

Hunt Library
Collection Management Policy
Revised September 2020

Embry-Riddle Aeronautical University

Hunt Library Collection Management Policy

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Hunt Library Collection Management Policy

Mission

The Hunt Library fosters the success of the ERAU Daytona Beach and Worldwide campus communities by providing access to information resources and services specific to the curriculum and research activities of students and faculty. Through its unique collections, dedicated staff, and welcoming physical and virtual environments, the library provides a vital resource for student learning, instructional effectiveness, and the support and dissemination of ERAU research.

Purpose Statement

The Hunt Library acquires, organizes, and makes accessible materials in a variety of formats that support the teaching, learning, and research needs of the Embry-Riddle Aeronautical University community. This policy is a statement of the operating guidelines that the Hunt Library staff uses in the acquisition, preservation, and dissemination of information resources.

Audience

The primary audience for these guidelines is the Hunt Library staff and the university community of faculty, staff, students, and researchers.

Introduction

Embry-Riddle Aeronautical University (ERAU) has been associated with some form of aviation education since 1925. Established as a flight school, it was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in 1968 and gained university stature in 1970. In addition to meeting SACS standards as a Level VI institution, ERAU is also approved by a variety of subject-specific associations and entities, including the Accrediting Board for Engineering and Technology (ABET), the Association of Collegiate Business Schools and Programs (ACBSP), Aviation Accreditation Board International (AABI), International Fire Service Accreditation Congress (IFSAC), and the Federal Aviation Administration (FAA). ERAU's mission is to teach the science, practice, and business of aviation and aerospace.

ERAU is comprised of three campuses: Daytona Beach, Florida; Prescott, Arizona; and Worldwide, which offers courses both online and in classrooms at Centers throughout the world. The Prescott campus is primarily served by the Hazy Library, while the Hunt Library provides collections and services to students, faculty, and staff at the Daytona Beach and Worldwide campuses.

As part of its mission, the Hunt Library focuses its collection management activities on providing resources that promote discovery, research, and learning, and are responsive to the

specialized academic degree programs and general education needs of the Embry-Riddle community. The library also acknowledges the importance of preserving and providing access to unique and historical aviation and aerospace resources.

Funding and Budget Allocation

Funds to purchase library resources are allocated yearly by the university budget office. The Head of Collection Management administers the materials budget with input from the Library Director, the Associate Director for Electronic and Technical Services, and the Library Management Team. The library allocates its materials budget by material type using a series of fund codes to track expenditures. The materials budget supports the purchase of materials of all formats.

Consortia agreements

In order to carry out its mission to meet the teaching and research needs of the ERAU community, the Hunt Library makes use of external organizations to cooperatively share the cost of resources. Current consortia arrangements include Lyris and the Independent Colleges and Universities of Florida (ICUF). On occasion, the Hunt Library also works with statewide organizations, including the Florida Virtual Campus (FLVC) and the Florida Electronic Library (FEL), as well as with Florida's multitype library cooperatives such as the Northeast Florida Library Information Network (NEFLIN).

Selection Guidelines

Intellectual freedom

The Hunt Library endorses the principles set forth by the American Library Association in the Library Bill of Rights (see [Appendix A](#)) and the Freedom to Read Statement (see [Appendix B](#)).

The Hunt Library selects information resources that represent the widest range of viewpoints consistent with the library and university. Resources are selected based on their merit, regardless of their popularity, frankness of language, controversial treatment of issues, or the sex, religion, political philosophy, or national origin of the authors.

Copyright

The Hunt Library adheres to all provisions of U.S. copyright law and guidelines.

Objectives

The Hunt Library will acquire, preserve, and provide access to a variety of information resources necessary to meet its responsibility to the library mission. The Collection Management Policy is flexible and adaptive to the changing teaching, learning, and research needs of the Embry-Riddle community.

Subject areas and collection arrangement

The primary subject areas collected are those that support the curriculum and the instructional and research activities of ERAU. The Hunt Library uses the Resource Description and Access (RDA) cataloging standard and arranges the majority of materials by the Library of Congress Classification System.

Language

English, the language of instruction at ERAU, is the primary language of the collection. In recognition of the diversity of the ERAU student body, the Hunt Library acquires selected works in languages spoken by a substantial number of students as the budget allows.

Selection responsibility

The Head of Collection Management and the Collection Management Team actively participate in the selection of materials for the collection. The Collection Management Team meets regularly to formally review requests to purchase materials. Additionally, the Collection Management Team optimizes library holdings with respect to the curriculum, patron needs, library and university goals, materials availability, and budgetary resources. It receives input both formally and informally from the entire spectrum of the university community. The subject expertise of the faculty is tapped through designated librarians who serve as liaisons to the academic departments.

