, and budget management. In practice, the University Librarian delegates overall collection management responsibility to the Collections Librarian, and specific collection liaison responsibilities to library faculty.

Library Faculty
Library faculty serve as liaisons to academic departments and interdisciplinary programs. Liaisons identify, evaluate, and recommend resources for their assigned subject areas and communicate regularly with liaison faculty regarding policy changes, format changes, new materials, as well as scholarly communication issues. The Collections Librarian collaborates with the University Librarian and library faculty and staff to manage the collections budget and coordinate and facilitate the process of collection development and maintenance.

Departmental Faculty
Departmental and program faculty identify and recommend the acquisition of materials that support their teaching and undergraduate research and artistic endeavors. Academic departments handle this responsibility in a variety of ways. All recommendations are submitted to the Library through their departmental liaison librarian.

Students and Staff
Individual students, student organizations, and staff are encouraged to make recommendations.

II. SELECTION AND COLLECTION DEVELOPMENT

A. COLLECTION DESCRIPTION

The Ames Library provides collections of physical materials, access to electronic resources, and use of materials from other libraries through interlibrary loan. The collections include resources across a variety of formats and types, such as print and electronic books and journals, electronic databases and indexes, as well as non-print media in the main stacks, the institutional repository, and archives and special collections.

In all disciplines and subject areas, the Library provides materials at an intellectual level that supports undergraduate teaching and learning (see Section IV for specific subject area guidelines). In addition, the collection will support advanced student and student/faculty

collaborative research. Material in support of faculty and administrative research will be considered if it meets general collection criteria; otherwise, those research needs will be supported by interlibrary loan and other cooperative arrangements.

B. GENERAL SELECTION CRITERIA

Selection refers to purchasing or subscribing to a resource, cancellation and withdrawal of materials, gift decisions, and format selection. Selection also encompasses the creation of digital content (see Appendix C IWU Archives & Special Collections Statement on Creating and Preserving Digital Collections). Criteria for evaluating individual items are based on documented standard practices of the library profession and on our University and Library mission statements. Withdrawal of materials by librarians is subject to the same criteria and considerations as selection and involves cooperative efforts among campus constituencies (see Section V. - Maintenance).

Important selection/deselection considerations include:

- Titles that are determined to be core to a discipline and/or the liberal arts
- Known or anticipated need and potential for use
- Critical review or quality of the material content
- Listing in standard bibliographies and guides
- Reputation and authority of the author and/or publisher
- Cost
- Relationship to other materials in the collection
- Ease of use
- Currency and timeliness and/or lasting value
- Availability of material within CARLI and other resource sharing networks
- Preservation and technology requirements
- The ability to locate library materials and/or learn of their existence through access tools, such as catalogs or indexes
- Physical condition: with few exceptions, items in poor condition do not belong in the collection

Only one copy of an item is acquired by the Library. The rare exception is very high-use material. The Library may acquire two copies of faculty monographs when selected for both the archives and the circulating collection (see Appendix D. Reserve policy).

Most selections are in English, except for representative works in languages taught at IWU and materials necessary to support the curriculum.

Additional considerations for electronic resources

- Availability to remote users
- Technical considerations such as software compatibility
- Compliance with national standards
- License terms, including but not limited to printing, downloading, sharing, archival rights, perpetual access, and number of concurrent users

- Added costs, such as annual access and maintenance fees
- Vendor
- Interface
- Usage, although cost per use is not a single determinant.

C. SPECIFIC SELECTION CRITERIA FOR Types and Formats of Materials Collected

The Library collects materials in a wide variety of types and formats. The two primary considerations that determine the type and format of items selected/deselected are:

- Does this type and/or format best support the teaching and research needs of the University?
- Does the Library have the technology, equipment, and resources necessary to provide and sustain access to a given format?

When applicable, statements regarding exceptions and guidelines for unique types and formats are addressed in Section IV.

Books

Currently the preferred format for books in most subject areas is print. The Library continues to explore new delivery methods for monographs, such as electronic books (e-books). While e-books are becoming increasingly popular, reader preferences, availability, pricing models, digital rights management (DRM), and perpetual access issues must be considered.

Paperback editions are preferred except when items are available only in hardback or if heavy use is anticipated. Books of a popular nature are acquired only when justified by an educational consideration. The library leases popular reading material for student, staff, and faculty leisure reading.

Primary sources serve as important resources for the curriculum. Priority will be given to digital versions when they offer added value over the print or microform equivalents.

Music scores - In most instances, musical compositions are acquired in their original form. Scholarly editions of individual composers' works, historical series, sets and monuments of music are also collected.

Video - Currently DVD or digital (streaming video) are the preferred formats for video. VHS is acquired only in exceptional cases.

Audio - Currently compact disc or digital (streaming audio) are the preferred formats for audio works. Analog cassette tapes and discs are not acquired.

Journals and Other Serials

New subscriptions are considered within the context of a long-term, recurring investment, although renewals are considered annually. Preference is given to titles included in published print or electronic indexes. Electronic is the preferred format for journals, in most cases. Print format duplication is exceptional; reasons for exceptions include discipline-specific needs, pricing, quality of print, and preservation and perpetual access.

Databases
In addition to considerations for electronic resources and journals (see Section II. B.), considerations for database selection include availability through consortial acquisitions, full text coverage, simultaneous users, and overall depth and breadth of content.

Microforms are acquired only when the desired material is otherwise unavailable.

Material Not Collected
The Library does not actively collect materials primarily intended to support specific class instruction, such as textbooks, lab manuals, workbooks, examinations, tutorials, demonstrations, exercises, course descriptions, reading lists, or forms. Exceptions may be made for items considered to be standard works that support the curriculum in general.

D. ADDITIONAL CONSIDERATIONS

Open Access: Open access journals, institutional repositories, digitized collections, and other material made freely available on the web, enrich and broaden the range of resources available for teaching and scholarship. The library integrates and enables access to these materials along with its more traditional holdings by pulling open access content into its collections through its various discovery tools. In order to be included in the Library's collection, these resources must meet the same criteria as purchased and leased materials. (see Appendix G. OA Statement)

Access vs. Ownership: While we are committed to the curatorial responsibility of collecting and owning many of our library resources, we are also committed to making quality materials of all provenance available to our community. We strive to build and maintain a core collection of material that supports the general education program, liberal arts curriculum, and professional schools. However, it is not possible to purchase all of the important resources for many of our disciplines and professional schools. Therefore, our collections include materials that we do not own but to which we ethically and legally provide access.

Interlibrary Loan, Resource Sharing, and Cooperative Collection Development:
Interlibrary loan and document delivery are important services that provide our community with resources that we do not own or lease. The Ames Library is an active member of The Consortium of Academic and Research Libraries in Illinois (CARLI) and fully participates in the statewide resource sharing network. Our membership in OCLC enables national and international borrowing and lending. Membership in the Center for Research Libraries provides students and faculty with access to a rich collection of primary source material outside of the scope of our local collection.

