Collection Development Policy / Acquisition Policy

Policy

Policy name: Collection Development Policy

Department: Library & Information Services

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1 Policy statement

The purpose of this collection development policy is to give clear guidelines for the selection and de-selection (*weeding*) of library resources.

It has two main objectives:

1. For the librarians, it is meant to be a common tool describing and unifying work habits. It will thus allow them to set goals for the library collection, considering available resources and curriculum developments.
2. For 'externals', this policy will explain how and why the librarians select, acquire and de-select library materials. It should give them a better understanding of the librarian's work.

2 Coverage

This policy applies to all GIHE Swiss campuses.

3 Audience and compliance

All librarians, faculty, instructors, and staff members must be aware of this policy.

4 Definition

The mission of the library is to support learning, teaching, and research through the acquisition, organization, and accessibility of information in a variety of forms appropriate to the current and future needs of students, faculty, instructors, and staff.

The goals of the library are:

- ✓ To provide resource materials in accessible and inclusive digital and physical spaces for study and research,
- ✓ To provide assistance in locating appropriate source materials,
- ✓ To ensure that collections are adequate for learning, teaching, and research needs in terms of quality, diversity, quantity, and currency,
- ✓ To use appropriate technology to enhance the library's ability to serve its users,
- ✓ To work in collaboration with the faculty and instructors in developing students' skills in digital and information literacy.

5 Roles and Responsibilities

5.1 Librarians

The librarians have the responsibility to buy new acquisitions when appropriate and they encourage the faculty and instructors to recommend purchases.

The library team needs to have access to information about the developments, current and planned, of the academic programs.

The library services are adjusted to match the different needs of the users. Users should be dealt with on an equal basis regardless of their abilities and background. Thus, the librarian adopts the user's perspective rather than his / her own perspective on users.

5.2 Students

Students are the main target group of the library. The library recognizes the different levels of students: Undergraduates, Graduates, and Executive Masters.

Independent from their level of studies, it is their responsibility to:

✓ use each resource in an academically honourable way – demonstrating academic integrity
✓ develop digital and information literacy skills by taking advantage of the resources provided by the Library and Learning Support team – library resources, website content, workshops, individual meetings, Information Literacy Moodle course, etc.

5.3 Faculty, Instructors, and Staff

They are responsible for providing the library with the complete reference of the item(s) they want to be added to the collection in accordance with the present acquisition policy. They are also responsible for informing the library of any changes to their Course Learning and Research Resources, so that the library collection stays up-to-date and avoid students not having access to Course Learning and Research Resources.

In case of non-compliance to this policy, the librarians can deny a purchase request and inform the concerned person accordingly.

6 Related regulations, statues, and policies

Library rules for faculty, instructors, and staff; Library rules for students

7 Procedures

7.1 Budget

The three-year budget plan and an annual budget distribution are used as the planning tools for the library collection development.

7.2 The collection

The collection contains digital and physical resources supporting the programs and courses delivered. The physical collection serves users with different needs. Therefore, the main collection remains on the Bulle campus, whereas several subject collections have been identified and are located in several classrooms on the Glion campus.

7.2.1   SUBJECT AREAS

The Glion campus collection focuses on the "practical" side of the industry, supporting the Practical Arts curriculum. On the other hand, the Bulle library is more oriented on business (management, marketing, finance, etc.).

To ease the description and evaluation of the library collection, we have first divided it into 45 subjects. These subjects were then condensed as well to form 10 main topics that we have called *themes* (see table below).

4 subjects are kept in 4 classrooms on the Glion campus:

✓ Bar, Cocktails, Menus & Types of Cuisine
✓ Rooms Division
✓ Service, styles, gastronomy
✓ Wine, F&B operations, Coffee & Tea, Alcohols

The library collection by themes and subjects:

Theme	Subject
Economy, finance and accounting (EFA)	Accounting
	Economy
	International business
	Competition
	Finance
	Financial management
F&B practice (FAB)	Food and cooking
	Cooking
	Beverages
	Foodservice
Hospitality management (HOS)	Hospitality industry
	Food and beverage management
Humanities (HUM)	Philosophy and psychology
	Ethics
	Languages
	Arts theory
	Fine arts
	Architecture and design
	Literature
	Geography and history
Management (MGT)	Management
	Organizational management
	Human resources
	Services
Marketing (MKT)	Marketing
Science and technology (SAT)	Information systems
	Substance abuse
	Food and health
	Science
	Applied information technology
Social sciences (SOS)	Research methods
	General knowledge
	Sociology, communication, politics
	Legislation
	Environment
	Education
	Etiquette
Sports and entertainment (SPE)	Entertainment
	Sports
Tourism (TOU)	Tourism (general)
	CEM and sustainable tourism
	Tourism (specific subjects)
	Travel and transportation
	Technology of transports
	Tourism statistics

7.2.2   LANGUAGES

Most of the library collection is in English, as courses are delivered only in English. In the past, GIHE offered a French speaking path, thus, some books have been acquired in French to acknowledge the needs of the users participating in courses that have been taught in that language.

7.2.3   DIGITAL RESOURCES

The library acknowledges the importance of providing relevant information resources in digital format. This is linked to the fact that courses are delivered in several locations: Glion, Bulle, and London, or exclusively online. Thus, and if available, faculty requests are added to the eLibrary collection.

In collaboration with faculty, the librarians regularly evaluate online materials such as academic databases, eBooks, etc. prior to their acquisition.

7.3 Developing the library collection

7.3.1   GUIDELINES

For developing the library collection, the following guidelines need to be kept in mind:

a) The collection is to be dynamic and responsive to the needs of a changing curriculum, locations, and patrons
b) The collection includes access to recreational readings and leisure DVDs offering a cultural environment that broadens and deepens the students' knowledge.
c) The library maintains and develops its collection of books, eBooks, and periodicals in consultation with all users.

7.3.2   GENERAL CRITERIA

The selection of any information resources (print, online, or multimedia) for the library is carried out considering the following:

7.3.2.1   Books/eBooks:
✓ Recency (publication date vs. purchase date)
✓ Author's reputation
✓ Publisher's reputation
✓ Readership or Link to a Course Descriptor and Learning Outcome
✓ Books will be purchased in digital format whenever possible

7.3.2.2   Periodicals (journals, magazines, newspapers):
✓ Publisher's reputation
✓ Readership or Link to a Course Descriptor
✓ Journal will be purchased in digital format whenever possible
✓ The library does not maintain the hardcopy of a periodical if it duplicates the online version, unless there is an embargo protecting the latest issues.

7.3.2.3   Academic databases
The Head of Library & Information Services and the Dean of Students are selecting and evaluating – together with the library team, the Academic Dean, faculty, and instructors – the appropriate online databases for the students.

7.3.3 SPECIFIC SELECTION CRITERIA

7.3.3.1 Reference materials

The Course Descriptions and their Reading lists provided by the Academic Pillar are used to build the library core collection for a course and should be reviewed and updated by the faculty on a periodical basis.

The library must provide a paper copy of each in-use textbook and identified Required readings, both in paper and electronic format if available and budget is approved. The library is not obliged to purchase each identified Recommended reading.

Unless otherwise specified, only 1 paper copy will be purchased for the library collection. If many students are meant to use the resource for a project or assignment, direct curriculum support will be provided through:

- reserve collections: the book will have its status temporarily changed to "*To be used only in the library*" – or
- exceptional purchase of additional copies (maximum 3 copies): only for books that are not available in electronic format.

7.4 Collection maintenance

7.4.1 WEEDING (OR REMOVING BOOKS AND OTHER MATERIALS FROM THE COLLECTION)

For collection weeding, the librarians will follow the **MUSTIE** guidelines:

Misleading: The information is inaccurate or out of date

Ugly: The material is worn or mildewed, in bad physical condition

Superseded: If a new edition is published, it is only acquired if the previous one was published 2+ years before or if the knowledge in the field is evolving fast (e.g., social media applied to business)

Trivial: The material is not well written, for example when a topic is too recent enable a sound study be published

Irrelevant: The material doesn't correspond to curriculum or users' needs. This is the case for additional copies no longer needed, textbooks or students course outlines no longer used and having little current reference value

Elsewhere: The same information is available in another format or title (eventually also via interlibrary loan)

Note: As part of its mission, the library keeps historical hospitality books. These books are not concerned by the weeding guidelines.

7.4.2 GIFTS

The different materials given to the library will be included in the collection if they pass the MUSTIE test. In other words, if an item given to the library is misleading, in bad physical condition, superseded, trivial, irrelevant, or if the same information can be found in another title or format, it will not be included in the collection.

7.4.3 REPLACEMENT OF LOST OR DAMAGED MATERIALS

The library will replace lost or damaged materials when:

- ✓ These materials are recent (e.g., books published within the past 2 years and no new editions is available)
- ✓ These materials are widely used (e.g., in-use textbook or Required Readings, or book being borrowed often)
- ✓ Additional copies or electronic format of these materials are not available

7.5 Evaluation

To ensure that the library's mission is achieved and to maximize the quality, and evaluation is necessary. Due to the evolving nature of the curriculum, this evaluation should be done periodically, on a regular basis.

7.5.1 THE COLLECTION AND ITS ACTIVITY

To give an overview of the library collection and its general activity, the following indicators will be used:

- ✓ **Number of titles** (by theme, by student)
- ✓ **Median age** (by subject, by theme): it is calculated by examining the middle point of the range
- ✓ **Collection turnover rate** (by subject, by theme): number of loans divided by number of materials available in the collection. Average should be 50% turnover rate. Below, it means that the collection does not meet the users' needs and should be reassessed.
- ✓ **Number of acquisitions per student**

7.5.2 THE USERS

It is important to know if the library is used, but to get an idea of who is using it, and how is essential. To achieve that goal, we will use the following indicators:

- ✓ **Loan per student** (by semester)
- ✓ **Loan per theme** (by semester)
- ✓ **Loan per faculty / instructor**

7.5.3 QUALITATIVE INDICATORS

- ✓ User satisfaction surveys
- ✓ Focus groups (e.g., students' representatives, Eta Sigma Delta, USAC, Ambassadors, etc.)
- ✓ Programme Committees

7.5.4 FINANCIAL INDICATORS

- ✓ Budget spent
- ✓ Items bought per student

8 Document history

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9 Signatures

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