

COLLECTION DEVELOPMENT MANUAL

JIM AND PATSY ROSE LIBRARY

Revised November 2007

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I. INTRODUCTION

The planned development of any library collection requires the consistent application of a stated collection development policy. The purpose of this policy is to serve as a general guide in the attempt to achieve excellence in the development and maintenance of the collection. This statement will enable selectors to work with consistency toward the goals set forth, thereby shaping a stronger collection while using limited funds wisely.

The Library staff in conjunction with the Library Committee formulated this policy. In developing this policy we referred to "Guidelines for the Formulation of Collection Development Policies" prepared by the Collection Development Committee of the Resources Section, Resources and Technical Services Division, American Library Association.

As the community college is not a static institution, the Library, which operates within the framework of institutional goals, must be responsive to change. Therefore, the policy statement that follows must be interpreted as one that is currently in the best interests of the College and as one that is responsive to institutional change. It is subject to review at all times by the Library staff and by the Library Committee. It should, in any case, be carefully reviewed at least every five years. This document was approved by the Library Committee and updated in November 2007.

II. PHILOSOPHY AND GOALS STATEMENT

Cleveland Community College is a two-year public college whose mission is:

Cleveland Community College -- established in 1965 by and for the people of Cleveland County -- is a comprehensive, public two-year college and member institution of the North Carolina Community College System. The College's mission is threefold: (1) to help students achieve professional and personal goals by providing quality, accessible educational programs and services, (2) to serve as an agent for economic development by responding to the educational and training needs of business and industry, and (3) to contribute to the improvement of the quality of life in Cleveland County by actively participating in collaborative community initiatives.

The school strives to prepare students for the third and fourth years of college, offer associate degrees and diplomas in relevant and current vocational and technical fields, and provide adult and continuing education programs for the community through diverse course offerings and support services. An "open door" policy of admittance reflects the commitment of Cleveland Community College to help each student improve his or her own education.

The Jim and Patsy Rose Library is a multimedia facility designed to support the various programs of the college and to enhance the teaching/learning process for students, faculty, administration, and community patrons. The objectives of the Library are parallel to the objectives of the college. The purpose of the Library is to help fulfill the mission of the college by providing carefully selected resources and versatile services and instruction which reinforce and enrich the curriculum and which are responsive to the needs of the College community. Because this clientele represents varying ages, interests, academic backgrounds and degrees of academic intention those responsible for collection development face a great challenge.

Although the Library functions with space and budget constraints, we believe that students should not have to go to other libraries for materials used in their studies, except in the case of research for which rare, highly specialized, or very expensive items are required. The Library may not always be able to meet all faculty needs for published research. However, no faculty member should have to depend upon another library for the preparation of lectures and teaching, except in cases where expensive, esoteric or seldom-used items can be quickly and easily accessed through an existing cooperative network.

III. SELECTION STATEMENT

The responsibility for the selection of library materials for Cleveland Community College lies with the entire College community. Because faculty members have the most direct involvement with the teaching programs it is particularly desirable that they take responsibility for selecting materials in their subject fields. The librarians will provide faculty members access to appropriate reviewing and selection aids and to collection development and circulation statistics to assist in this process. Faculty members, staff, and administrative officers may request resources by submitting adequate bibliographic information (author, title, copyright date, ISBN number) to the Library or by initialing titles listed in bibliographies, reviews, or catalogs and returning these to the librarians who will take responsibility for obtaining the bibliographic information needed for ordering.

Students seeking to have items added to the collection are encouraged to submit requests to the library staff. The library provides a form for this purpose which can be obtained at the circulation desk. (See Appendix A – “Student Request for Purchase”) Requests from students will be given serious consideration within the framework of the general guidelines.