The Library may engage in cooperative collection development programs within CARLI that create a shared resource pool for member libraries. In this context, the holdings of other CARLI libraries are considered in making collection development decisions.

Patron-Driven Acquisitions: Patron-driven acquisitions (PDA) refers to a "just-in-time" model of collection development. According to the Association of College and Research Libraries (ACRL), "the general premise for the model dictates that patron demand is the primary impetus for acquisition and the purchase process remains delayed until the user requires access to the title."[1] The Ames Library is committed to on-demand purchasing or borrowing, while also building and maintaining a core collection for future scholarship. The Library will explore and adopt PDA business models that best meet the needs of our students and faculty.

III. Budget, Acquisitions, and Gifts

A. Materials Budget and Fund Allocation

The University Librarian and the Collections Librarian prepare an annual budget recommendation with input from all library faculty. The budget is divided between one-time purchases (monographs) and recurring (serials, journals, database subscriptions) expenditures. Funds are allocated to disciplines. Archives and Special Collections, and others based on a combination of historical spending and current disciplinary needs. Because of rapid changes in higher education and publishing, as well as yearly increases due to inflation, fund allocation is necessarily flexible. Particular attention is paid to sustaining the strength of the collection in support of current programs, and on identifying new areas of study or areas that need enhancement.

Library faculty serve as liaisons to departments, schools, and programs and work closely with teaching faculty in their assigned areas to determine how best to spend their allocated funds. Library faculty assume primary responsibility for purchasing decisions and fund management. Departmental allocations which remain unspent at the end of the fiscal year may be used to purchase resources identified on the Library's desiderata list.

B. Consortial purchasing

The Library participates in consortium-negotiated contracts with vendors, when they meet the guidelines in this document, and offer savings or access to additional materials at a sustainable price. CARLI membership especially provides the opportunity for consortial purchasing and licensing agreements that significantly increase the size and range of resources.

C. Licensing

[1] ACRL "Keeping Up With..." http://www.ala.org/acrl/publications/keeping_up_with/pda

License terms for electronic resources should adhere to the principles established in CARLI's Electronic Resource Licensing Principles with its emphasis on Fair Use Provision of the United States and international copyright laws; licensed materials may be used for the purposes of research, education or other noncommercial use.

D. Gifts

Material donations are accepted with the criteria set out in The Ames Library's gift policy (see Appendix E). Once accepted, gift materials become the property of Illinois Wesleyan University and will be added to the collection or responsibly disposed of as deemed appropriate by The Ames Library. The library reserves the right to decline offers which fall outside the scope of its Collection Development Policy.

IV. SPECIFIC COLLECTIONS

Popular Reading Collection

The popular reading collection provides recreational reading materials that would not otherwise be added to the Library's collection. Fiction and non-fiction books are made available in print and e-reader format, along with popular magazines.

Reserve Collection

The reserve collection is a revolving collection of print, media, and electronic material set aside by faculty for specific course use. Use of reserve material is restricted to IWU faculty and students. The Ames Library copyright guidelines are followed strictly to conform to regulations (see Appendix D Copyright Policy).

Minor Myers, Jr. Honors Collection

The Minor Myers jr Honors Collection (MMjrHC) includes award-winning books that represent the best writing and scholarship across the disciplines. Book awards will broadly represent the major disciplines and the IWU curriculum. In support of the University mission, book awards selected for this collection also will focus on democratic citizenship, life in a global society, diversity and social justice, and environmental sustainability. National and international book awards of enduring significance will be included automatically. These include:

- Pulitzer Prize books for poetry, biography, fiction, non-fiction
- National Book Award
- Man Booker
- Caldecott
- Newberry
- Coretta Scott King

Special Collections

Special Collections consists of individual items and collections that warrant extraordinary care in preservation because of their historical significance, physical format, subject content, or other distinguishing features. The primary collecting areas are:

- Environment & Ecology with special focus on local organizations
- Beat Writers, including all forms of printed materials, including ephemera
- Book Arts Collection, with works that exemplify artistic processes in books
- Avant-garde and Artists' Books, where visual arts are integral to conveying literary meanings

University Archives
University Archives documents the history of Illinois Wesleyan University from 1850 to the present, and the activities of its faculty, staff, and students. The primary purpose of the archives is to appraise, collect, organize, describe, make available, and preserve records of historical, legal, fiscal, and/or administrative value to Illinois Wesleyan University, with an emphasis on all significant university publications. Records are defined as all recorded information regardless of format or medium.

Institutional Repository/Digital Commons
Digital Commons is IWU's online archive of outstanding student work and faculty scholarship, including several student journals, Honors theses and programs from the annual John Wesley Powell Undergraduate Research Conference. Born-digital records related to University governance and campus history may also be included.

SUBJECT AREA DESCRIPTIONS (Departments, Programs, and Schools)

V. COLLECTION MAINTENANCE, ASSESSMENT, AND DISCOVERABILITY

A. MAINTENANCE

DESELECTION
A collection must be kept vital and fresh not only by insightful selection, but also by the deselection of materials that, for specified reasons, no longer enhance a library's utility and value. A systematic, ongoing process of review and deselection (also known as "weeding") will not only remove inappropriate items but identify those that need to be replaced, updated, or preserved. Deselection of library materials by library faculty is subject to the same rigorous policies and procedures established for selection, employing the same criteria and considerations. Whenever possible, the process involves cooperative efforts among the identified campus constituencies (teaching faculty, students, and staff) to ensure that publications of historical or research significance are preserved, with the final decision regarding disposition of material made by library faculty.

Deselection is the application of selection criteria in reverse. General reasons for withdrawal include:

- Relevance – content is no longer relevant to curricular or research needs
- Obsolescence – content is inaccurate or incomplete, or technology is obsolete
- Redundancy – duplicate titles not needed or content is available elsewhere in the collection
- Infrequent use
- Poor physical condition
- Consortial library holdings

Special consideration will be applied to certain materials, such as such as classic works, memorial gifts, grant purchases, faculty publications, works of historical significance in a specific field, works with low ownership by other libraries.

Based on criteria established by the academic library community, library faculty can responsibly withdraw print back runs of journal titles. Decisions will be made in consultation with liaison departments and programs. We may retain any volumes that provide unique and continuing value to the curriculum in print format. Criteria for withdrawal include those listed above, as well as:

- Content is preserved online in JSTOR. Our license with JSTOR assures us that IWU owns the content to which we are subscribed and it is perpetually available in digital format
- Print copies are secured in Portico or other third-party archives and content is available if digital access fails.
- Title has scattered issues or broken files that cannot be completed .
- Title has value only for the most recent year(s).

Decisions to cancel subscriptions to journals, databases, and similar materials will be made in accordance with selection and deselection criteria. Additional factors are:

- Cost per use
- Vendor support
- Content updates
- Functionality

RESPONSIBLE DISPOSAL The Library participates in CARLI's Last Copy Project. Deselected print monographs that are identified as the last existent copy held by an Illinois library will be donated to the project. Items that are not accepted in the Last Copy project will be offered to other academic institutions in Illinois, other U.S. libraries, and non-profit agencies serving third-world libraries. Material in unusable condition will be recycled whenever possible.

