

## **John M. Kelly Library**

### **Collection Development Policy in support of the Regis St. Michael's Faculty of Theology**

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## Introduction

Part of the mission of the John M. Kelly Library is to develop, maintain, and provide access to collections and services in support of the mission of Regis St. Michael's Faculty of Theology.

The Kelly Library ensures that faculty and students have access to a broad range of library materials:

- Online through the University of Toronto Libraries
- In print in the John M. Kelly Library;
- In print at other libraries of the Toronto School of Theology and the University of Toronto;
- In print or in digital copy through inter-library loan;

A special effort is made to ensure access to library materials from the Catholic and Eastern Christian traditions. For the most part, the John M. Kelly Library leaves the purchase of other denominationally specific materials to the other theological libraries on the St. George Campus.

Regis St. Michael's benefits from extensive collections in the Kelly Library acquired to support other programmes of the University of St. Michael's College, including Christianity and Culture, Medieval Studies, and Irish and British Studies.

The John M. Kelly Library will ensure that the combination of resources available meets the Standards of Accreditation of the Association of Theological Schools which requires as follows:

6.7 The library curates and organizes a coherent collection of resources sufficient in quality, quantity, currency, and depth to support the school's courses and degree programs, to encourage research and exploration beyond the requirements of the academic program, and to enable interaction with a wide range of perspectives, including theological and cultural diversity and global voices.

6.8 The library has a collection development and access policy that is consistently used, regularly evaluated, and periodically updated to ensure it meets the current and future needs of the school.

## **Selection responsibilities**

Items listed as required or recommended texts in Regis St. Michael's course syllabi are automatically acquired if not already accessible online or in the John M. Kelly Library print collection.

Most other selections are made by librarians, principally the Theology Librarian, with input from faculty. The Theology Librarian makes selections based on current catalogues of major theological publishers (especially Catholic and Eastern Christian).

"Suggested purchase" forms are available on the library website. Any patron can suggest an item for purchase; suggestions are reviewed by librarians.

Collection management includes the deselection of material that is no longer required. The Theology Librarian will deselect items in accordance with the Collection Development Policy.

This policy does not limit the academic freedom to select materials. The inclusion of materials in the collection is not an endorsement of the content of those materials.

### **Language guidelines**

English-language materials make up the bulk of purchases.

French language materials are bought selectively.

Some primary materials in the original language are purchased in Biblical studies, Patristics, and Liturgy. Most non-English language materials are purchased as a result of a specific request from faculty.

Non-English language materials are acquired by donation if in an appropriate subject area.

### **Format guidelines**

Electronic is the primary format for library purchases. Subject to price, an unlimited license is usually preferred.

Print materials are purchased when an electronic format is not available or is only available at a very high price.

Print, video, and audio materials are purchased on request for accessibility reasons.

Print, video, audio, and microform materials which are already in the collection are retained.

Manuscripts are acquired in areas of Comprehensive level collecting.

Rare books are normally acquired only by donation.

## Collection levels by subject

### 5. Comprehensive Level:

- Henri Nouwen

### 4. Research Level:

- Editions of the Spiritual exercises of St. Ignatius
- Material about the Spiritual Exercises

### 3c. Advanced Study or Instructional Support Level:

- Biblical studies
- Catholic systematic theology
- Theology of Bernard Lonergan
- Jesuitica, spirituality, history, biography, theology
- Christian ethics, especially Bioethics, social justice, environmental ethics
- Patristics
- Catholic liturgy
- Byzantine theology and church history
- Christian spirituality
- Ecumenism
- Inter-faith dialogue
- Religious education
- Ecotheology
- Canadian Catholic church history
- Irish Catholic church history
- John Henry Newman
- Truth and Reconciliation

### 3b. Intermediate Study or Instructional Support Level:

- Church history
- Non-Byzantine Eastern theology and church history
- Pastoral counselling and psychology
- First Nations spirituality especially Huron – Wendat and Ojibwa – Anishinaabe
- Religious studies – particularly the spirituality of other faiths

### 3a. Basic Study or Instructional Support Level:

- Canon law
- Homiletics
- Ministerial formation
- Theological Education

- Christian outreach and inculturation

2b. Basic Information Level, Advanced:

- Judaism
- Philosophy
- Academic language, writing and research skills

## **Appendix 1: Collection Level Definitions**

Taken from *Guide for Written Collection Policy Statements*, 2nd edition, (Chicago, Illinois: American Library Association, 1996).

### **5. COMPREHENSIVE LEVEL:**

A collection in which a library endeavours, so far as it is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages for a necessarily defined and limited field. This level of collection intensity is one that maintains a "special collection"; the aim, if not the achievement, is exhaustiveness. Older material is retained for historical research with active preservation efforts.

### **4. RESEARCH LEVEL:**

A collection that includes the major published source materials required for dissertation and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Pertinent foreign language materials are included. Older material is usually retained for historical research and actively preserved. A collection at this level supports doctoral and other original research.

### **3. STUDY OR INSTRUCTIONAL SUPPORT LEVEL:**

A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. At the study or instructional support level, a collection is adequate to support independent study and most learning needs of the clientele of public and special libraries, as well as undergraduate and some graduate instruction. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained.

