

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

GOALS AND OBJECTIVES

Guilford College
Hege Library
Greensboro, North Carolina

Goals and Objectives

The Hege Library's collection development policy supports the mission of Guilford College as a liberal arts institution for undergraduates. In the development of a collection, the staff of the library and the faculty selectors strive to support the goal of academic excellence while seeking diversity of intellectual matter—a diversity which reflects traditional as well as non-traditional thinking.

The primary objectives of collection development are to gather materials which will support and enhance the curriculum and which will reflect the values of Guilford College's Quaker and liberal arts heritage. In the building and management of the collection, attention will be given to materials consonant with the multicultural, interdisciplinary, international, and pluralistic interests of the institution. Materials will be collected in the most appropriate and most durable format. Careful consideration will be given to items reflecting current technologies, and content, not format, will be the deciding factor in acquiring materials.

Christopher Newport University
Captain John Smith Library
Newport News, Virginia

I. Purpose

The purpose of Smith Library is to provide access to knowledge and information resources needed by the faculty, students, and staff of the university. Adequate resources from all major subject fields will be accessible by students in support of the curriculum they choose. Materials for the cultural enrichment and recreational interests of the faculty and students will also be provided. Specialized research needs of faculty and graduate students will be considered on an individual basis.

The goals for selected areas in the Library collection are:

- A. To maintain a reference collection designed to meet the reference and research needs of the students and faculty of the university. The collection shall consist of the standard works of general reference and important specialized reference works in fields covered by the curriculum.
- B. To provide a periodical collection of general interest titles as well as titles that support instruction and faculty research. Appropriate indexes for accessing periodical materials will be available. Backfiles of currently received periodicals are provided when feasible and are added as funds permit.
- C. To provide media materials in a variety of formats to support instruction. Emphasis is on current and developing formats.
- D. To support a reserve collection of material requested by the faculty, for use by their students, organized to maximize use.
- E. To provide browsing collections of popular books and audiovisual materials for the recreational needs of students, faculty and staff.

THE ACADEMIC LIBRARY MANAGER'S FORMS, POLICIES, AND PROCEDURES HANDBOOK

II. General Collection Guidelines

Christopher Newport University recognizes the responsibility of the library to keep in its collection materials on all matters of interest to its users, including materials that support all sides of controversial subjects. Materials will not be excluded from the collection solely on the basis of the frankness of language, or the controversial manner an author may use in dealing with religious, political, sexual, social, economic, racial, scientific, or moral issues.

The Library follows the principles of ALA's Library Bill of Rights. In handling criticisms of material or attempts at censorship, the librarians in consultation with other members of the library staff will reply to the person or group, quoting or referring to the above policy. Persistent or repeated criticisms will be referred to the library's administration, who, with the advice of the Library Advisory Committee, will respond to the matter. All decisions on disposition of challenged materials remain with the library.

COOPERATIVE COLLECTION DEVELOPMENT AND RESOURCE SHARING

Hudson Valley Community College
Dwight Marvin Library
Troy, New York

Resource Sharing

The Library provides faculty and students access to the resources of other libraries through the Inter-Library Loan (ILL) System. The SUNY Open Access Program allows students and faculty to borrow items from all SUNY libraries. Additionally, the Library is a member of the Capital District Library Council (CDLC), a consortium that includes college, university, public and special libraries located in the counties of Albany, Rensselaer, Saratoga and Schenectady. Items from these collections are listed on a database called CaDiLaC. Local library collections are available to our faculty and students through the Direct Access Program (DAP). Using their DAP card, students and faculty may go to other academic, public, and special libraries in the Capital District and borrow books as they would at our Library. The Hudson Valley Community College is also a member of OCLC. This organization maintains WorldCat, an international database containing 46 million records of book and non-book items cataloged by the Library of Congress and member libraries around the world. WorldCat helps facilitate resource sharing through its on-line interlibrary loan subsystem.

Illinois College
Schewe Library
Jacksonville, Illinois

If Schewe Library does not have an item that you need, you may be able to find it at one of the libraries with which we have a reciprocal borrowing agreement. By these agreements, Illinois College students may borrow from MacMurray College Library and ten other college libraries in the area. Students with Jacksonville addresses (including the dorms!) can also apply for a free library card at the Jacksonville Public Library. If these libraries do not have the needed materials, you may request the materials through inter-library loan by filling out a form at the circulation desk. Usually interlibrary loan is free, but there may be a charge for photocopies of long periodical articles. An interlibrary loan takes two to three weeks to arrive, so you need to plan ahead in order to use this service.

Rutgers University
Rutgers University Libraries
Newark, New Jersey

Research Libraries Group Shared Resources Program (SHARES)

The Rutgers University membership in the Research Libraries Group (RLG) allows Rutgers faculty,

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

emeritus faculty, students, and academic and professional library staff onsite access to the collections and services of institutions participating in the RLG Shared Resources (SHARES) Program.

Onsite access includes the privilege of using material in the building. On-site access does not grant borrowing or interlibrary loan privileges.

Everyone should be encouraged to visit during regular business hours. A telephone call in advance may be needed to confirm library hours.

Where building access is controlled, onsite visitors will be asked to present their Rutgers valid ID card. Additional identification may be requested when a picture ID is not used.

Where stack access is controlled, faculty and graduate students showing a valid ID will be accorded stack access under the same policies applied to local faculty and graduate students. Visiting undergraduates may or may not be granted stack access. Access to special or restricted collections or materials is also possible if arranged in advance.

Visitors can expect to receive reference services, photocopy and database search services at the local constituency rate, and other services available to comparable patrons at host institutions.

Onsite access does not apply to alumni, retired faculty (except for emeritus faculty), courtesy or fee borrowers, spouses, or docents.

Consult Partners (with links to ILL Directory and Access Services) for details of individual library policies and practices and the SHARES website for policy details.