REPLACEMENT

Items that have been declared missing or are damaged beyond repair may be considered for replacement if it is determined that the title should not be withdrawn. Replacements are made on a case-by-case basis, according to selection criteria.

TRANSFER TO SPECIAL COLLECTIONS

Under certain circumstances, material deemed necessary for retention by subject liaisons but not suitable for circulation may be transferred to Special Collections. Prior consultation with the archivist & special collections librarian is recommended. Items that may be transferred to Special Collections without prior communication with the archivist & special collections librarian are:

- publications with locations from anywhere in the world that are dated before 1800,
- U.S. imprints with dates prior to 1865, and
- imprints from West of the Mississippi dating before 1890.

Volumes designated for withdrawal that fall into the primary collecting areas of Special Collections should be sent to the archivist & special collections librarian for review before disposal. Books with notable bindings, illustrations, printing or other embellishments widely called "book arts" will also be considered. (see Appendix F. Transfer to Special Collections).

INVENTORY

A regular cycle of inventory is critical to collection maintenance in general and specifically for establishing a regular weeding cycle. The physical collection will be inventoried annually.

PRESERVATION

Preservation concerns are taken into account throughout a range of collection management activities, including cataloging and marking, binding and repair, shelving, retrieval, and weeding. As stewards of our local collection and as an active participant in state and national resource sharing, we make every effort to preserve and maintain the integrity of the items contained in the Library to high professional standards.

The Ames Library accomplishes preservation through activities that include:

- Cooperation with Physical Plant maintenance and custodial staff for physical and environmental upkeep
- Collaboration with appropriate levels of Information Technology personnel depending on levels of protection needed for different types of digital objects
- Implementation of a disaster prevention program
- Utilization of security measures to guard against theft
- Cooperation of a training program for student assistants and new staff to ensure proper handling of physical materials and timely reporting when problems are noticed
- Consultation with external experts as needed for different material types
- Negotiation of third-party preservation system agreements as needed

Special collections and archives do not circulate and are not subject to the same assessments and treatments as circulating collections.

ARCHIVING AND PERPETUAL ACCESS

The Library participates in CARLI's Last Copy Project for archiving of print monographs. Perpetual access for core materials in electronic format is important to the Library. Preference is given to electronic resources whose publishers demonstrate a commitment to digital archiving. The Library is a member of Portico.

B. COLLECTION ANALYSIS: ASSESSMENT & EVALUATION

Collection analysis is an organized, continuing process that uses a variety of methods to systematically analyze and describe a library's collections, which in turn informs decisions regarding the acquisition, retention and preservation of collections. Understanding who uses our collections, how they are used, and whether they support IWU's mission is critical to our ability to make wise decisions about how we allocate and expend our material budget.

The Collection Librarian is responsible for gathering, maintaining and analyzing key performance indicators. Indicators include but are not limited to:

- Quantitative data, such as usage statistics for electronic resources and book circulation
- Qualitative data, such as community focus groups, faculty interviews
- Comparative data, such as title matching against bibliographies or holdings at peer institutions
- Benchmarks, such as national standards

Quantitative data will be collected and analyzed on an annual basis. Qualitative analysis and reviews should be conducted regularly, preferably in a three to five year cycle. Performance indicators will be regularly updated and made available to the University Librarian and library faculty to assist in decisions relating to resource allocation, selection and deselection, and collection maintenance. In addition, statistical information requested by external agencies, such as the U.S. Department of Education, will be routinely gathered and documented.

C. RESOURCE DISCOVERY AND ACCESS

Access to library materials and content through the Library's catalogues and a range of discovery tools is essential to the support of research and artistic endeavors. Whenever possible, we integrate discovery and delivery, enrich content, and improve search and navigation tools to expose our collections. Physical materials owned by the library and most electronic resources are cataloged as part of the collection, including electronic journals subscribed to on title-by title basis. Web-based resources will also be made available using appropriate technology, such as web pages, link resolvers and discovery services. Locally produced digital content is accessible on-line through digital management systems.

All library materials are physically housed in the library building or organized on library websites. The Ames Library does not support or maintain collections in other campus locations.

VI. APPENDICES.

Illinois Wesleyan University
Ames Library Collection Development and Management Guidelines and Policies 2015

Section IV. SUBJECT AREAS

Accounting and Financial Services

Illinois Wesleyan offers majors in both Accounting and Financial Services. Accounting courses cover the following areas of study: decision making, information systems, tax accounting, auditing, cost management and accounting theory. Financial Services courses cover the following areas of study: risk management, financial management, insurance, investments and portfolio management. Students in both majors also take courses in mathematics, statistics, economics, management, finance, marketing, law and information systems.

The library monograph collection for Accounting and Financial Services is intentionally kept quite small. Monographs in this area become dated very quickly and are rarely needed to support the curriculum. Instead, faculty from Accounting and Financial Services have chosen to subscribe to essential journals and to invest in a variety of important electronic databases, such as Business Source Elite, Checkpoint, and Morningstar.

Anthropology

The Anthropology program emphasizes the branch of anthropology known as socio-cultural anthropology. This branch relies upon the method of ethnography, or participant-observation, in which a researcher lives among a group of people and attempts to experience, first-hand, how they live and communicate. The IWU curriculum exposes students to the other major subfields, including anthropological archaeology, biological (or physical) anthropology, and linguistic anthropology. Visual ethnography is an important component of the program.

While ethnographic research relies heavily on participant-observation, student researchers also need traditional library resources in order to understand, contextualize, and interpret their observations. The Anthropology Plus and JSTOR databases are core resources for Anthropology, supplemented by a few specific journal and magazine subscriptions. Monographs that support particular course offerings are an important part of the Anthropology library collection. In general, monographs in this area become dated more slowly compared to other areas of study. The library maintains a large collection of video materials to support visual ethnography, including streaming databases from Alexander Street Press (Ethnographic Video Online Vol. I and II).

Art

Students in the School of Art pursue one of four degree tracks: the B. A. in Art or Design, or the B. F. A. in Art or Design. Instruction focuses on applied studio arts, supplemented with coursework in art history and criticism, with emphasis on contemporary art movements.

In support of these studies, the library collects monographs on Western and non-Western art and criticism, including works on individual artists, schools, nationalities, and historical periods, specific art genre, including painting, sculpture, printmaking, ceramics, decorative arts, graphic

design, photography, and architecture, as well as significant exhibition catalogs. Wherever possible, attention is given to acquiring publications featuring high quality, color reproductions, supplemented with digital image databases, and journal literature. *Art & Architecture Complete* is the primary source for indexing journal literature.