Because the librarians are in the best position to judge the quality and comprehensiveness of the collection, and because they are ultimately responsible for the integrity of the collection, professional library staff members will select and purchase materials in all areas. In addition they will assume the responsibility for coordinating collection development and assessment, as well as for providing bibliographic aid to

faculty and staff. In general, the collection should be dedicated to the use, rather than to the preservation, of recorded knowledge and therefore should reflect an emphasis on current, rather than archival, needs for information. Unless prohibited by technological concerns or prohibitive expense, learning resources are purchased in the format requested. Priority for learning resources to be purchased for the Library should be given to:

- A. Materials which directly meet curricular needs in the courses offered, including items needed for course assignments, supplemental reading and individual study, along with appropriate reference and bibliographic tools to facilitate finding and using these materials;
- B. Items that help provide a balanced collection in all fields of knowledge;
- C. Materials to assist administrative and service personnel in the effective performance of their duties;
- D. Items of general interest and/or for the promotion of recreational reading

Specific considerations applicable to almost all library purchases include:

- A. Overall purpose
- B. Permanent or timely value
- C. Factual accuracy
- D. Cost in context of projected use
- E. Authoritativeness of the material and/or its author
- F. Usefulness of the material with respect to the existing collection, including:
 - 1. Representation of various sides of controversial issues
 - 2. Avoidance of materials that merely duplicate materials already held
 - 3. Avoidance of expensive materials of limited use
- G. Inclusion in recognized bibliographies, indexes, and award lists
- H. Quality of publisher

I. Scarcity or availability of materials on the subject

While the stated criteria apply to all types of materials ordered for the Library, certain types of materials require special consideration, as follows.

Audio-Visual Resources

Audio-visual learning resources are added to the collection to support and complement the curriculum and to enhance the classroom experience. While the majority of the Library's current A-V resources are in VHS format, all new additions to the collection will be in DVD format if available. The Library will only purchase duplicates of VHS holding in DVD format when condition or use indicates the need. Within budget constraints, the Library will buy licenses for conversion of the VHS collection to DVD format.

Periodicals and Newspapers

In general, the Library purchases periodicals and newspapers to upgrade and support the curriculum and programs offered. Back issues of paper periodical subscriptions are retained for one year for titles also available electronically, two years for titles not available electronically but not indexed, and indefinitely for journals indexed but not available electronically. Back issues of newspapers are retained for two weeks. Because a periodical subscription request often represents a significant financial investment the following guidelines apply:

- A. New periodical subscriptions and backfiles will be subject to availability of general periodical funds.
- B. Each request for a new periodical title must be submitted to one of the librarians for a decision on whether to add it, based on the criteria in C below.
- C. The following criteria will be considered in determining new additions to the periodical holdings:
 1. Favorable appraisal of anticipated use by students (i.e. curriculum or program need) and faculty within the framework of the general acquisition policy
 2. Easy access through indexes and abstracts
 3. Non-prohibitive cost relative to possible use

4. Usefulness in providing information not available or quickly outdated in books in a factual and objective manner
 5. Listing in standard guides (i.e. recommended holding lists for college libraries, Katz' Magazines for Libraries)
 6. Usefulness as a reviewing source and materials selection aid
 7. Presentation of material and/or subject not covered by other periodicals in the collection
 8. Usefulness in providing general and recreational reading material and in the promotion of reading as pleasure
- D. The library will acquire backfiles of periodicals, in electronic format, depending on student and faculty research needs, frequency of use and availability of funds. Students and faculty are encouraged to request seldom used and/or esoteric materials through interlibrary loan.
- E. Newspapers are purchased to give local, state and national coverage.

Traditionally, a majority of the Library's periodical subscriptions are for paper copies. However, as electronic versions of periodicals are offered online, this medium will be considered for purchase based on the needs of faculty and students. The library will consider the addition of electronic subscriptions and the replacement of print subscriptions with electronic subscriptions based on the following criteria:

- A. Timely availability of full-text.
- B. Enhanced contents and additional functionality of electronic as compared with print
- C. Convenience for users, e.g. unrestricted access in terms of location and time
- D. Reliability of access
- E. Cost-effectiveness, e.g. subscription savings, lower handling and overhead costs, number of simultaneous users included in license terms
- F. Publisher commitment to maintaining web access to an appropriate set of back-issues and a permanent accessible archive

- G. Availability of usage statistics to enable rational decisions on future title additions or deletions

In order to provide the broadest possible subject coverage on a limited budget, multiple copies of periodicals will not be ordered. Simultaneous electronic and paper subscriptions to an individual title will be maintained only when

- A. Electronic access is available only to print subscribers
- B. Electronic access is free to print subscribers
- C. Electronic access is needed for off campus or multiple users but the content coverage is not identical to that of the print version, or the text or illustration format of the print and electronic versions is not of the same quality

Electronic databases

The Library contracts with database providers to obtain access to bibliographic and full-text databases to extend and enhance periodical, book, and reference holdings. Online databases are used to access and/or acquire information that is beyond the holdings of the Library and to access/acquire information that is available only through online services. As reference materials (encyclopedias, dictionaries, handbooks, etc.) formerly purchased in print become available online the Library will replace print reference volume purchases with electronic versions when feasible. Such resources can be more easily updated, provide access to multiple users at once, and serve the needs of the growing community of distance learners.