OCLC RLAC Reciprocal Faculty Borrowing Program:

The OCLC Research Libraries Advisory Committee sponsors a Reciprocal Faculty Borrowing Program that allows borrowing privileges and on-site access to faculty members of participating institutions. Brochures with a current list of participants are available at each reference department or from the Head, University Libraries Access and Interlibrary Services.

When Rutgers faculty wish to use a participating institution, Rutgers librarians may search the institution's library web site for the policies of the institution of interest. Interlibrary loan staff may also search OCLC's Policies Directory for relevant access policies. The proper ID card for an appropriate period is issued by the university libraries administrative offices.

New Jersey Library Network and Statewide Library Services:

The Rutgers University Libraries participate in programs of the New Jersey State Library that provide interlibrary loan services to New Jersey public, academic, school, and special libraries through the statewide New Jersey Library Network. Rutgers libraries also participate in activities and services of appropriate regional library cooperatives.

Interlibrary Loan Services—The Rutgers University Libraries provide interlibrary loan and photocopy of materials held in the Rutgers Libraries' collections to libraries that participate in the New Jersey Library Network.

Regional Library Cooperatives—Rutgers University Libraries participate in educational and other activities of the INFOLINK Regional Library Cooperative, which serves Essex, Hudson, Middlesex, and Union, and the South Jersey Regional Library Cooperative, which serves: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem Counties.

THE ACADEMIC LIBRARY MANAGER'S FORMS, POLICIES, AND PROCEDURES HANDBOOK

Lake Sumter Community College
Lake Sumter Community College Libraries
Sumterville, Florida

Cooperative Collection Development

Due to the libraries' limited budgets and diminishing ability to physically collect even a small percentage of the world's information, access rather than ownership has become the reality of collection development. Increasing numbers of information resources are available only in online electronic formats. The worldwide development of electronic information systems such as online library catalogs, abstracting and full-text databases have made it possible for libraries to direct users to vast quantities of information resources. While the libraries cannot keep all of the material relevant to the users in their collections, they can provide access to the vast amount of information available for use in other collections. This type of access requires that libraries engage in cooperative collection development, resource sharing, and document delivery systems. When it is determined that access on demand is more economically feasible in terms of storage, projected use, and cost, this option can enhance the libraries' abilities to expand the information base available to their primary users.

Every possible effort will be made to cooperate with Lake County Library System, the Sumter County Library system, regional and statewide organizations, particularly the Central Florida Library Cooperative, the College Center for Library Automation, and the Florida State Community College Library Standing Committee to share resources and engage in cooperative acquisitions projects.

CLASSIFICATION AND ORGANIZATION

Olin College
Olin College Library
Needham, Massachusetts

Items in the library catalog are assigned locations and call numbers.

Most items are located in the stacks (lower level) or in reference or reserves (upper level).

Maps (upper level and lower level) are available to help you find specific locations. The Library uses the Library of Congress (LC) call numbering system. Each book in our collection is assigned a unique call number, and these call numbers appear on the spine of books. Materials are arranged in the stacks by these call numbers.

A good tutorial on reading LC call numbers is available at:

<http://geography.miningco.com/library/congress/blhowto.htm?pid=2820&cob=home>. Several posters providing an overview of the LC classification system are posted in the library. The full Library of Congress outline can be accessed at: www.loc.gov/catdir/cpsolcco/lcco.html.

University of Scranton
Weinberg Memorial Library
Scranton, Pennsylvania

The University of Scranton's Web site is changing, and policies will be separated from information on the updated sites.

The Collection

The Weinberg Memorial Library is classified on the Library of Congress (LC) scheme. LC Subject Headings are used to establish correct terms for subject searches on the OPC.

Library books are shelved as follows:

Oversized	5th Floor
Curriculum Materials (Ed Lab) and G to PQ	4th Floor

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

PR to Z	3rd Floor
Science Reference (REF QB to QZ) and Indexes	3rd Floor
Reference Books	2nd Floor

Library non-print materials are shelved on the first floor in the Media Resources Collection.

LIBRARY LIAISONS

College of Charleston
College of Charleston Libraries
Charleston, South Carolina

1.0 Purpose

This policy describes the responsibilities of the Library Liaison including their relationships with academic departments, the Collection Development Committee, and the Collection Development Department. Library Liaisons are defined as members of the library faculty who have collection maintenance responsibilities for various subject areas. Library Liaisons are expected to serve as the primary mechanism for communication to academic departments usually through departmental liaisons concerning all aspects of library services.

2.0 Selection of Library Liaisons

The Collection Development Committee recommends appointments for Library Liaisons to the Dean of Libraries. An effort will be made to integrate areas of expertise and interest and especially other work responsibilities with liaison assignments. The Marine Resources Librarian is the liaison to the Graduate Marine Biology faculty.

3.0 Acquisitions Responsibilities

3.1 Firm Orders

- 3.1.1 At the beginning of the budget cycle, liaisons in consultation with the academic departments, shall prepare budget requests for each of their assigned areas.
- 3.1.2 Liaisons will review all faculty orders prior to ordering by the Collection Development Department.
- 3.1.3 Liaisons will prepare orders in the assigned areas especially in areas especially in areas where faculty make few selections.
- 3.1.4 Liaisons are responsible for monitoring fund encumbrances and expenditures to ensure adequate spending levels.
- 3.1.5 Liaisons will review all returned duplicate orders prior to them being forwarded to the faculty.

3.2 Approvals

- 3.2.1 Liaisons will work with the Collection Development Committee and the Collection Development Department to monitor and develop an approval profile which meets the academic department needs.
- 3.2.2 Liaisons review and approve acceptance of approval books on a weekly basis.

3.3 Serials

- 3.3.1 Liaisons will participate in the ordering and canceling of serial titles as defined in Policy #4 Serial Order Request and Cancellation Policy, Section 4.2.

3.4 Gifts

- 3.4.1 At the request of the Dean, Assistant Dean for Technical Service, Assistant Dean of Public Services, or Head, Collection Development, liaisons may be asked to evaluate and negotiate for the acceptance of gifts (see Gift Policy and Procedures, Policy #2).

4.0 Public Services Responsibilities

- 4.1 Liaisons are responsible for communicating library services and policies to the academic departments.

THE ACADEMIC LIBRARY MANAGER'S FORMS, POLICIES, AND PROCEDURES HANDBOOK

4.2 Bibliographic Instruction/Specialized Lectures

4.2.1 An effort will be made to match liaison responsibilities with specialized lectures.

4.2.2 Technical Service librarians with liaison responsibilities may be required to participate in Bibliographic Instruction with the approval of the Assistant Dean for Technical Services, the Dean of Libraries and coordinated by Public Services.

5.0 Training Responsibilities

5.1 Acquisitions training is provided by the Head of Collection Development as coordinated by the Assistant Dean for Technical Services.

5.2 Public service orientation and training is provided by the Assistant Dean for Public Services.

5.3 Liaisons will be responsible for participating in the ongoing orientation and training program of the library.

5.4 Budget preparation training will be provided by the Head, Collection Development as coordinated by the Assistant Dean for Technical Services.

Hudson Valley Community College
Dwight Marvin Library
Troy, New York

Library and Media Center Liaison Program

The Liaison Program is designed to maintain lines of communication between professors, the Media Specialist, and Faculty Librarians. A Liaison Librarian and Media Specialist are assigned to work with each department. The role of the liaison is to collaborate with faculty in the selection, evaluation, and utilization of Library/Media resources. Liaison services offered include acquisition of materials, bibliographies, handouts, guides, projects, enrichment reading, audio-visual programs, as well as class instruction. Professors are encouraged to suggest books and media for the circulating and reference collections that will support their curriculum or their own research needs. Instructors who plan to introduce a new course are required by the Curriculum Committee to collaborate with their Liaison Librarian and the Media Specialist, so that they may suggest materials or acquire items to support the course.

Retention of Materials

Lane Community College
Lane Community College Library
Eugene, Oregon

Retention

- A. Base retention on indexing and physical format of the subscription.
- B. Guidelines for retention
 1. Current issue:
Newspaper subscriptions—retain current issues (which have microfilm subscription) until receipt of microfilm.
 2. Current & previous month:
Newspaper subscriptions—discard newspapers (when not receiving microfilm) after current & previous month.
 3. Current & previous year:
 - a. Keep periodicals that are not indexed in a source accessible by LCC clientele at the LCC Library for current & previous year.
 - b. Generally retain indexed periodicals for which the Library receives microfilm for current & previous year.
 - c. Retain indexed periodicals in “newspaper format” (maintenance difficulty), but for which Library does not receive microfilm, for current & previous year.

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

4. Current five years:
Indexed periodicals—when their LCC print or electronic indexes are retained or provide coverage for approximately five years.
 5. Current ten years:
Indexed periodicals—when their LCC print or electronic indexes are retained or provide coverage for approximately ten years.
 6. Open-ended holdings:
 - a. Periodicals providing curriculum-related (freshman or sophomore level) material college-wide support, such as community college and higher education information, some historical background exceptional visual documentation.
 - b. Periodicals in this category are indexed LCC print or electronic indexing covers the time for which the publication is available at LCC.
 - c. Generally microfilm holdings are in this category.
 7. Closed holdings:
 - a. Ceased publications are in this category.
 - b. Periodicals with Library-dropped subscription are in this category.
 - c. Retain periodicals in this category if LCC available indexing provides coverage and usage warrants.
 - d. Generally this category is microfilm.
- C. Request a change in retention by using the Periodical Request form.

University of Illinois at Urbana-Champaign
University Library
Urbana, Illinois

Retention Policies in the Digital Age

A Guide for the University of Illinois Library

This document describes the policies and procedures governing the retention of material in our Library collections. It applies to decisions to retain or withdraw material, as well as to decisions relating to the replacement of lost material. It covers both multiple and single copies, monographs and serials, in all formats.

General Principles

The Library has as a central element of its mission the obligation to retain the materials that record and represent our intellectual and cultural heritage, and which form the history of disciplines, and to make these materials available through resource sharing to the state of Illinois and beyond. The publication of new editions does not mean earlier editions should be discarded. Special care should be taken in subject areas where outdated works cannot be used for current research but are invaluable to historians.

In general, last/single copies are retained. When both print or microform and electronic versions exist, print/microform copies are the copy of record. When material is electronic only, assure perpetual access and best possible provisions for interlibrary loan. The number of print/microform copies retained of any one item may vary based on the professional judgment of the individual subject specialist, however it is expected that no more than two print or microform copies will be retained except under special circumstances.

The subject specialist makes the decision of how many print copies to retain. The online catalog, other internal records, and the materials themselves must be consulted before making withdrawal decisions. Consultation among our faculty and other members of our user community, as well as with librarians at UIUC is necessary. When appropriate, consultation with CIC and other consortial schools should occur. Decisions should take into consideration: subject, including interdisciplinary impact; language; rarity; provenance; format; projected use; physical condition; licensing restrictions on resource sharing; accessibility of electronic formats; and completeness.

THE ACADEMIC LIBRARY MANAGER'S FORMS, POLICIES, AND PROCEDURES HANDBOOK

The Circulation/Bookstacks Librarian oversees consultation with the appropriate subject, language, and area specialists before any withdrawal takes place from the Stacks. Consultation with the AUL for Collections, the Preservation Librarian and subject specialists regarding items in poor condition will be done as needed.

As a regular part of collection maintenance, lists of missing items should be reviewed on a regular basis and evaluated for replacement, both in the bookstacks and in the departmental library collections. When missing interdisciplinary items are identified, consultation with other librarians should occur.

Care should be taken not to transfer unnecessary multiple copies to the bookstacks or the storage facility.

Retention Decision Guide

Last copy (print copy)

May be transferred to Stacks or Remote Storage. The last copy is considered to be the archival copy. If in poor condition it should be repaired or replaced before any transfer. Withdrawal of the last copy must be approved by the Associate University Librarian for Collections, who will consult with librarians as needed to consider the availability of copies in other libraries as well as the impact on resource sharing.

Damaged: Have repaired if possible, or keep as is if it has intrinsic value or is difficult to repair. Otherwise, consult with subject specialist to see about the acceptability of replacement with another copy, including another format. If the material is replaced with another format, the decision to retain the original lies with the subject specialist, who should consider the impact of the format choice on resource sharing.

Missing: Serials: replace print or microform copy missing volumes with like copy, depending on availability, cost, use, and access to the item via ILL. Monographs: Selectors should consider replacement in the same or another format.

Last copy (electronic copy)

In certain cases, material is "born digital" with no printed copies in existence. Purchase or license terms should assure perpetual access to all material for which the Library has paid a fee even if a continuing subscription has not been maintained.

Bookplated Material: Care should be taken to retain material with bookplates which indicate that the item was a gift purchased with endowed funds. Consult appropriate selector or the Library Development Office as necessary.

Disposition of Withdrawn Material

A. Materials purchased on State funds and non-State funds, including endowment funds, are the property of this collection and have the following restrictions placed upon their disposal, unless other restrictions are imposed from outside agencies, such as federal granting agencies:

- 1) May not be sold, offered for credit or given to private individuals.
- 2) May be transferred to the following entities located in Illinois:
 - another agency covered by State Property Control Act 605a state-supported university library a tax-supported public library, including a library established by a public library district
 - a library system organized under the Illinois Library System Act or any library that is a member of such system Illinois Library
 - items that are disposed of in these ways must be submitted on an itemized list to the Library Business Office, along with an estimated cost of the material. This may be done using established procedures for withdrawing items from the online catalog. Library withdrawals are reported by the Library Business Office to Campus Property Accounting on an annual basis.

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

- 3) May be withdrawn and recycled as scrap. Recycling should be pursued and withdrawn items must be sent to an approved local Illinois recycling program if the material is recyclable. Scrap may not be used for private purposes or private gain.
- 4) May be offered for credit or exchange for library materials of equal value to a reputable agent or vendor, through the Office of Collections.
- 5) May be used in another part of the University.
- 6) May be kept for office use. Later disposal of this material must follow the procedures set forth here.
- 7) May be transferred to an out-of-state library if not needed by any other state library and only after receipt of approval from the Property Accounting Section who, on behalf of the Library, will first pursue approval from the Illinois Department of Central Management Services. A list of items and their estimated original costs, estimated current value, acquisition dates, and original funding sources must be provided to the Library Business Office.

B. Materials received as gifts:

- 1) May be added to the collection if needed. Once a gift is added to the Library collection, it becomes University property and the procedures outlined in the Disposition of Library Materials apply.
- 2) If not needed, it may be sold in the Library book sale or used for exchange with reputable agents for additional Library collection materials, unless the donor has stipulated the gift may not be used in this way.

C. Materials received through external funding sources:

- 1) Items acquired with restricted external funding, such as grants and federal depository items, must follow the disposition procedures prescribed by the funding agency. If the external sponsor does not stipulate procedures for disposition, then procedures outlined in Disposition of Withdrawn Procedures then applies.

ALLOCATION OF FUNDS IN A BOOK BUDGET

Centre College
Grace Doherty Library
Danville, Kentucky

Book Budget Allocation

Generally, the Director of the Library, with the help of the librarians, is responsible for the overall balance and quality of the library collection. Academic programs, generally, are responsible for selecting materials and resources appropriate for their program needs. This process requires consultation between the faculty and the librarians.

Accordingly, the Committee on Instructional & Technology Resources adopts the following guidelines and procedures:

The Director of the Library shall report to Division Chairs the results of the book budget allocation; The Division Chairs shall allocate the divisional book budget to programs (Division Chairs may wish to set aside some small portion of the divisional book budget as discretionary book funds); Program Chairs assume responsibility for the supervision of the program book budget, approving and forwarding program book orders to the Director of the Library or Acquisitions Librarian; The library staff shall maintain up to date acquisition records and provide regular reports to the Division Chair or, when necessary, to Program Chairs; The Director of the Library shall establish bi-annual book order deadlines. Orders arriving past the deadlines will be charged to the next year's book budget or will be returned to the Program Chair;

THE ACADEMIC LIBRARY MANAGER'S FORMS, POLICIES, AND PROCEDURES HANDBOOK

The Director of the Library will maintain discretionary book funds for special requests;
The Director of the Library and other librarians will be available for consultation with faculty.

The annual library book budget shall be allocated in the following manner:

The Director of the Library will allocate a portion of the book budget to the library general fund, which supports purchases in reference, general reading, special requests, etc. The recent amount has been 30% of the book budget.

The Committee on Instructional & Technology Resources, made up of faculty, staff, librarian, and student representatives, will allocate the remainder of the book budget among the three divisions according to a formula which gives equal weight to four factors:

- average cost per book purchased during the previous fiscal year in each division;
- average number of majors in each division over the previous five years;
- total circulation in each division during the previous fiscal year;
- total instruction load in each division during the previous fiscal year.

These variables are applied to the statistical totals of each academic division. For each variable, the lowest number among the divisions is assigned a value of "1," and the totals for remaining divisions are weighted accordingly. The division's four weighted variables are then totaled. The three divisions' totals are then totaled to provide a number that represents 100%. Each division's total is then figured as a percentage of the grand total and the resulting number is the division's share of the total book budget.

University of South Carolina Beaufort
USC Beaufort Library
Beaufort, South Carolina

Allocation of Funds

The Library Director is responsible for the expenditure of all library funds. A percentage of those funds designated for the purchase of library materials is allocated to each academic discipline each fiscal year according to a formula approved by the Faculty Library Committee. It is library policy for each department to pay for all periodical subscriptions and standing orders in its particular subject area from its allocation. A general fund under the jurisdiction of the library staff is reserved for the following: reference materials, materials needed to fill in gaps in the collection, materials in subject areas that are not represented in the curriculum, materials that have been damaged or lost, and materials to be bound.

COLLECTION EVALUATION

University of South Carolina Beaufort
USC Beaufort Library
Beaufort, South Carolina

Evaluation

Evaluation of the collection, as the word implies, is exercised continually by judging it against qualitative standards, that is, through consultation with knowledgeable people and through comparison of the collection with standard general and specialized bibliographies as Books for College Libraries, Choice, Best Books for Academic Libraries, Magazines for Libraries and, where available, subject lists for college libraries prepared by learned associations.

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

Palo Alto College
Alamo Community College District
George Ozuna, Jr. Learning Resource Center
San Antonio, Texas

Collection Development Evaluation Plan

By Tina Mesa, MLIS

The Purpose of the Evaluation, Why and For Whom:

1. Improve collection development.
2. Defend the program and its funding.
3. Respond to accrediting agencies.
4. Provide data and information for decision-making.
5. To establish a "benchmark;" ie., "to show at what level of performance the service is now operating. If changes are subsequently made to the services, the effects can then be measured against the benchmark." (Lancaster, 6–7).

Evaluation will address administrators, the teaching faculty, students, librarians, other libraries, SACS, and THECB.

"In the academic environment, a positive correlation has . . . been found between size of library and the quality of the institution. . . Library size and academic excellence tend to 'go together.'" (Lancaster, 20)

Goals and Objectives of the Department:

1. Students will have available the resources they need to complete course assignments and projects.
2. Students will have available adequate resources for supplementary reading in their courses.
3. Students will have available resources for supplementary reading in the area of general knowledge.
4. Students and faculty will have available limited high quality resources for research in areas relevant to the subject areas covered by the curriculum.
5. Faculty, staff, administrators, and professionals will have limited resources available for professional development and reading.
6. The community will have available limited resources for reading in the area of general knowledge and fiction.

Criteria To Be Used /Questions To Be Asked For Evaluation:

1. Is the collection large enough?
2. Do student have available the resources they need to complete course assignments and projects?
3. Do student have available adequate resources for supplementary reading in their courses?
4. Do students have adequate resources for supplementary reading in the area of general knowledge?
5. Do students and faculty have some quality resources available for doing research in areas relevant to the curriculum?
6. Does the library have professional development and reading materials for the faculty, staff, administrators, and professionals on campus?
7. Does the library have resources for reading by the general community?

Research Design To Be Used:

1. Is the collection large enough?
 - a. How many books in the collection compared to standards? (" . . .the more items exist. . . the more document delivery needs are likely to be satisfied. . . [and] the more questions that could be answered completely and correctly." Lancaster, 5.
 - b. Compare size of collection to the Clapp-Jordan formula (the formula is $V=50,750 + 100F + 12E + 12H + 335U + 3,050M + 24,500D$. . . in which V=volumes, F=number of faculty, E=total number of students enrolled, H=number of undergraduate honors students,

THE ACADEMIC LIBRARY MANAGER'S FORMS, POLICIES, AND PROCEDURES HANDBOOK

U=number of major undergraduate subjects, M=master's fields offered, and D= doctoral fields offered). This formula is intended to show MINIMUM needs (Lancaster, 18).

2. Do students have available the resources they need to complete course assignments and projects?
 - a. Compare size of collection in each area to relative size of curriculum area. Possibly using FTE faculty to indicate size of each program.
 - b. "If carefully designed, simulation studies can provide much valuable information without disturbing the users of the system at all. A good example is the document delivery test, a list of bibliographic references, say 300, forms the basis of a search in a particular library on a particular day. The search determines how many items are owned and how many of the items owned are actually available on the shelves. In effect, the test simulates 300 users walking into the library that day, each one looking for a single item. As long as the 300 references are fully representative of the needs of the users of that library the simulation can give excellent data on the probability of ownership and the probability of availability" (Lancaster, 8).
3. Do students have available adequate resources for supplementary reading in their courses?
 - a. Compare size of collection in each area to relative size of curriculum area. Possibly using FTE faculty to indicate size of each program.
 - b. "If carefully designed, simulation studies can provide much valuable information without disturbing the users of the system at all. A good example is the document delivery test, a list of bibliographic references, say 300, forms the basis of a search in a particular library on a particular day. The search determines how many items are owned and how many of the items owned are actually available on the shelves. In effect, the test simulates 300 users walking into the library that day, each one looking for a single item. As long as the 300 references are fully representative of the needs of the users of that library the simulation can give excellent data on the probability of ownership and the probability of availability" (Lancaster, 8).
4. Do students have adequate resources for supplementary reading in the area of general knowledge?
 - a. What is the size of subject areas which are general in nature? Possibly compare to a good bibliography.
 - b. "If carefully designed, simulation studies can provide much valuable information without disturbing the users of the system at all. A good example is the document delivery test, a list of bibliographic references, say 300, forms the basis of a search in a particular library on a particular day. The search determines how many items are owned and how many of the items owned are actually available on the shelves. In effect, the test simulates 300 users walking into the library that day, each one looking for a single item. As long as the 300 references are fully representative of the needs of the users of that library the simulation can give excellent data on the probability of ownership and the probability of availability" (Lancaster, 8).
5. Do students and faculty have some quality resources available for doing research in areas relevant to the curriculum?
 - a. "If carefully designed, simulation studies can provide much valuable information without disturbing the users of the system at all. A good example is the document delivery test, a list of bibliographic references, say 300, forms the basis of a search in a particular library on a particular day. The search determines how many items are owned and how many of the items owned are actually available on the shelves. In effect, the test simulates 300 users walking into the library that day, each one looking for a single item. As long as the 300 references are fully representative of the needs of the users of that library the simulation can give excellent data on the probability of ownership and the probability of availability" (Lancaster, 8).

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

6. Does the library have professional development and reading materials for the faculty, staff, administrators, and professionals on campus?
 - a. "If carefully designed, simulation studies can provide much valuable information without disturbing the users of the system at all. A good example is the document delivery test, a list of bibliographic references, say 300, forms the basis of a search in a particular library on a particular day. The search determines how many items are owned and how many of the items owned are actually available on the shelves. In effect, the test simulates 300 users walking into the library that day, each one looking for a single item. As long as the 300 references are fully representative of the needs of the users of that library the simulation can give excellent data on the probability of ownership and the probability of availability" (Lancaster, 8).
7. Does the library have resources for reading by the general community?
 - a. "If carefully designed, simulation studies can provide much valuable information without disturbing the users of the system at all. A good example is the document delivery test, a list of bibliographic references, say 300, forms the basis of a search in a particular library on a particular day. The search determines how many items are owned and how many of the items owned are actually available on the shelves. In effect, the test simulates 300 users walking into the library that day, each one looking for a single item. As long as the 300 references are fully representative of the needs of the users of that library the simulation can give excellent data on the probability of ownership and the probability of availability" (Lancaster, 8).
8. Is the collection adequate for reference needs of the users?
 - a. "Randomized interviews with people using materials within a library may be essential in answering certain types of questions concerning in-house use of the collection" (Lancaster, 8). In contrast, a study of materials left on tables is much less useful.
 - b. "Data on books borrowed or used in a library have an obvious limitation: they reflect only successes and tell us nothing about failures. Volume of use is relatively meaningless unless one can convert it into a 'satisfaction rate.' In other words, for everything looked for, how much is found (success) and how much is not found (failure)?" (Lancaster, 9).
9. Does the size of the collection in each subject area match the circulation of those areas?

"Suppose, for example, that books on physics occupy 12% of a particular collection. Probability alone suggests that physics books should account for 12% of the circulation" (Lancaster, 40).

The following data should be collected for each subject area/curriculum area:

 - % of collection occupied
 - % of use accounted for
 - % of interlibrary loan requests accounted for
 - % of current acquisitions
 - % of current American publishing output (Bowker Annual)
 - % of FTE faculty of the college
 - Median age of materials used
 - Median age of materials owned
 - Availability % (based on sampling to determine what % of books owned in that area was actually available on the shelf when sought)

THE ACADEMIC LIBRARY MANAGER'S FORMS, POLICIES, AND PROCEDURES HANDBOOK

Saint Philips College Learning Resource Center
Alamo Community College District
San Antonio, Texas

Evaluation of the Collection

The continual review of library materials is necessary as a means of maintaining an active library collection of current interest to users. Evaluations will be made to determine whether the collection is meeting its objectives, how well it is serving its users, in which ways it is deficient, and what remains to be done to develop the collection. This process requires the same attention to quality and authority as the original selection of materials.

SPC LRC faculty and/or staff will evaluate portions of the collection on a regular basis, using a combination of standard, qualitative and quantitative methods.

Access/Ownership Statement

With the Library's diminishing ability to own even a small percentage of the world's information, the economics of access has become a crucial issue.

Integrating access as a part of the collection development policy is a modern necessity and provides some decided advantages to the library as an information provider.

Developments in electronic information systems have made it possible for libraries to provide their patrons with an awareness of the vast amount of information available for use. While the library cannot keep all of the material relevant to its users in its collection, it can provide access to the vast amount of information available for use in other collections. This type of access requires that the library engage in cooperative collection development, resource sharing, and document delivery systems.

The trend is toward availability of information in electronic format only. When it is determined that access on demand is more economically feasible in terms of storage, projected use, and cost, this option can enhance the library's ability to expand the information base available to its primary users.

The SPC LRC's goal is to move toward a logical combination of traditional collections and access to materials that cannot be owned.

The LRC will incorporate cost-effective models to guide decisions concerning access to information in all formats used for book purchases as well. Because the commitment to serials is over a long period and expensive, the library has in place a separate review process for the addition or deletion of titles.

INTELLECTUAL FREEDOM STATEMENT

Centre College
Grace Doherty Library
Danville, Kentucky

Intellectual Freedom Statement

Library Intellectual Freedom Policy

As an academic institution, The Grace Doherty Library seeks to uphold the tradition of intellectual freedom and to create an atmosphere conducive to research and learning.

Further, the Grace Doherty Library shall provide books and other library resources for the education and information of all members of the Centre College Community. The library shall attempt to provide materials and information representing a variety of points of view on current and historical issues. Materials shall not be proscribed or removed because of partisan or doctrinal disapproval.

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

University of South Carolina Beaufort
USC Beaufort Library
Beaufort, South Carolina

Intellectual Freedom

The library adheres to and supports the American Library Association's position on the freedom to read. It is important in modern society that knowledge and a diversity of ideas, regardless of point of view, be readily available in order to promote critical thinking and increase student learning.

The principles of intellectual freedom as outlined in the Library Bill of Rights and the Freedom to Read Statement of the American Library Association shall be followed in the selection of library materials. The USC Beaufort libraries do not act as agents for or against particular issues but seek to maintain a free flow of information in the selection of books. The disapproval of a book by one group should not be a means for denying that book to all groups if, by library selection standards, it belongs in the collection. The procedure for challenged materials follows:

The library receives the complaint; staff members react politely and make no personal comment regarding the challenge of materials.

The patron is asked to complete the "Request for Reconsideration of Library Materials" form available at the Circulation Desk and return it to the Director of the Libraries.

The Library Director receives the form and activates a Review Committee (consisting of the members of the Faculty Library Committee) to study the complaint and make a recommendation.

The Library Director places the challenged material on reserve so that members of the committee may read, reread, or study it. The Director also checks reviews of the challenged material to ascertain the general feelings of the reviewers.

The Review Committee meets. After evaluating the material, the charge, relevant reviews, and the views of professionals in the field, the Review Committee weighs the values and faults of the challenged material very carefully and then makes a recommendation to the Library Director. A copy of the recommendation is sent to the Executive Vice Chancellor for Academic Affairs.

The Executive Vice Chancellor meets with the Library Director to verify the recommendation of the Review Committee. Results of this meeting are forwarded to the Chancellor.

The complainant is notified of the decision by the Library Director.

Until the time that a decision is reached, no action shall be taken by the library to remove the challenged material.

SELECTION RESPONSIBILITIES

The College of Saint Catherine
College of Saint Catherine Libraries
Minneapolis, Minnesota

Authority

Final responsibility for selection rests with the Library Director. The Director delegates to staff members the authority to interpret and guide the application of selection policy and procedures in making day-to-day decisions. Unusual problems and requests for reconsideration of library materials are referred to the Director.

THE ACADEMIC LIBRARY MANAGER'S FORMS, POLICIES, AND PROCEDURES HANDBOOK

Guilford College
Hege Library
Greensboro, North Carolina

Responsibility for Selection

Library staff, faculty, staff, and students share the privilege and responsibility for selection of books, periodicals, and other library materials. Any member of the Guilford College Community may initiate requests. The library staff encourages faculty to order materials to meet curriculum needs and for faculty and librarians to work together to maintain collections within appropriate subject areas. Final responsibility to insure that the collection meets its stated goals, objectives, and priorities rests with the library.

Responsibility for selection of monographic materials:

The library staff will submit requests where the collection has an identifiable need or where critically acclaimed items supplement priorities as listed above.

Faculty should submit requests for materials to the person designated by their department head, or to the department's collection development liaison in the library.

Other members of the College community may submit requests to the library. Students are encouraged to make recommendations for the collection either through the library or through the department in which they are studying. Questions may be addressed to the Library Director.

Responsibility for selection of periodical materials (newspaper, journals, indexes, etc.):

Any member of the Guilford College community may initiate requests for new titles. Those requests should meet the priorities listed under the acquisition of materials above. The Library Director will consult with all relevant departments and the Library Liaison of the Committee on Educational Support before making a commitment to periodical subscriptions costing more than \$200 per year.

Cancellation decisions on periodicals are made by the Library Director in consultation with faculty members from the department(s) most affected by the cancellation(s). The library staff will attempt to monitor use and costs for specific titles. They will review periodicals consistent with the policy for standing orders and may make recommendations for cancellations. Availability of electronic journals and full-text online will be part of these decisions.

Responsibility for selection of materials on standing order:

Standing orders should be approved by the Library Director, in consultation with librarians, relevant departments, and the Library Liaison of the Committee on Educational Support. Standing orders should be reviewed periodically by the library staff who may propose titles for withdrawal.

Responsibility for selection of electronic materials:

The Library Director will oversee the selection of electronic resources. In the case of electronic materials costing more than \$200 per year, the Library Director will consult with relevant academic departments, the Library Liaison of the Committee on Educational Support, and, as appropriate, the Department of Information Services and Technology.

Christopher Newport University
Captain John Smith Library
Newport News, Virginia

A. The responsibility for selection of library materials is shared between the university instructional faculty and the library. The professional library staff select works not requested by faculty including reference works, bibliographies, general interest materials and interdisciplinary works.

The librarians, serving as liaisons to academic departments, utilize their professional judgment and academic backgrounds to fill gaps in the library collection. Librarians should also be guided by their knowledge of courses taught, student research needs, and general and specialized subject expertise.

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

Approval plans are utilized to obtain monographic materials in a timely manner.

As new programs of study are developed and implemented, collections to support those programs will be acquired. Responsibility for developing these collections will be shared between the university instructional faculty and the library.

Crichton College
Crichton College Library
Memphis, Tennessee

Responsibility for Selection

The Library Director is responsible for the selection of all library materials. The Vice President for Academic Affairs (representing the College Administration) retains the right to consider each item selected by the Library Director and to approve or disapprove of its purchase on the basis of cost and/or the administration's view of the item's appropriateness to the library collection.

The recommendations and advice of the College faculty as to materials selection is actively sought by the Library Director and forms a major portion of the selection process. Publisher's catalogs and published subject bibliographies are regularly sent to faculty subject specialists so they may aid in the selection of materials. Books for College Libraries is also available for faculty to consult so they may indicate priorities for purchase. Book reviews are provided by the Library Director upon request.

The Library Director also relies on such selection tools as Choice, Katz's Magazines for Libraries, Sheehy's Guide to Reference Books and book reviews contained within subject journals to guide in selection. In addition, recommendations are also received from staff and students.

CHALLENGES/OBJECTIONS TO MATERIALS

Crichton College
Crichton College Library
Memphis, Tennessee

Position on Censorship and Procedure for Complaints

The basic function of the academic library is to aid the institution in carrying out its programs which are reflective of its Biblical, theological, philosophical and educational viewpoints.

It follows, then, that within this setting there are certain built-in philosophies which serve as basic restrictions in the acquiring of library materials.

Furthermore, limitations as to clientele and budget endemic to a small college demand that library materials selection be implemented by means of a very carefully formulated selection policy. The key questions to be asked of any item which presents itself are:

- A. If the work is fiction, does it compare favorably with the criteria employed in the selection of fiction works? (also see section V and VI)
- B. If the work is non-fiction, does it compare favorably with the criteria employed in the selection of non-fiction works? (also sections V and VI)

Disclaimer: An item's presence in our collection does not imply institutional endorsement of the positions expressed therein.

Procedure for Complaints

- A. In the event that a particular item in the library's collection is challenged by a patron, the following steps will be taken:
- B. Director shall invite the complainant to fill out the request for Reconsideration of Library Materials' form (a copy of which is included in the appendix).

THE ACADEMIC LIBRARY MANAGER'S FORMS, POLICIES, AND PROCEDURES HANDBOOK

- C. This form will be filled out by the complainant and returned to the Library Director, who will then inform the Vice President for Academic Affairs regarding the complaint.
- D. The Library Director will fill out the "Library Book Evaluation Form" (or check in the files to see if such a form was filled out for the item at the time it was added to the collection).
- E. The Library Committee will receive both of the above forms. It will also:
 - 1. Read or examine the material in question.
 - 2. Read reviews (supplied by the Library Director) regarding the item, consult standard bibliographic sources, and possibly consult with other libraries regarding the item.
 - 3. On the basis of the above, the committee will attempt to judge the item as a whole, which avoids judging the item on the basis of passages pulled out of context.
 - 4. Meet to discuss the material and prepare a written report on it.
 - 5. File a copy of the report in the College Administrative office and submit a copy to the Vice President for Academic Affairs.
 - 6. The Vice President for Academic Affairs' office shall notify the complainant in writing concerning the administrations' final decision regarding the item.
- F. Any item which is rejected by the Library Committee after careful consideration will be removed from the library Collection.

ACCESS VERSUS OWNERSHIP

Indiana University–Purdue University Fort Wayne
Walter E. Helmke Library
Fort Wayne, Indiana

Access/Ownership Statement

With the library's diminishing ability to own even a small percentage of the world's information, the economics of access has become a crucial issue. Integrating access as a part of the collection development policy is a modern necessity and provides some decided advantages to the library as an information provider. First, the developments in electronic information systems have made it possible for libraries to provide knowledge of the vast amount of information available for use. While the library cannot keep all of the material relevant to its users in its collection, it can provide access to the vast amount of information available for use in other collections. This type of access requires that the library engage in cooperative collection development, resource sharing, and document delivery systems. The trend is toward availability of information in electronic format only. When it is determined that access on demand is more economically feasible in terms of storage, projected use, and cost, this option can enhance the library's ability to expand the information base available to its primary users.

The Helmke Library's goal is to move toward a logical combination of traditional collections and access to materials that cannot be owned.

The library will incorporate cost-efficient models to guide decisions concerning access to information in all formats used for book purchases as well. Because the commitment to serials is over a long period and expensive, the library has in place a separate review process for the addition or deletion of titles.

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

FORMS

Objection to Material Forms

Crichton College
Crichton College Library
Memphis, Tennessee

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

Title _____ Book _____ Periodical _____ Other _____

Author _____

Publisher _____

Request initiated by (Full name) _____

Address _____

City _____ State _____ Zip _____ Phone _____

Do you represent:

_____ Yourself

_____ An organization (name) _____

_____ Other group (name) _____

1. To what in the work do you object: (Please be specific; cite pages)

2. Did you read the entire work? _____ What parts?

3. What do you feel might be the result of reading this work?

4. For what types of readers might you recommend this work?

5. What do you believe is the theme of this work?

6. Are you aware of judgments of this work by literary critics or subject specialists?

7. What would you like this library to do about this work?

_____ Do not lend it to anyone.

_____ Return it to the staff selection committee/department for reevaluation

_____ Other (Please explain) _____

8. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

Signature _____ Date _____

Lane Community College
Lane Community College Library
Eugene, Oregon

Statement of Concern About Materials in Lane Library

Because of the Library's commitment to the principles of intellectual freedom, there may be materials in the Library's collection which are of concern to some individuals or groups. The acquisition of such materials does not imply approval or endorsement of their contents or opinions, but enables the Library to fulfill its role in providing curriculum support and presenting a diversity of perspectives. For additional information on how the library selects materials, please read our collection development policy.

The Library also has a commitment to those we serve to respond to concerns expressed about materials in the collection, and has developed a process for reconsidering materials that reflects the seriousness

THE ACADEMIC LIBRARY MANAGER'S FORMS, POLICIES, AND PROCEDURES HANDBOOK

with which these concerns are treated. Please complete the form below if you wish to make a formal request for reconsideration of materials.

REQUEST TO REEVALUATE LIBRARY MATERIALS

Top of Form

Name

Address City: State: Zip:

Phone

Email

1. Resource on which you are commenting: *required

☐ Book

☐ Magazine

☐ Audiovisual

☐ Newspaper

☐ Online Resource

Other:

2. Title: *required

3. Author/Producer:

4. What brought this title to your attention?

*required

5. Did you review the entire item? ☐ YES ☐ NO

If not, what sections did you review?

6. Please comment on the resource as a whole, as well as being specific on the matters which concern you. For example, are there specific pages, scenes, words, etc. that you find offensive or disturbing?

*required

7. What do you think would be a satisfactory resolution to your concern?

*required

This form will be submitted to a Library Review Committee composed of the librarian responsible for selecting this material, the Library Director, and a member of the Library staff. This committee shall consult with faculty from the affected discipline(s) if appropriate. The material will be reviewed objectively,

LIBRARY COLLECTION DEVELOPMENT GUIDELINES

and with the best interests of the students, the community and the College in mind. The Committee will notify you of the results of its review within 7 days.

Submit Form

Central Washington University
Brooks Library
Ellensburg, Washington

Request for Reconsideration of Library Resources

If you wish to request reconsideration of library material or resources, please return the completed form to: Dean of Library & Media Services, Central Washington University. (Attach additional pages if needed.)

Name _____

Date _____

City _____ State _____

Zip Code _____ Phone _____

Are you a CWU student _____ or employee _____ of Central Washington University? Do you represent yourself? _____ your organization? _____

1. Resource on which you are commenting:

Title:

Author/Producer:

Book _____	Textbook _____	Video _____	Other (please specify): _____
Magazine _____	Library Program _____	Audio Recording _____	Electronic information/network (please specify): _____
Newspaper _____	Display _____		

2. What brought this resource to your attention?

3. Have you examined the entire resource?

4. What concerns you about the resource? Please be specific:

5. What of value is there in this work?

6. Are you aware of the reviews of this work by critics?

7. What do you believe is the theme or purpose of this work?

8. What do you feel might be the result of reading, viewing, or listening to this work?

9. Are there other resources you suggest which might provide additional information and/or other viewpoints on this topic?

10. What action do you request the Library to take?