Biology
The Biology curriculum is diverse, requiring students to complete a core set of courses emphasizing study at the molecular/cellular, organismal, and population/community levels of organization. The biology curriculum, and library collection, supports related disciplines, including environmental studies, chemistry, pre-professional studies, and nursing. There is a strong focus on ecology, botany, and vertebrate and invertebrate zoology.

The collection is strongly focused on current research and development, with the majority of resources allocated to electronic journal subscriptions. The collection emphasizes monographs and peer-reviewed journals, with reference materials collected occasionally. Monographs are primarily acquired in support of upper-level student research. The Web of Science products (Science Citation Index, Zoological Record, and BIOSIS Previews) are core.

Business Administration
Business students may concentrate in marketing, management, general management studies, or international business. Courses are offered in the areas of: information systems, finance, marketing, organization, management, international business and business law. Business students are also required to take classes in Economics, Math and Accounting.

The monograph collection for Business Administration is intentionally kept quite small. Monographs in this area become dated very quickly and are rarely needed to support the curriculum. Instead, faculty from Business Administration have chosen to invest in essential business journals, periodicals and key electronic databases, including Business Source Elite, LexisNexis, Wall Street Journal, Hoovers, and Standard and Poor's NetAdvantage.

Chemistry
The Department of Chemistry is accredited by the American Chemical Society and offers courses to meet the needs of those majoring in chemistry or allied sciences. Library collections support the curriculum by emphasizing analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. The collection also emphasizes the acquisition of materials that promote science literacy generally, and chemical literacy specifically. The collection also supports student needs in biological studies, environmental studies, physics, and nursing.

Emphasis in the collection is on current research and development, but efforts are made to maintain a strong retrospective collection in fields where past literature remains important, such as organic chemistry. The majority of resources are allocated to electronic journal subscriptions, with monographs acquired primarily in direct support of current student research. SciFinder is a core database. Chemical literature is also acquired directly through subscriptions with the American Chemical Society and Royal Society of Chemists.

Computer Science
The curriculum in computer science provides students with an understanding of the fundamental principles of computing and of the capabilities, limitations, and applications of algorithmic problem solving. Library collections support the curriculum by providing background materials on the theory of computing and current computing practices. Electronic journals, indexes, and technical reports are the primary means of communication within computer science. The collection also supports studies in mathematics.

The collection primarily consists of current materials, with an emphasis on electronically accessible materials. The ACM Portal is a core database. Monographs are acquired occasionally, especially when they support the research needs of students. Efforts are made to acquire materials which are appropriate for non-majors in support of the liberal arts curriculum.

Economics
The Economics major combines coursework in a wide variety of topics with experiences that develop critical thinking and analytical skills, such as internships, undergraduate research, and undergraduate publishing. Students who major in economics have the option to focus on financial economics, international economics and public economics as a concentration. Students engage not only with the research and scholarship in the discipline but also with data from many sources in order to contribute their own independent research to the discipline.

The Ames Library supports the program with access to monographs in print format, journals in both print and electronic format, and access to EconLit, which is considered a core resource. Students also have access to data sets, both from freely available, open sources and from a subscription to the ICPSR.

Educational Studies
The Educational Studies major offers two tracks: the teacher licensure track (elementary education and secondary education majors) and an interdisciplinary studies in education major (non-credential). The program of study emphasizes social justice and the development of teacher-scholars through the study of educational foundations, child study, pedagogy and curriculum, and teacher research. The program for teacher licensure is governed by the Illinois State Board of Education and IWU is accredited for Elementary Education; Secondary Education in Mathematics, Science (Biology, Chemistry and Physics), Social Science (History), and English Language Arts; and K-12 Education in Foreign Language (French, Spanish), and Music. Students are required to participate in undergraduate research via an inquiry project as well as to create a portfolio of their work for licensure.

The Ames Library supports the Educational Studies program with access to monographs in print format (including children's and young adult literature), journals in both print and electronic format, and the following core electronic databases: ERIC (Education Resources Information Center), Education Research Complete, and the Professional Development Collection. Related resources provide access to related subject-specific scholarship in areas such as English language arts, foreign languages, the fine arts, psychology, the sciences and child development, such as

PsycINFO, MLA International Bibliography, and other databases. Topics in higher education are usually not supported by the Educational Studies collection.

English

The English major has two tracks: the Literature track and the Writing track. Within the literature track, course content includes a wide variety of periods and genres, from survey courses to senior seminars that closely examine a particular topic in literature. Literature in English is collected for the entire English-speaking world, with emphasis on North America and Great Britain. Writing track students choose courses in creative writing or journalism.

The collection consists primarily of monographs in print format, journals in electronic format, and carefully selected licensed electronic resources, such as e-book collections. In support of the Writing track, the library maintains subscriptions to exemplary literary magazines. The MLA International Bibliography and JSTOR are core databases. Literary works by contemporary writers, new editions of primary works, and current works of literary history and criticism are actively acquired. There is some overlap with plays and performing arts material in the Theater Arts collection. Some collections of particular research value are housed in Special Collections, in particular Beat Writers, Avant-Garde, and Book Arts. Current popular works are purchased only when they support the curriculum. Children's literature is supported primarily by the Education collection. Film adaptations of literature and resources for film studies are acquired selectively. Increasingly, digital versions of primary texts and pre-copyright editions of standard literary works are accessed through the Internet.

Environmental Studies

Environmental Studies is an interdisciplinary program. The majority of the curriculum is offered from faculty in a variety of departments; beginning fall 2015, there will be a new tenure line faculty member in Environmental Studies. This new hire may require focused collection development for new courses in his or her areas of expertise. Students can pursue a general major or a concentration in Ecology, Environmental Policy or International Environmental Sustainability. The Environmental Studies Senior Seminar (Creating a Sustainable Society) relies heavily on the Environmental Studies library collections.

The ProQuest Environmental Science electronic database is a core resource. The current monograph collection has acceptable coverage for most courses, although some will become dated fairly quickly (10-15 years). There is a great deal of overlap with other disciplines. Environmental Studies materials can be found within the sciences (Biology, Ecology, Chemistry, Physics) and social sciences (Political science, Sociology, Anthropology). Many faculty order Environmental Studies-related monographs with their departmental budgets first and Environmental Studies secondarily. Important monograph series that remain on standing order include *Vital Signs*, *State of the World* and *Worldwatch Paper*. The library maintains individual electronic subscriptions to a few key journal titles. Although not specifically utilized by current Environmental Studies Classes, it should be noted that Ames Special Collections contains the records of the Ecology Action Center.

German, Russian & Asian Studies

A result of the re-alignment of modern language and literature studies (formerly Modern and Classical Language and Literature. Students may pursue an interdisciplinary major or minor sequence in German Studies; a minor sequence in Russian Language & Literature, or Japanese Studies; or an International Studies major with a Russian & East European, or Asian Studies (Japanese) concentration.

Library collections support these curricula primarily through German, Russian, and Japanese language resources including dictionaries, grammar, encyclopedias, monographic cultural studies, videos, selected journal subscriptions, and the *MLA International Bibliography*. Literature in Culture courses also rely on library resources in areas such as history, political science, and the arts. Literature is purchased in English translation for lower level Literature In Culture courses, and in the original the language for upper level language classes.