The Library strives within the confines of the budget to make the most heavily used resources available to all campus desktops and remotely for student and faculty use. The professional library staff makes decisions concerning additions and cancellations for general use databases, and the professional library staff and appropriate teaching faculty make decisions concerning additions and cancellations for subject specific databases. The following criteria will be considered in determining new online database subscriptions:

- A. Relevance to curriculum
- B. Availability of remote access
- C. Cost (initial cost, ongoing/maintenance cost)
- D. Compatibility with current campus technology (hardware, software, network)

- E. Recommendation by faculty
- F. Currency and quality of data
- G. Quality of production and user interface
- H. Ease of Use
- I. Vendor's reputation for reliability and customer support
- J. Availability of archives
- K. Availability of usage statistics to enable rational decisions on value

Gifts

The Library solicits and encourages gifts and donations of useful materials, or money to purchase them, provided there are no restrictions attached. No commitment to accept gifts should be made by anyone other than a member of the professional library staff. Materials received as gifts will be evaluated by the same criteria as materials purchased. The Library will make clear to the donor that:

- A. The Library will determine the classification, housing, and circulation policies of all gifts.
- B. The Library retains the right to dispose of duplicates and unneeded materials as it sees fit.
- C. The Library does not evaluate gifts for tax purposes

Problem Materials and Controversial Subjects

The American Library Association's Library Bill of Rights and the Freedom to Read Statement of the American Library Association and the American Book Publisher's Council are integral parts of the policy of the Cleveland Community College Library. We do recognize that various materials and subjects can stimulate controversy and offend patrons. Selections will not be made on the basis of anticipated approval or disapproval, but solely on the merits of the work in relation to the building of the collection and within the framework of the general selection statement.

The library must serve as a resource for the individual to examine issues freely. It cannot act as an agent for or against any issue but will maintain the position of a free channel of communication.

Serious objections to materials owned by the Library should be submitted to the Director of the Library on the "Request for Reconsideration of Library Material" which can be obtained at the circulation desk. (See Appendix D) Challenged material will be placed on reserve for the Library Committee to examine. No challenged material will be removed from the Library except by a majority vote of the Library Committee who will re-evaluate the material and make recommendations concerning its appropriateness to the collection within the framework of the general selection statement. The person who requested the review will be notified of the decision.

Replacements

When titles in the collection are reported missing or damaged those requested for teaching will be replaced promptly, if they are still obtainable. If no longer available, a similar title will be purchased. Titles for which there is no immediate need may not be replaced for a time, based on the Library Book budget. Materials judged no longer appropriate for the collection will not be replaced.

Duplicates

The Library purchases duplicate copies only in cases of demonstrable need, such as when the number of students in a class or program or the concentrated use of material demands multiple copies.

Textbooks

Because of the repetition of information often included in them and because they are often quickly outdated, books published solely as texts are added to the collection only when their usefulness goes beyond that of the typical textbook. Only in extraordinary cases are textbooks currently used on campus considered for inclusion in the library collection.

IV. WEEDING

General Guidelines

Judicious and systematic discarding of materials is a vital element in collection building and maintenance. Patrons can best be served when the materials they need are readily and easily accessible, and this can best be achieved by removing from the collection out-

of-date materials that are not actively sought by patrons. Space constraints inhibit the continued expansion of shelving and make it necessary to restrict the quantitative growth of the collection.

Of even greater concern is the possible use of older, out-of-date, or factually inaccurate material by unsuspecting patrons under the assumption that the information is the most recent available.

This process of weeding requires the same participation by the faculty as does the selection of materials. Faculty members are asked to examine assigned areas of the collection periodically to bring questionable materials to the attention of the librarians. Faculty members will be notified as to where and when their help is needed. It is the responsibility of the librarians to continuously weed the collection using the "Faculty Learning Resources Collection Assessment" form (see Appendix E).

