

# General U.S. Diversity Materials: Collection Development Policy

## Objectives of the Policy Statement

The General U.S. Diversity Materials Collection Development Policy Statement and its selection criteria are intended to articulate guidelines needed to build and maintain a relevant collection of consistent quality and usefulness, to clarify responsibility for building and maintaining the collection, set parameters for the scope of the collection, and to provide rationales for selection and retention decisions. This document is used by the Library's Racial & Ethnic Studies bibliographer as a planning and working tool to insure consistent and balanced growth and maintenance of the Library's General U.S. Diversity Materials collection, and to aid in communicating these guidelines to the students, faculty, and staff of the Iowa State University community.

## I. General Purpose

The General U.S. Diversity Materials Collection of Parks Library is designed to support study, instruction, and research in the interdisciplinary field of general U.S. racial & ethnic / diversity studies at the higher education level. (Note that specific fund lines exist to support the acquisition of African American, American Indian, Asian American, and U.S. Latino library materials.)

General U.S. Diversity materials are defined as those materials dealing with the experiences of racial and ethnic minorities and other marginalized peoples living in the United States. This commonly includes materials by or about Asian Americans, ethnic European Americans, Arab Americans, Jewish Americans, people with disabilities, and lesbians, gays, and bisexuals. Multicultural materials, meaning those that treat *more than one* US racial or ethnic group or marginalized peoples (e.g., African Americans *and* US Latinos, people with disabilities *and* US racial or ethnic groups, etc.) are also included in this definition. Collection emphasis is on the social sciences and the humanities; scholarly and authoritative informational works, appropriate for use at undergraduate, graduate, and research levels, are selected. The collection focus is on works that describe the cultural experiences of those groups.

Primary clientele of this collection are students and faculty in the racial and ethnic studies programs, students enrolled in classes meeting the University's diversity requirement, and all others interested in the perspectives and contributions of racial and ethnic minorities and marginalized peoples in the

United States. Since patrons represent a wide variety of demands, resources not specifically related to the curriculum are provided.

## **II. History**

Interest in building diverse and multicultural collections has had a long history in academic and research libraries across the nation, but is only rarely supported by dedicated funding to support specific collections. Traditionally, segregated racial and ethnic minority collections - meaning those that are housed in entirety within their own separate facility or room - are those most likely to be supported by specific, dedicated funding. The Iowa State University Library is unique in its approach of supporting its U.S. multicultural collections with dedicated fund lines for each, and to integrate these materials into the broader collections. See the collection development policies for specific information on the histories of the African American, American Indian, Asian American, and U.S. Latino Studies programs.

## **III. Programs Supported: The ISU Undergraduate Diversity Requirement**

Due to the fact that we live in a multicultural world, all subject areas and programs for undergraduate students at Iowa State University are supported by multicultural diversity materials and perspectives. Students and faculty in all subject areas and colleges have a need to learn about other people, cultures, languages, and multicultural issues in order to be successful in their professional and personal endeavors.

The Undergraduate Diversity Requirement was initiated in the Fall of 1997, and requires that every undergraduate student take at least three credit hours each of approved U.S. diversity-related and international-related course work. The ISU Center for American Intercultural Studies (CAIS) was initiated in Fall 2005. The African American Studies Program is affiliated with the Center, along with American Indian Studies, Asian American Studies, and the US Latino Studies Program.

## **IV. Subject Boundaries**

In general, classification schemes do not well describe the interdisciplinary nature of multicultural diversity studies. It is the primary responsibility of the Racial and Ethnic Studies bibliographer to select diversity materials for the Library in all relevant formats and for all relevant locations in Parks Library, with collaboration and consultation with bibliographers in other subject areas and in Reference, as necessary. It is the responsibility of the Racial and Ethnic Studies bibliographer to make any final decisions concerning replacement, transfers, and withdrawals of diversity materials in the Library. The bibliographer also may make bindery or repair recommendations, as warranted.

## **V. General Collection Guidelines**

a. **Linguistic:** The General U.S. Diversity Materials collection is primarily in

English, but there are no language restrictions and the emphasis is on appropriate material in any language.

**b. Geographical areas:** Selection of materials is not geographically based, in that all materials judged to be topically relevant to multicultural diversity issues in the U.S. are considered for inclusion in the collection regardless of place or country of publication.

**c. Types of materials collected:** All types of materials are considered for selection, taking into consideration issues such as potential use, budgetary concerns, and other relevant issues, as necessary. In general, all types of materials treating multicultural diversity experiences in the U.S. will be considered for acquisition. Currently, collection intensity centers on monographs, serials, videos, and digital texts.

**d. Format of materials collected:** All formats are considered for selection, taking into consideration issues such as budgetary concerns, accessibility of format (especially when a resource exists in multiple formats), and other relevant issues, as necessary. In general, all formats treating multicultural diversity experiences in the U.S. will be considered for acquisition.