Greek & Roman Studies

Greek & Roman Studies (GRS) is an interdisciplinary program designed to provide students with linguistic skills through the study of the Greek and Latin languages, as well as an in-depth knowledge of the history and culture of Greece and Rome. Majors and minors in GRS may take courses in Greek and Roman literature, Latin, Greek, history, art, archaeology, religion, and theatre. Many of these courses are also available to non-majors, and provide general education credit.

GRS collections are supported by monographs in print and online format. Primary source material is central to classical studies. Much of this material has been digitized and can be found on Hathi Trust, archive.org, and Project Gutenberg; these include translations and commentary by the most respected scholars in Greek and Latin literature. There are a handful of core journals that are available in print and online, and the program also relies heavily on journals in history, art, and religion. Film adaptations of the classics along with contemporary renditions of the classic tales are a key part of the curriculum.

Hispanic Studies

Library collections support the Hispanic Studies curriculum through the acquisition of Spanish language resources, such as dictionaries, grammar manuals, and encyclopedias (for both Spain and the Americas; elementary to advanced); and with monographs, DVDs, CDs, and journal subscriptions (in print and electronic), concentrating on literature, Hispanic culture, linguistics, cultural history, medical Spanish, and business Spanish. These items are purchased in English translation for lower level courses, and in the original language for upper level language classes. The primary database is the MLA International Bibliography database.

History

This discipline touches every aspect of the curriculum. Majors and minors may create a course of study from any time period or geographic region. The department also actively contributes courses to the General Education program and interdisciplinary programs such as International Studies, American Studies, Women's Studies, Greek & Roman Studies, and Environmental Studies.

Browsing the print collection for serendipitous primary source discovery is a valued experience. Primary sources in translation from other languages are a necessity for faculty who regularly take students into their own non-English areas of interest. Secondary sources published by university presses and other major houses are valued for their high-quality, authoritative editions. Retention of print journal backfiles is not critical if we have uninterrupted electronic access elsewhere. Core databases: Early American Imprints, Early English Books Online, Historical Chicago Tribune and New York Times, America: History and Life, Historical Abstracts, and JSTOR.

International Studies
International Studies is an interdisciplinary program. The curriculum is provided by faculty from a variety of departments. The International Studies Program is designed for students who are interested in studying the relationships between global problems and regional dynamics or experiences from an interdisciplinary perspective. The program offers concentrations in African Studies, Asian Studies, Latin American Studies, Russian and East European Studies, Western European Studies, Development Studies and Diplomatic Studies.

Due to the wide variety of courses and areas of concentration currently no one database is considered core for International Studies. Depending on the research need a number of databases are important for research in International Studies, such as JSTOR, Political Science Complete, Social Science Citation Index and Project Muse. The current monograph and video collections have acceptable coverage for most courses. A number of important journals support student research in International Studies. Given the breadth of topics covered by International Studies, there is a great deal of overlap with the collections from other disciplines.

Italian, French & Francophone Studies
A result of the re-alignment of modern language and literature studies (Modern and Classical Languages and Literature). Students pursue a major or minor sequence in French and Francophone studies, or a contract major or minor sequence in Italian studies.

Library collections support the curriculum primarily through Italian (elementary-intermediate), French (elementary-advanced) language tools, including grammar, dictionaries, and encyclopedias, cultural studies monographs, videos, selected journal subscriptions, and the *MLA International Bibliography.* French and Italian literature is purchased in English translation for lower level Literature in Culture courses, and in the original language for upper level language classes.

Mathematics
The Mathematics curriculum provides students with an understanding and appreciation of the theories, methods, and beauty in mathematics while preparing them for diverse career opportunities. The mathematics curriculum and library collection, support related disciplines, including actuarial science (business), computer science, physics, pre-engineering studies, secondary education, and statistics in various disciplines.

Materials supporting the mathematics curriculum are diverse, with monographs and electronic journals being equally important. The library maintains a collection of classical, core texts in mathematics, as well as a robust collection of current materials. MathSciNet is a core database. Subscriptions to publications from the Mathematical Association of America are received both electronically and in print, at the request of faculty.

Music

Students in the School of Music follow one of several degree tracks: B. M. in Music Performance (Instrumental, Guitar, Keyboard, Voice), Music Composition; B. M. Education (Instrumental, Vocal); B. A. in Music (music theory, music history), or in combination with another discipline.

In support of these programs, the library collects printed music (scores) either in study and/or performance editions, emphasizing solo keyboard, instrumental, and vocal repertoire, as well as instrumental chamber music, orchestral music, choral and dramatic music, drawn primarily from canon of Western art music of the 17th century to the present. The collection demonstrates particular strengths in keyboard and vocal music, as well as music of the post WWI era to the present. Key musicological (non-circulating) editions are acquired on a selective basis.

The library collects audio and video recordings paralleling the above repertoire both in physical digital formats and streamed. English language monographs and periodicals on a wide range of musical subjects, including music history, music theory, jazz, American music, non-western music, and music education. RILM Abstracts of Music Literature (Ebsco) and International Bibliography of Theatre & Dance in Full Text (Ebsco) provide principal access to music related periodical literature.

Nursing and Health

Library resources support sophomore through senior level research needs in the School of Nursing. Collection support is also necessary for minors in Health and Hispanic Studies. Currency of sources (usually meaning 5 years but with 10 as the maximum) is necessary. Seminal works in the field are notable exceptions. Across all specialties, evidence-based practice, the theory of "self-care" in health care delivery, current issues in the field, global and political awareness, as well as business and economic aspects, receive emphasis.

Monographs for current textbooks, cultural sensitivity, diversity, leadership, vulnerable populations, and Scope of Practice standards are valued. Feature films with clinical scenarios that illustrate nurses in real life situations or circumstances are also used. Access to historical (beyond the 10 year range) periodicals and monographs via interlibrary loan is acceptable. Module-based learning scenarios that allow more than one student to create a login are the only CD-ROM content that the library continues to support. Core databases are CINAHL, Elsevier ScienceDirect, ERIC, PsycArticles and PsycINFO.

Philosophy

The philosophy collection supports a broad major and minor program with a diverse selection of courses from the different branches of philosophy and the history of philosophy. The department's offerings contribute heavily to the general education program and other disciplines,

including courses in the philosophies of religion, natural science, education, law, and business and medical ethics. Most courses are taught from close reading of original works (English translation where necessary).

The existing collection is primarily a print collection consisting of works by classical and contemporary major philosophers, critical editions of primary texts, highly selective secondary source monographs, and a few major periodicals. Current collecting interests reflect curricular offerings in such areas as metaphysics, epistemology, ethics, ancient and early modern philosophy, and philosophy of science. Monographic series published by Oxford University Press and two electronic resources are core to the philosophy collection: PhilPapers and the PastMasters editions of primary texts.