General selection guidelines

Materials are evaluated under these general guidelines:

- Depth of current collection in the subject area,
- Lasting value of the content,
- Demand for and use by students, faculty, and staff,
- Suitability of format to content,
- Authoritativeness of the Author/Publisher,
- Price in relationship to the total budget,
- Ease of access (e.g., electronic resources available through the Internet), and
- Multiple materials. (As a general rule, the Hunt Library purchases single copies of most print items.)

All materials purchased with funds allocated to the library become the property of the library.

Selection and evaluation tools

When making selection decisions, librarians consult subject-specific and standard library reviewing sources such as *Choice* and *Library Journal*. In addition, librarians use faculty expertise as a resource for selection and evaluation of the collection. They also consider Interlibrary Loan requests, usage data, and student feedback.

Selection levels

Graduate Program subject areas	Advanced Study Level
Undergraduate Program subject areas	Initial Study Level
General Education subject areas	Basic
All other academic subject areas	Basic
General Interest / Leisure	Minimal Level

Collection codes

These codes were developed by the American Library Association.¹

Advanced study level. A collection which is adequate to support the course work of advanced undergraduate and master's degree programs, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs both current and retrospective, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference books and fundamental apparatus pertaining to the subject.

Initial study level. A collection which is adequate to support undergraduate courses. It includes a judicious selection from currently published basic monographs (as are represented by Choice selections) supported by seminal retrospective monographs (as are represented by Books for College Libraries); a broad selection of works of secondary writers; a selection of the major review journals; and current editions of the most significant reference tools and bibliographies pertaining to the subject.

Basic level. A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

Minimal level. A subject area in which a few selections are made beyond basic works.

¹ Anderson, J.S. (1996). Guide to written collection policy statements (2nd ed.). Chicago: American library Association.

Textbooks

For the purposes of this policy, a textbook is a book specifically designed to be used as the basis of a course of study. As a general policy, the Hunt Library does not purchase textbooks. Textbooks become quickly outdated and acquisition would be in conflict with the library's intention to develop a collection of lasting value.

Exceptions

Exceptions can be made for textbooks that are considered classics in their fields, have approached a "definitive" status, or when such items are the only or best sources of information for a particular topic.

To further the Hunt Library's commitment to supporting student success, we also offer a small number of textbooks in electronic format. The purchase of these e-textbooks is based on availability, cost, and an access model that would support classroom use. In general, the library cannot provide e-versions of standard textbooks published by commercial textbook publishers due to licensing restrictions.

A faculty member may place a personal copy of a textbook on course reserve. For more information on course reserves, see the [Reserves Policy](#).

The Hunt Library is aware of the high costs of textbooks and proactively support faculty adoption of low-cost or no-cost textbook alternatives. More information about the Open and Affordable Textbook Initiative and how Hunt Library can help is available on the [library website](#).

Gifts

The Hunt Library accepts gifts of information resources (see Appendix C for the gift donation form). Gifts will be evaluated for inclusion in the library collections in accordance with all applicable sections of this Collection Management Policy, using the same standards applied to purchased materials. Gifts become the property of the library and may be displayed, housed, or disposed of in any appropriate manner.

The Hunt Library does not provide appraisals of the value of gift materials. Donors will receive a letter of thanks from the library. Where appropriate, special book plates noting the donor will be attached to the gift items. Desk or instructor's copies that are marked as such cannot be accepted as gifts.

Formats of Materials

Electronic resources

To ensure the widest possible access to information resources for members of the ERAU community, the Hunt Library acquires new information resources in electronic format wherever possible and appropriate. This reflects the growing trend of libraries to shift collections from on-site print access to electronic access, and it assists the library in meeting the needs of ERAU's distance learners. The following guidelines are used when purchasing materials in electronic format whenever possible, with exceptions made as necessary:

- Provisions for Interlibrary Loan and reproduction of materials for educational use are included in the license;
- Access is available 24 hours, 7 days a week;
- Access is available off-campus.

Electronic databases

Electronic database purchase and cancellation decisions are made in cooperation with members from the Hunt Library Collection Management Team and the Hazy Library Database Collection Management Team. These decisions adhere to the Database Collection Management Policy.

Books

The Hunt Library purchases both electronic and print monographs. Electronic books are typically purchased in an unlimited or multiple-user format or with an extended access option for upgrading single-user licenses. Additionally, the Hunt Library purchases both current and archival collections of electronic books. For the print collections, hardbound (cloth) books are preferred due to their durability. Although the majority of books are purchased in order to meet the curricular needs of the university community, the library also leases a small popular fiction and non-fiction collection in support of leisure reading.