**e. Chronological:** In general, both current and retrospective materials are selected for the collection, with the aim being to acquire and retain authoritative works and those of historical interest and research value. Superseded or out-of-date editions may be transferred to a storage facility or withdrawn. In terms of material content or chronological periods covered, all periods of history relevant to multicultural diversity in the U.S. are considered.

#### **VI a. Specific Collection Guidelines**

Collection intensity will be focused on the following core areas in the humanities and social sciences, with the aim being to achieve **research level collections** in these areas:

- History of racial & ethnic minorities or marginalized peoples in the United States
- Literature and poetic works by such authors; literary criticism of such literature, and related works
- Sociology and sociological (cultural studies) treatment of racial & ethnic minorities or marginalized peoples topics and issues

Supplemental materials will be selected in other areas of the humanities and social sciences, with the aim being to achieve **basic resource level collections** in areas such as the following:

- Art and visual creative works by or about racial & ethnic minorities or marginalized peoples

- Music and ethnomusicology by or about such populations
- Political science and policy issues relevant to such populations
- Religion and religious practices of racial & ethnic minorities or marginalized peoples in the U.S.

Materials in other disciplines may be selected in consultation and collaboration with other subject area bibliographers, with the aim being collectively to achieve research level collections in areas such as the following:

- Education materials and issues relevant to racial & ethnic minorities or marginalized peoples in the United States
- Legal materials and issues relevant to such populations
- Professional issues relevant to such populations
- Women's studies materials and issues relevant to women in these populations

#### **VI b. Out of scope subjects or materials not collected**

**Clinical studies:** Clinical studies or descriptions of specific disabilities or orientations are out of scope, and will be referred to other bibliographers.

**International diversity materials:** Materials with an exclusive focus on the international diversity experience in any country except the United States are not collected, and are to be distinguished from those materials focusing on the experiences of racial and ethnic minorities or marginalized peoples living in the United States. Requests for these materials will normally be referred to other bibliographers.

**Juvenile materials:** Primary juvenile materials (meaning materials intended for a pre-school, elementary, middle school, junior high and / or young adult level audience) are not collected, except in the case of occasional children's works by prominent literary authors or poets. Requests for children's materials will normally be forwarded to the children's bibliographer for consideration. Secondary materials, such as bibliographies, finding tools, and original scholarly research on the topic of children's materials as relevant to racial & ethnic minorities or marginalized peoples in the United States, may be collected in consultation with the children's bibliographer and reference bibliographers, as necessary.

**Multicultural anthologies or collected works:** These consist of anthologies or readers that collect a number of essays on different topics within a given unifying theme. If the majority of chapters or essays focus on non-U.S. diversity topics or concerns, the item is out of scope for General U.S. Diversity Materials and may best be referred to another bibliographer.

**Race relations:** Works that examine race relations between "whites" as a majority group (undifferentiated by ethnic origin) and African Americans, American Indians, or US Latinos (e.g., race relations between "whites" and African Americans) are best covered by the Racial & Ethnic Studies bibliographer's fund lines for African American, American Indian, or US Latino materials, rather than by the General U.S. Diversity fund line.

Works that examine race relations between two or more US racial or ethnic groups or that treat "whites" as belonging to distinct ethnic groups (e.g., "whites" and African Americans and US Latinos; Korean Americans and African Americans; or African Americans and Italian Americans) *are* relevant and will be considered for acquisition by the General U.S. Diversity fund line.

**Religious studies:** Materials with an exclusive focus on explication of minority religious texts or theological studies are out of scope, and will be referred to the religion bibliographer. However, works that include analyses of how various religious practices inform or shape a particular US minority group's cultural identity, or works that treat religion as one aspect of a group's unique cultural identity *are* relevant and will be considered by the Racial & Ethnic Studies bibliographer.

## **VII. Detailed Subject Areas**

See sections VI a and b above.

## **VIII. Other Resources Available**

To identify important collections in the areas of African American, American Indian, Asian American, and U.S. Latino studies, see the collection development policies for those areas.

## **IX. Cross-references to other related Collection Policies**

African American Studies  
American Indian Studies  
Asian American Studies  
U.S. Latino Studies

## **X. Bibliographer**

**Susan A. Vega García** is the Racial & Ethnic Studies bibliographer at Iowa State University, and is responsible for building and maintaining the Library's collections in African American Studies, American Indian Studies, Asian American Studies, US Latino Studies, and all other US racial / ethnic groups and US Diversity areas.

## **Statement on Intellectual Freedom**

The Iowa State University Library supports the American Library Association's position on intellectual freedom, as set forth in the Library Bill of Rights, the Freedom to Read policy, and other ALA policies, procedures, resolutions and

guidelines resisting censorship and protecting the freedom to read. Selection decisions for library materials are made in accordance with the Library Bill of Rights, which specifies that no materials should be excluded because of the origin, background, or views of its creators, that materials selected should reflect differing points of view on current and historical issues, that materials should not be proscribed or removed because of partisan or doctrinal disapproval, and that libraries shall challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

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