Physical Education Draft

The Physical Education curriculum at Illinois Wesleyan University consists of both activity and theory-based courses. The department offers three different minors: Physical Education, Coaching, and Exercise Science. The Physical Education and Coaching minors help meet the needs of students interested in coaching, or who are pursuing a middle school or secondary endorsement in physical education. The exercise science minor helps to prepare students for entry-level exercise science careers or for advanced study in exercise science and other areas such as exercise physiology, medicine, cardiac rehabilitation, physical therapy, sports nutrition and sports biomechanics.

This department is not a heavy user of library collections, but some of the theory courses (Kinesiology and Exercise Physiology in particular) require library resources. The Ames Library does not currently subscribe to a specific database for Physical Education courses. Acceptable coverage can be found through Web of Science, Health Source, and Medline. The library collection includes subscriptions to a few core journals and contains a number of videos that are important components of coaching classes.

Physics

The Department of Physics provides courses in support of the major as well as the general education curriculum, with specializations in condensed matter physics, atomic physics, astronomy, and optics. The physics curriculum and the library collection support related disciplines, including chemistry, environmental science, mathematics, secondary education, and various pre-professional studies. The library provides resources on a broad spectrum of topics relating to physics and astronomy as well as emphasizing the acquisition of general materials that promote science literacy in general and physics literacy specifically.

Library holdings focus on current research and development, but an effort is made to maintain a strong retrospective collection relevant to the study of the progression of physics and astronomy from their ancient beginnings to the present. Retrospective materials are purchased selectively. The collection emphasizes peer-reviewed journals, with monographs acquired to support introductory and advanced research needs. The American Physical Society Journals is a core database.

Political Science
The Political Science curriculum covers four major subfields in the discipline: American politics, international relations, comparative politics, and political theory. Students majoring in Political Science often concentrate in one of the four major subfields. Such concentrations imply a depth of study that relies upon significantly broad and deep physical and electronic library resources. Students in the department's political research seminars explore an original research question and develop substantial literature reviews.

Courses throughout the Political Science major and minor utilize a wide range of library collections, including bibliographic archives such as JSTOR; quantitative databases such as the Inter-University Consortium for Political and Social Research; current events resources such as Lexis-Nexis; public opinion archives such as The Roper Center's iPOLL Databank. Political Science Complete is the core article database for this discipline; seminar courses are supported by JSTOR collections and the Social Science Citation Index. These databases are supplemented with selected individual journal subscriptions. The monograph collection supports all areas of study within the major. A few traditional reference monographs remain important for research projects in Political Science, including *Political Handbook of the World, Statesman's Yearbook,* and *Europa World Yearbook*.

Psychology
The Psychology program provides opportunities for majors and non-majors to explore topics in human and animal behavior through coursework, internships, participation in faculty labs, and independent research. The curriculum includes broad introductions to domains within psychology (social, cognitive, developmental, abnormal, animal learning and conditioning, and behavioral neuroscience), and also requires students to complete coursework in Biology and Philosophy. In addition to a general research methods courses, students are also required to complete an EXP-designated course which includes significant laboratory participation. Psychology students consistently participate in undergraduate research with a faculty mentor.

The Ames Library supports the program with access to monographs in print format, journals in both print and electronic format, and access to PsycINFO and MEDLINE, which are considered core resources. PsycARTICLES is a core collection of full text journals from the American Psychological Association. Students also have access to related databases in biology. Videos are vital to the delivery of the curriculum as well.

Religion
Students pursue a major or minor in Religion with coursework that emphasizes interdisciplinary approaches and comparative studies that explore the religious beliefs, practices, and traditions of Asia, the Middle East, Africa, the Americas, and Europe.

The library supports the curriculum largely through sacred texts (in English translation), monographic studies, videos, and digital access to current journal literature. The *ATLA Religion Database* (Ebsco), *Jewish Studies Source* (Ebsco), *JStor*, and *Project Muse* provide primary access to current and retrospective journal literature in Religion.

Sociology
Courses in Sociology are primarily centered around issues, methods, and theory. The departmental mission states that the program fosters "an awareness of social systems and patterned behaviors in our everyday lives and the interactive relationship between those systems and the actions of individuals."

Courses throughout the Sociology Program utilize library collections. Multiple levels of courses require a substantial literature review. SocIndex is a core article database for this discipline. It is supported by many strong JSTOR collections, Social Science Citation Index and datasets from ICPSR. These databases are supplemented with a few selected individual journal subscriptions. The monograph collection supports all areas of study taught within the program. Films are used in many sociology courses and are acquired based on specific faculty requests.

Theatre Arts
Students in the School of Theatre Arts pursue one of several degree tracts: B. A. in Theatre Arts; B. F. A. in Acting, Design & Technology, or Music Theatre. In support of these programs, the library acquires individual print editions of English-language play-scripts of historical or contemporary significance. There is some overlap with the English Department in this regard. Foreign language drama is acquired through the modern language departments. The library acquires annual compilations of new and "best plays" produced by leading drama festivals (e.g. Humana Festival). Libretti and performance editions (vocal scores) of works for the musical theatre are purchased, along with DVD recordings of dance, music theatre, and dramatic productions.

The library also acquires selected monographs related to the theory and methodology of acting and directing, theatre history, theatrical design & technology, and costuming. Subscriptions to a small number of theatrical trade publications and scholarly theatre history journals are also maintained. The *International Bibliography of Theatre & Dance in Full Text* (Ebsco) and *MLA International Bibliography* (Ebsco) provide principal access to journal literature in Theatre Arts.

Women's and Gender Studies
The interdisciplinary major and minor sequences in Women's and Gender Studies (WGS) support the University commitment to diversity and social justice through courses that focus on gender identity issues, consider feminist perspectives and philosophy, and challenge assumptions about women's roles and gender in American and world cultures. Courses are offered both under its own rubric and in departments across the curriculum.

As a reflection of its interdisciplinary nature, WGS materials are acquired in almost every academic discipline and dispersed throughout the collection. Collecting activities are particularly strong in literature, religion, and sociology. Most items purchased with funds allocated to the WGS program are print monographs and videos that cross disciplines, focus on feminist theory, or examine the roles of women in diverse cultures. With the transition of the program from Women's Studies to Women's and Gender Studies in 2013, more attention is now given to building the collection in the areas of LGBT and masculinity studies.

APPENDICES:

Appendix A:
The Freedom to Read, The Library Bill of Rights (American Library Association)

Appendix B:
IWU Copyright Policy

Appendix C:
IWU Archives & Special Collections Statement on Creating and Preserving Digital Collections

Appendix D:
Reserves Policy

Appendix E:
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Appendix F:
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Appendix G:
Open Access Statement

THE FREEDOM TO READ

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

   No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

   To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

   The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

   It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

   The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
The Children's Book Council
Freedom to Read Foundation
National Association of College Stores
National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression

Library Bill of Rights

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

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

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

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

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

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

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

Adopted June 18, 1948.
Amended February 2, 1961; June 28, 1967; and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

Appendix B.
IWU Copyright Policy

University Policy: Illinois Wesleyan University expects individuals affiliated with the University to uphold copyright laws ensuring the protection of intellectual property, giving authors due credit, and demonstrating responsible citizenship.