Serials/periodicals/newspapers

The Hunt Library subscribes to serial publications in a variety of forms including scholarly journals, magazines, newspapers, newsletters, proceedings, abstracts, indexes, annuals, and monographic series. The Hunt Library's journal subscriptions are primarily available electronically with a small selection of scholarly journals and trade/popular publications still available in print. In addition, the Hunt Library purchases electronic archival collections of core journal titles (pre-1997).

The library holds a commitment to continuing the acquisition process for serials subscriptions that are currently in the collection, but will periodically reexamine their necessity based upon relevance to the ERAU mission, subscription price, and use patterns. New titles will be selected based upon cost, value to the subject area, reviews from available sources, and the availability of indexing to which the library has access.

Microforms

The Hunt Library acquires information resources on microfilm where these formats are the most cost-effective or the only method of acquisition.

Government documents/technical reports

The Hunt Library does not have federal or state government document depository status, but maintains a small collection of government documents and technical reports that support the ERAU mission.

Manuscripts/rare books/archival materials

The Hunt Library does not purchase manuscripts or rare books, although these items on aerospace-related topics may be welcomed as gifts. The Special Collection of historical aviation materials consists primarily of donations.

Maps/atlasses

The Hunt Library does not maintain a separate collection of maps, nor does it actively collect in this area, although a small number of maps are kept for reference purposes. A representative collection of general and specialized atlases is maintained.

Pamphlets/brochures/etc.

The Hunt Library will purchase pamphlets, brochures, annual reports, reprints of articles, clippings, and other items that directly support the curriculum as needed. The Library collects only those materials that comply with copyright laws.

Works of art/photographs/models/realia

The Hunt Library does not actively acquire works of art, photographs, models, or realia, but donated items will be considered for inclusion in the collection based on the collection criteria outlined herein.

Films

The Hunt Library acquires media to support the curriculum. The preferred format of physical material is DVD NTSC Region 1. The Hunt Library also provides the ERAU community with access to several streaming video collections. Due to copyright restrictions, the library cannot provide access to streamed content that is only made available to the individual consumer market.

Computer software/CD-ROMS

The Hunt Library does not actively collect software.

Theses & dissertations

The university requires all graduate students to submit an electronic version of their master's thesis or doctoral dissertation to the library for inclusion in *Scholarly Commons*, the university's institutional repository, and in ProQuest's *Dissertations and Theses Global* database.

Open Access (OA) & Open Educational Resources (OERs)

The Hunt Library supports alternative publishing models, such as Open Access, that intend to make access to research more affordable and available. The library provides direct access to open access items that are relevant to the collection and meet the standards set out in this policy.

Open Access items published through the university's institutional repository, Scholarly Commons, are also available through the library's discovery tool. This includes open educational resources (OER) that are created or adopted by ERAU faculty and have been published or hosted in Scholarly Commons. OER items may be removed from the collection if they are no longer in use by faculty.

Evaluation of the Collection

Deselection & withdrawal

Withdrawal, also known as weeding, is the permanent removal of outdated, damaged, or redundant material from the collection. Deselection is the decision-making process for withdrawal. Primary responsibility for organizing weeding initiatives and deselecting lies with the Collection Management Team, although advice can be sought from other library staff.

The following types of materials are routinely removed from the collection:

- a. Damaged materials,
- b. Obsolete/superseded items, and
- c. Older editions which do not have historical value in our collection.

Replacement

Items that are reported as missing or lost are reviewed by the Head of Collection Management for possible replacement. Factors including cost, availability, anticipated use, other holdings, and newer publications on the subject are used when making a decision for replacement. The Collection Management Team is consulted as necessary during this process.

Preservation & conservation

The Hunt Library makes an effort to preserve the physical condition of items through means like temperature, humidity control, and pest control. Other preservation measures, such as archival boxes or binding of materials, are taken on an as-needed basis.

Appendix A

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 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](http://www.ala.org/advocacy/intfreedom/librarybill/interpretations) (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>).

Appendix B

Freedom to Read Statement

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

A Joint Statement by:

[American Library Association](#)
[Association of American Publishers](#)

Subsequently endorsed by:

[American Booksellers for Free Expression](#)
[The Association of American University Presses](#)
[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](#)

Appendix C

Hunt Library
Print/Media Material Donations

The Hunt Library gratefully acknowledges receipt from

Name: _____

Address: _____

Telephone Number(s): _____

Email Address: _____

Of the following material:

Connection to ERAU : Alumni Faculty Staff Student Friend

Donor Signature: _____ Date: _____

Staff Signature: _____ Date: _____

Donations that do not fit the scope and focus of the collection development policy are not added to the collection. These items may be included in the Library Book Sale, forwarded to dealers for resale, or discarded, at the library's discretion.