In general, the following criteria will be considered when evaluating the continued usefulness of learning resource materials:

- A. Obsolescence. Is the content outdated or inaccurate? Is there a later edition? Does it supersede this one?
- B. Physical condition. Is the item badly worn, soiled, or unattractive?
- C. Insufficient use or basic value. Does the item circulate? Is the item useful with regard to the needs of the curriculum, students and faculty? Are there multiple copies?

Cancellation of Online Resources

Subscription access to online databases is dependent on available financial resources. The professional library staff and appropriate faculty members review all online database subscriptions annually to assess their continuing value to the collection. Discontinuance or removal of an electronic resource will be based on assessment of the continued value of the resource and/or user input. These resources are more closely reviewed than print sources because of their expense, the hardware necessary for their use, and the staff expertise required for maintenance and instruction in their use. Decisions to discontinue database subscriptions are based on the following considerations:

- A. Overlap in content with other resources
- B. Curriculum needs
- C. Cost relative to use

- D. Student and faculty evaluations
- E. Technical concerns which affect use and/or reliability
- F. Vendor reliability and customer support

Because the integrity of the collection is ultimately the responsibility of the professional library staff, the librarians will make final decisions on which items are to be removed from the collection.

STUDENT REQUEST FOR PURCHASE

The library staff hopes you find the materials you need to complete and supplement your studies here. If you know of a title that you feel should be added to our collection or a subject on which there does not seem to be enough material, please complete the appropriate line(s) below and return this form to someone on the library staff. We welcome your suggestions and will give them serious consideration.

TITLE: _____

AUTHOR: _____

SUBJECT: _____

COMMENTS REGARDING THE NEED FOR THIS ITEM: _____

Your name: _____

Date: _____

Email address: _____

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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.

- 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.
- 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.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- 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 27, 1967, and January 23, 1980 by the ALA Council

The Freedom to Read

A Joint Statement by: American Library Association & Association of American Publishers

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 books from sale, to censor textbooks, to label "controversial" books, 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 avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. 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.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television.

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.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

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 stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which 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 towards 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 which are unorthodox or unpopular with 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 which 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 contained in the books 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 books 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 determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. 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 which 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 literature 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 taste differs, and taste cannot be legislated; nor can machinery be devised which 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 with any book the prejudgment of a label characterizing the book or 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 the citizen. 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.

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.

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 expended on the trivial; it is frustrated 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 their freedom and integrity, and the enlargement of their service to society, requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens 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 books. We do so because we believe that they are good, 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, by the ALA Council and the AAP Freedom to Read Committee.

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

Title: _____

Author: _____ Publisher: _____

Type of Material: _____

Request initiated by: _____

Address: _____

City: _____ Zip: _____

Phone #: _____

Complainant represents (circle one): Self Organization or Group

To what in the material do you object? (Please be specific, i.e. cite pages.)

What do you feel might be the result of reading/viewing this material?

Is there anything good about this material? If so, what?

Did you read/view the entire material? What parts?

In its place, what material of equal literary quality would you recommend to convey as valuable a picture and perspective on this topic?

If this material is retained, what material would you recommend to present a counterbalancing point of view?

Signature of complainant: _____

Date: _____

Faculty Learning Resources Collection Assessment

(Please use the [Learning Resources Collection Assessment PDF Form](#) and submit electronically)

Curriculum Program: _____

Name: _____

Date: _____

Examine circulating books, reference books, videos, print journals, and online databases to complete this assessment.

The book collection meets the needs of the instructors and students. **Yes No**
If no, list titles to add and/or subject areas to improve.

The reference books meet the needs of the instructors and students. **Yes No**
If no, list titles to add and/or subject areas to improve.

The A-V collection meets the needs of the instructors and students. **Yes No**
If no, list items to add and/or subject areas to improve.

Print journals that support this program are:

The print journal collection meets the needs of the instructors and students. **Yes No**
If no, list titles to add, and justify the need for print rather than online.

Online journals/ databases that support this program are:

The online collection meets the needs of the instructors and students. **Yes No**
If no, list recommended resources to add and/or subject areas that need additional support.

The following materials were removed from the collection. Materials that need to be replaced with later editions or other resources on the subject are indicated. (You can attach this form to a cart or stack of materials and use post-it notes to comment on items.)

Additional comments:
