



Wellehan Library – Learning Commons Collection Development Policy

Mission Statement

Wellehan Library fosters academic success and personal growth by providing and facilitating the use of library resources and services designed to meet the teaching, learning and research needs of the College community in a manner consistent with its mission and core values.

Purpose

Collection development refers to the on-going activity of systematic acquisition and deaccessioning of library materials. (Library materials can be in various formats, including print, audio, video or online.) The purpose of the collection development policy is to establish principles and guidelines upon which decisions are made when adding or withdrawing materials from the Library's collection.

Goals and General Principles

It is the Library's goal to develop and maintain a balanced collection of physical materials and online resources to support and enrich the curricula of Saint Joseph's College. Library collections also include a variety of general information sources and resources in subject areas not covered by classroom instruction but are generally supportive of a learning environment. For those members of the College community whose scholarly, research or personal needs are beyond the scope of the Library's collections, interlibrary loan services are available through the cooperative relationships the Library has established and continues to build with other libraries.

General criteria for the selection of materials include:

- Relevance to the curriculum and appropriateness to the user
- Timeliness and lasting value of material
- Reputation of the author, issuing body, and/or publisher
- Presentation: style, clarity, reading level
- Aesthetic considerations: literary, artistic, or social value; appeal to the imagination, senses, or intellect
- Special features: detailed, logical, accurate index; bibliography; footnotes; appropriate illustrations
- Physical and technical quality: paper, typography, and design; physical size; binding; durability
- Ease of access or user-friendliness
- Depth of current holdings in the same or similar subject
- Demand, frequency of interlibrary loan requests placed for material on the same or similar subject
- Cost of material relative to the budget and other available material

Selection of materials by the Library does not imply endorsement of the contents or the views expressed in those materials. The Library supports the concept of intellectual freedom and adheres to and supports the *Library Bill of Rights*, the *Freedom to Read Statement*, and the *Freedom to View Statement*, as adopted by the American Library Association. Copies of these policy statements are included in the appendices (A-C) to this document.

Responsibility

Collection development is a cooperative endeavor carried out by faculty and library staff. When selecting materials, preference should be given to materials that have received favorable reviews in the professional literature of a given subject field or in a standard review source (i.e., *Choice Reviews Online*.)

Library staff are responsible for the processes of acquiring and deaccessioning materials.

Funding

Funding for new acquisitions comes from the following lines of the Library's operating budget:

- 7430 Databases
- 7431 Online periodical subscriptions
- 7432 E-resources (purchased)
- 7433 Physical resources
- 7434 Print Periodical subscriptions

Physical materials paid for with Library funds must be housed in the Library. Online resources paid for with Library funds must be accessible to all SJC faculty, staff and students.

Purchase Requests

The Library welcomes purchase requests, primarily from faculty, for materials within the scope of the Library's collection. (Please see next section for **Scope of Collection**.) There are two types of purchase requests:

1. **Assignment-focused:** Faculty may submit purchase requests for resources students need to successfully complete a specific assignment in a course. Resources needed in any format within reasonable cost will be purchased.
2. **Collection-focused:** There will always be resources the Library should own that may not be assignment specific, but are generally supportive of the College learning environment. Drawing on faculty subject area expertise, the Library will accept prioritized purchase requests for these materials from individual faculty members. As part of the request process, faculty will be asked to note why a particular item is needed in the collection.

Sample forms may be found in **Appendix D**. Current forms, with updated dates and deadlines, may be requested from the Library.

Scope of Collection

Audio Materials

The Library has a small collection of music CDs; however, the Library is not actively collecting this material. The library does not collect physical audiobooks but will consider providing access to online audio content as opportunities arise.

Books (Stacks)

The purpose of the book collection is to support the curricular needs of the undergraduate and graduate students. While the Library is able to support faculty research via unlimited free interlibrary loan services, resources are not available to collect books that would support individual faculty research.

Textbooks, due to their high costs, frequent revisions and generally poor bindings, will not be considered for purchase.

In selecting books, the major emphasis is on acquiring new or current titles, although important retrospective titles may be acquired when appropriate.

Whenever possible, hardcover editions will be purchased; paperbacks will be converted into Textmount bindings.

Computer Discs

The Library does not collect general purpose or educational computer software. The library will consider the purchase of multimedia CD- and DVD-ROM discs so long as there are no circulation restrictions placed on them by the vendors. When a book is accompanied by a computer disc, the disc will remain in, and will be circulated with, the book.

Ebooks

The Library acquires ebooks using the same criteria used to select physical books. When purchasing ebooks, ownership, ease of integration into the catalog and means of access will be considered. Ebooks may be purchased as required readings/textbooks for courses provided the licenses allow for unlimited simultaneous users.

Films

Films (in DVD or streaming formats only) that support the teaching and learning activities of the College are actively collected. Notable and award-winning films are also collected.

Graphic Novels

Graphic novels encompass both fiction and non-fiction and touch on a wide range of disciplines. The Library acquires graphic novels on the basis of literary and/or artistic merit and in response to demand.

Journals/Magazines

Journals in print and online formats that support the teaching, learning, and research needs of the College are collected. In addition, the Library acquires magazines of more general interest to the campus community.

In selecting journals/magazines, preference is given to periodicals indexed, but not available in full-text, in databases subscribed to by the Library.

Juvenile/Young Adult

In support of the education program, the Library actively collects fiction and non-fiction children's and young adult books; emphasis is placed on award-winning and notable titles.

Microform

The Library owns a few periodical titles on microfilm. The Library is no longer collecting periodicals in this format.