#### **3a BASIC STUDY OR INSTRUCTIONAL SUPPORT LEVEL:**

The basic sub-division of a level 3 collection provides resources adequate for imparting and maintaining knowledge about the basic or primary topics of a subject area. The collection includes the most important primary and secondary literature, a selection of basic representative journals/periodicals, and subject-based indexes, the fundamental reference and bibliographical tools pertaining to the subject. This subdivision of level 3 supports lower division undergraduate courses, as well as some of the basic

independent study needs of the lifelong learner.

**3b INTERMEDIATE STUDY OR INSTRUCTIONAL SUPPORT LEVEL:**

The intermediate subdivision of level 3 collection provides resources adequate for imparting and maintaining knowledge about the basic or primary topics of a subject area. The collection includes a broad range of basic works in appropriate formats, classic retrospective materials, all key journals on primary topics, selected journals and seminal works on secondary topics, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. These materials are adequate to support advanced undergraduate course work. It is not adequate to support master's degree programs.

**3c ADVANCED STUDY OR INSTRUCTIONAL SUPPORT LEVEL:**

The advanced subdivision of level 3 provides resources adequate for imparting and maintaining knowledge about the primary and secondary topics of a subject area. The collection includes a significant number of seminal works and journals on the primary and secondary topics in the field; a significant number of retrospective materials; a substantial collection of works by secondary figures; works that provide more in-depth discussions of research, techniques, and evaluation. This level collection can support master's degree level programs as well as other specialized inquiries such as those of subject professionals within special libraries.

**2. BASIC INFORMATION LEVEL:**

A selective collection of materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopaedias, access to appropriate bibliographic databases, selected editions of important works, historical surveys, bibliographies, handbooks, and a few major periodicals. The collection is frequently and systematically reviewed for currency of information.



**2a BASIC INFORMATION LEVEL, INTRODUCTORY:**

The emphasis at this level is on providing resources that introduce and define a subject. A collection at this level includes basic reference tools and explanatory works, such as textbooks; historical descriptions of the subject's development; general works devoted to major topics and figures in the field; and selective major periodicals. The introductory level of a basic information collection is only sufficient to support patrons attempting to locate general information about a subject or students enrolled in introductory level courses.

**2b BASIC INFORMATION LEVEL, ADVANCED:**

At the advanced level, basic information about a subject is provided on a wider range of topics and with more depth. There is a broader selection of basic explanatory works, historical descriptions, reference tools, and periodicals and indexes that serve to introduce and define a subject. Access to appropriate bibliographic databases (online or CD-ROM), a selection of editions of important works and a greater quantity and variety of materials is typical. This level is sufficient to support the basic informational and recreational reading needs of a highly educated public or community college students.

**1. MINIMAL LEVEL:**

A subject area in which few selections are made beyond very basic works. A collection at this level should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information are withdrawn.

**1a MINIMAL LEVEL, UNEVEN COVERAGE:**

Few selections are made; there is unsystematic representation of the subject.

**1b MINIMAL LEVEL, EVEN COVERAGE:**

Few selections are made; basic authors, some core works, and a spectrum of ideological views are represented.

**0. OUT OF SCOPE:**

The library does not collect in this subject.

**Appendix 2: Excerpt from the *Standards of Accreditation of the Association of Theological Schools***

**STANDARD 6. LIBRARY AND INFORMATION SERVICES**

6. Library and Information Services: Theological schools are communities of faith and learning grounded in the historical resources of the tradition, the scholarship of the academic disciplines, and the wisdom of communities of practice. Theological libraries are curated collections and instructional centers with librarians guiding research and organizing access to appropriate resources. Libraries and librarians partner with faculty in student learning and formation to serve schools' educational missions and to equip students to be effective and ethical users of information resources.

**Library Purpose and Role**

**6.1** The library has a clear statement that identifies its purpose and role in the school and the ways it contributes to achieving the school's educational mission. The library's purpose statement forms the foundation for evaluating library and information services.

**6.2** The library is understood by the school's leadership and stakeholders as a central academic resource that enhances the school's educational programs. Library and information services personnel play a significant and collaborative role in curriculum development, implementation, and evaluation.

**Library Staffing and Evaluation**

**6.3** Library and information services personnel are of sufficient number, have appropriate qualifications and expertise, and are supported by adequate resources and opportunities for ongoing professional development.

**6.4** Library and information services personnel are appropriately integrated into the school's leadership, faculty, and decision-making structures, including budgeting and strategic planning processes.

**6.5** Library and information services personnel regularly evaluate the adequacy and use of services and resources, including those provided contractually or collaboratively, documenting that the information needs of the school's students and faculty are met in ways that are appropriate to the school's educational mission, degree programs, and educational modalities.

**Library Services and Resources**

**6.6** The library offers services that enhance student learning and formation and partners with faculty in teaching, learning, and research. Librarians provide reference services, help users navigate research resources, teach information literacy skills, support the scholarly and educational work of the school, and foster lifelong learning.

**6.7** The library curates and organizes a coherent collection of resources sufficient in quality, quantity, currency, and depth to support the school's courses and degree programs, to encourage research and exploration beyond the requirements of the academic program, and to enable interaction with a wide range of perspectives, including theological and cultural diversity and global voices.

**6.8** The library has a collection development and access policy that is consistently used, regularly evaluated, and periodically updated to ensure it meets the current and future needs of the school.

**6.9** The library has sufficient financial, technological, and physical resources to accomplish its purpose and to give equitable attention and access to all the school's degree programs and modes of educational delivery.

**6.10** The library provides environments conducive to learning and scholarly research, with appropriate agreements for its contracted or consortial resources.