Illinois Wesleyan University advocates that individuals creating content proactively review publisher right's agreements before signing and retain authority over the intellectual property. Illinois Wesleyan University encourages individuals to be familiar with the application of the four factors comprising Fair Use.

While Illinois Wesleyan University copyright policies and practices are as described here, final judgment rests with each individual. Support and help is available from the University Copyright Officer.

Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer sharing, may subject you to civil and criminal liabilities. The Copyright Act provides stiff penalties for infringing copyrighted works. Under appropriate circumstances, penalties can include monetary damages, all profits earned by the infringer from the unauthorized use of the copyrighted work and attorney's fees. A court can also order the destruction of all infringing copies.

IWU Archives & Special Collections Statement on Creating and Preserving Digital Collections

It is the policy of IWU's Archives and Special Collections to promote and present selective and/or representative records with historical significance to the University in fully searchable, online collections when it is legally and financially possible to do so. Examples of such records are meeting minutes from campus committees, official publications from campus-connected organizations (student publications, honors research, alumni publications, etc.), and photographs or other media. In cases where privacy or confidentiality is a concern, such collections may be restricted to campus access only but the default preference is towards open access whenever possible.

Mission/Scope

In the case of digitized materials*, we will preserve original artifacts in whatever state they currently exist regardless of whether or not digital copies are created. Where warranted by the significance of the record and likelihood of preserving the content, conservation treatments needed to prevent deterioration may be attempted.

In the case of born-digital objects, our goal is to maintain long-term accessibility to the unique digital collections created, purchased or acquired by the library for which it has custodial or curatorial responsibilities.

This preservation policy aims to achieve the following objectives:

- preserving and providing continued access to digital material, both born digital and digitized;
- ensuring that preserved digital materials are authentic;
- preventing damage and deterioration of the physical media by ensuring adequate environmental control;
- creating digitized copies in formats that make future migration possible; and
- changing the format of digital materials to preserve their intellectual content if necessary.

We will make efforts to take the needs and desires of our community (including digital content creators) into consideration when making preservation decisions; however, as long as the library retains sole responsibility for caring for this content, we assert decision making authority for

- formats we will accept as is and which ones we will normalize, if applicable, to protect the content;

- levels of preservation/protection needed (storage vs. long-term, bit-level file management);
- access levels needed and who will provide access to off-line material; and
- preservation systems considerations (*e.g.*, hosted or not, end-user accessible or not).

* Records that have been digitized for these purposes have been created from historical master copies which may contain opinions, language, images, or other content that the modern reader may find offensive or in other ways reflect the sensibilities and capabilities of the creators in historical times. The IWU Archives presents these documents as part of the historical record and does not endorse the attitudes expressed therein. Furthermore, the Archives cannot alter historical records to suit contemporary needs. In certain cases, it may be possible to add notes or comments correcting verified errors, but these exceptions still will not be applied in a way that changes the appearance of the authentic record.

Questions about this policy may be directed to University Archivist & Special Collections Librarian Meg Miner at mminer@iwu.edu; 309-556-1538.

Last updated May 11, 2015

Ames Library Reserves Policies

The Ames Library offers both Traditional and Electronic Reserves. Traditional reserves are physical materials stored at the circulation desk, and checked out to students enrolled in a course. Generally, traditional reserves are for use within the library only and are made available to students for a 2-hour loan period. Electronic reserves are digital course pages that are created upon instructor request, and usually contain copies of text or audio files formatted for online access. Electronic reserves are password protected, accessible only for the duration of the course, and are intended only for use by faculty teaching the course and students enrolled in the course.

Reserves are intended to be used as material complementary to required course content, and are not meant to be used as core course material. Reserves should not be used as a substitute for the purchase of required textbooks or course materials. Instructors should not assign reserve material to avoid the purchase of textbooks or course packets.

From time to time, copyright permission is requested but has not been received before the required date when classes will expect to access the material. In these instances, the Library will permit the material to be used for reserves with the understanding that if for some reason permission is denied, the material will need to be pulled from the reserves reading list. In those instances where the Library does not receive a response at all, we will encourage faculty to find alternate material for class use in future semesters.

The library reserves the right to verify sources of material before being placed on reserve. In some instances, placing material on reserve may be delayed because of this process.

Placing Requests for Reserve Material

A completed reserve request form containing all citation and course information must accompany each request. This information is necessary so that we can correctly retrieve material, track ownership, and it aids us when requesting material for purchase, or through interlibrary loan. Reserve material will not be processed until this information is received.

You may fill out and submit reserve request forms electronically at http://www2.iwu.edu/library/services/reserve_form.shtml. We can collect library owned material needed for course reserve, and make any photocopies or digital copies necessary.

You may also submit requests by sending a reading list or syllabus. Complete citation information must be supplied

for each item requested for reserve, and material for reserve must be clearly noted with page numbers or chapter titles included.

Reserve Policies: Information for faculty on using traditional and electronic reserves

- In most instances items will be placed on traditional reserve or electronic reserve, but cannot be used for both. CDs and audio tracks on electronic reserve are an exception.

- Physical material (with the exception of photocopies) from other institutions cannot be placed on traditional reserve.

- The library cannot place photocopies of copyrighted material found on the internet on traditional reserve.

- Because of copyright restrictions, dubbed or copied DVDs, CDs, VHS or audio cassettes cannot be placed on reserve. This includes programs recorded from television or material taken from the internet. The original media item can be placed on traditional reserve provided the copy is owned by the Ames Library or the instructor.

- If the Ames library does not own a title that is being requested for reserve, under Fair Use you may use the item one time. If you are using the same material during a subsequent semester, the library must either purchase the material or obtain permission from the copyright holder to use the material. If you wish to use material for a second time and the library has placed an order to purchase the item(s), in most cases it can be made available while we wait for the library copy to arrive.

- For material being used a second time where copyright is needed, copyright permission **must** be obtained before we can make the material available. Obtaining copyright permission can take anywhere from several days to several weeks, so please plan ahead if you wish to use material again that the library does not own.

- As a general guideline, a maximum of 20% of the total page number from a book, work of prose or play may be photocopied for traditional reserve or digitized for electronic reserve. An entire physical copy may be placed on traditional reserve, but the copy must either be Ames Library or instructor owned.

- Journal articles may be placed on reserve in their entirety. For journals that the library does not own access to, first time use of one article per journal title per journal issue is allowed for one semester. For additional articles from the same journal title and issue, copyright may be required even if first time use.

Electronic Reserves Policies: Information for faculty on the use of electronic reserves

- If you leave physical copies to be scanned for electronic reserve at the circulation desk, make sure that you have submitted the electronic reserve request form to accompany the material. Photocopies left for reserve must also include the title and copyright page, or have the complete citation clearly and legibly written on the front page of the copy.

- Access to electronic reserves is limited to the instructor and students enrolled in the course. Instructors may choose their own passwords, but the password should not contain the department or instructor name, or course name and number.

- Whenever possible for electronic reserves links will be provided to journal articles that we own access to in electronic format. In the event a persistent link is not available we will create a digital copy to add to the course's e-reserves page.

- For electronic reserves the library may post links to articles or information found on the internet, provided we can verify the source and there are no restrictions on use. The library cannot post photocopies or digital copies of copyrighted material found online.

- Excluding syllabi, no more than 30 active items are allowed per course page per semester for material on electronic reserve. There is no limit for electronic audio reserves for access and preservation purposes.

- Courses with electronic reserves are only visible for the semester in which they are offered and are archived at the end of each term. This availability may be extended in cases where a student has not completed the course. We must be notified if there are students who will need access to electronic reserves beyond the end of the term.

- If you have material on electronic reserve that you wish to use again, we must receive at least 4 days advance notice in order to make the material available. Material must be

checked for ownership before access can be allowed so please take this into account and plan accordingly.

- Authorized users of electronic reserves are allowed to view, download or print one copy of material (s) on reserve for research, education, or personal reading or study.

June 2008
Reviewed & Approved by Library Advisory Committee, May 2008
Revised September 2008

Gifts to The Ames Library of Illinois Wesleyan University

The Ames Library of Illinois Wesleyan University welcomes monetary gifts and donations of library materials that enhance existing collections and support the curricular needs and research interests of students and faculty.

All gifts are evaluated in terms of the goals of the library. The library reserves the right to decline offers which fall outside the scope of its Collection Development Policy. Textbooks, materials in poor condition, short or incomplete back runs of journals, mass-market paperbacks, obsolete formats, and duplicates of existing holdings are examples of library materials that we typically do not add to the collection. If it is necessary to decline a donation, alternative recipients will be suggested if possible. The Ames Library is committed to providing socially and environmentally responsible disposition of gift materials not needed for our collection.

Once accepted, gift materials become the property of Illinois Wesleyan University and will be added to the collection or responsibly disposed of as deemed appropriate by The Ames Library. The University Librarian reserves the right to determine the retention, treatment, location and other considerations related to the use or disposition of all gifts-in-kind.

Donors are encouraged to discuss potential gifts, particularly of large collections, with the University Librarian or the Collections Librarian before the donation is actually made. Issues concerning the appropriateness, transportation, disposition, appraisal, and processing of a gift should all be negotiated before a donor ships or delivers materials. The transfer of University records, gifts of rare books, manuscripts, and material related to the history of Illinois Wesleyan University are welcome and will be referred to the University Archivist & Special Collections Librarian.

For more information, please contact Stephanie Davis-Kahl, Collections & Scholarly Communications Librarian, 309.556.3010, or sdaviska@iwu.edu.

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Appraisals and taxes on reverse side

9/2013

Appraisals and Contribution Deductions

Most donors who contribute property (excluding cash and publicly traded securities) to Illinois Wesleyan University, and who claim a fair market value exceeding $5,000, must obtain a written appraisal from a qualified appraiser to support the claimed valuation. This appraisal must be obtained no earlier than 60 days prior to the date the property is donated, and not later than the due date of the return (including extensions).

Even when the donated property is worth less than $5,000, it is a good idea to obtain a formal appraisal in order to determine the contribution dedication amount. The University Librarian may assist in suggesting names of local qualified appraisers, if needed by the donor. The appraisal fees are paid for by the donor.

When the contribution deduction is over $500, the University Librarian's Office will work with the University Advancement Office to provide the necessary receipt letter and IRS Form 8283. Form 8283 is not required when the contribution deduction is less than $500. A University officer's signature on the Form 8283 does not mean that the University agrees with the appraised value, merely that the University has in fact received the property and acknowledges the IRS two-year disposition requirements.

A written acknowledgment of each gift will be sent to the donor. Where appropriate, and as requested by the donor, bookplates identifying the donor may be placed in each volume added to the collection.

9/2013

IWU Archives & Special Collections Statement on transfer of items from stacks to Special Collections

Transfer to Special Collections: Under certain circumstances, material deemed necessary for retention by subject liaisons but not suitable for circulation may be transferred to Special Collections. Prior consultation with the archivist & special collections librarian is recommended.

During collection-wide weeding, special attention is requested for volumes published before 1890. Any material sent to the archivist & special collections librarian without written instructions will be assumed to be disposable at her/his discretion. Items that may be transferred to Special Collections without prior communication with the archivist & special collections librarian are:

- publications with locations from anywhere in the world that are dated before 1800,
- U.S. imprints with dates prior to 1865, and
- imprints from West of the Mississippi dating before 1890.

Finally, any volume designated for withdrawal from the collection that also falls into the following criteria should be sent to the archivist & special collections librarian for review before disposal: literary works by local authors on subjects related to the environment, Beat-era poetry and literature, drama from the 19th Century or earlier, John Wesley Powell &/or the American West (prior to the 1880s). Books with notable bindings, illustrations, printing or other embellishments widely called “book arts” will also considered.

Further details on the Archives & Special Collections’ collection development policy are available in the discipline and departmental-based collection development policies’ section of this Collections Management Plan.

STATEMENT IN SUPPORT OF OPEN ACCESS SCHOLARLY PUBLISHING

Approved by Ames Library faculty and Library Advisory Committee February 15, 2017

"Open-access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions."[1]

The Ames Library supports open access (OA) scholarly publishing by

- Providing an institutional repository, Digital Commons @ IWU, where faculty and student scholarship is openly accessible and readily discoverable.
- Creating digital collections that enhance access to our special collections and archives as well as faculty and student research and creative activity.
- Subscribing to publications of not-for-profit publishers when those publishers are trying to move toward OA publishing.
- Working behind the scenes to improve discovery systems so that OA content is as readily discoverable as paid content.
- Monitoring developments in OA.
- Contributing collections funds in support of select OA initiatives.
- Examples of initiatives for consideration include: Open Library of Humanities, Lever Press, Open Book Publishers, Open Access Network, PeerJ, BioMed Central, the Directory of Open Access Journals, Internet Archive, and Knowledge Unlatched.

  Criteria against which OA initiatives are assessed for support:

  - Type of funding (institutional support, grant funding, article processing charges, other)
  - Business plan for long-term sustainability
  - Relevance of content to the liberal arts curriculum
  - Cost of participation
  - Availability of usage statistics
  - Ability to participate in governance
  - Integration of workflows with distribution outlets
  - Inclusion of metadata in discovery systems
  - Archiving practices that include preservation strategies
  - User interface
  - Local and global benefits

[1] Suber, Peter, "A Very Brief Introduction to Open Access," last accessed October 7, 2016, http://legacy.earlham.edu/~peters/fos/brief.htm.