Newspapers

For current awareness purposes, the Library will subscribe to a number of national and state newspapers in paper format. Additional national and international papers are available full-text online through the Library's research databases.

Reference Materials

Reference materials are primarily selected to support the College's academic programs. Additional core reference materials in other subject areas may also be collected when they provide an introductory overview or key concepts in academic disciplines of potential interest to students, faculty or staff.

Research Databases

The Library collects, through subscriptions, online research databases that support the academic programs and educational goals of the College.

Maintenance of the Collection

Maintaining a quality collection of materials to serve the College community is an ongoing process that includes assessment and the removal of materials that are obsolete, damaged beyond repair and/or no longer relevant to the curriculum.

Audio-Visual Collection

Every effort will be made to repair items that have sustained damage rendering them unusable. If the item cannot be repaired, consideration for replacement will be based on circulation and content.

Circulating Book Collection

Faculty are strongly encouraged to review the books in their subject areas on a regular basis to identify items which should be withdrawn. Library staff who encounter items that seem likely candidates for withdrawal will bring them to the attention of the Library Director, who will make a determination based on circulation, condition, and content if the item should be withdrawn, repaired or replaced.

Periodical/Microfilm Collection

Current subscriptions will be evaluated on an annual basis by library staff and the appropriate academic departments.

Periodicals in either hardcopy or microfilm may be removed from the collection if the Library holds an incomplete or short run of the title, the title is not indexed in any resource to which the library subscribes or owns, or the title is not relevant to the curriculum. Hardcopy newspapers and general interest magazines are only retained for limited periods of time.

Reference Collection

The Head of Reference and Information Literacy is responsible for regular review and weeding of the reference collection.

Replacements

Items that are missing, lost, or withdrawn because of damage or wear are not automatically replaced. Materials are replaced based on the following criteria:

- importance of the item to the collection
- past use and potential future demand for the item
- availability and cost of replacement

Gifts

Gifts will be handled pursuant to the *Wellehan Library Gift Policy (Appendix E.)*

Reconsideration of Library Materials

The right of any individual to free and open access to materials is basic to a democratic society and to the educational growth of its members. Occasional objections to resources may occur, despite the quality of the selection process. In the event that materials are questioned, an individual may register a complaint concerning material that he/she considers objectionable by using the *Request for Reconsideration of Library Resources* form (**Appendix F**.)

Policy Review

This collection development policy will be reviewed annually with revisions made where appropriate.

November 2016

Appendix A

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.

- I. 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.
- II. 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.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. 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 28, 1967; and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

Source: <http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillofrights.pdf>

Appendix B

The Freedom to Read Statement

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 or limit access to reading materials, to censor content in schools, to label "controversial" views, 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 counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. 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.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. 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 or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. 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 controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that 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 toward 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 that are unorthodox, unpopular, or considered dangerous by 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 that 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 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 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 bar access to writings on the basis of the personal history or political affiliations of the author.*

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 that 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 expression 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 values differ, and values cannot be legislated; nor can machinery be devised that 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 the prejudgment of a label characterizing any expression or its 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 others. 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; and by the government whenever it seeks to reduce or deny public access to public information.*

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. Further, democratic societies are more safe,

free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

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 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 the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans 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 the written word. We do so because we believe that it is 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, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

American Library Association

Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression

The Children's Book Council

National Association of College Stores

National Council of Teachers of English

The Association of American University Presses, Inc.

Freedom to Read Foundation

National Coalition Against Censorship

The Thomas Jefferson Center for the Protection of

Free Expression

Source: <http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftstatement/freedomreadstatement.cfm>

Appendix C

The Freedom to View Statement

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the **First Amendment to the Constitution of the United States**. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

Source: <http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftvstatement/freedomviewstatement.cfm>

Appendix D

Purchase Request Forms

These two forms are samples only. Current forms may be obtained by contacting the Library.

Wellehan Library
Assignment-Focused Purchase Request Form

Faculty Member:			
Course:		<input type="checkbox"/> Summer 2016 Deadline: 03/15/16	<input type="checkbox"/> Fall 2016 Deadline: 04/15/16
Assignment:			

Books/DVDs Needed:

Author	Title	Book	DVD	ISBN
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

Journals/Databases/Other Resources Needed:

I would like a librarian to inform me of existing resources that might support this assignment.

I would like a librarian to recommend to me additional resources not owned by the Library that could be purchased to support this assignment.

Appendix E

Wellehan Library - Gift Policy

Wellehan Library has greatly benefited from donations of materials, and the generosity of donors has been much appreciated. The Library is currently housed in an interim facility with extremely limited shelf space, and assessing and processing gift materials requires a significant investment of staff time and resources. In order to balance these challenges with opportunities to add high quality materials to the collection, the Library will accept donations of materials (books, DVDs and Blu-rays only) on the following conditions:

- The donor must be affiliated with Saint Joseph's College.
- The number of items donated at a time must be small (1-5).
- The items must be clean and in new condition.
- The items must be directly relevant to the curriculum.

Donations of materials that do not meet these conditions will be considered on a case-by-case basis. Generally, the Library will not accept

- textbooks.
- scattered or single issues of periodicals (unless needed to fill gaps in existing holdings).
- popular trade/mass market paperbacks.
- items already owned by Wellehan Library and/or readily available in the Minerva consortium. (Exceptions may be made for items directly relevant to the curriculum, authored by SJC faculty, etc.)

Library staff will determine whether or not a donated item will be added to the collection; donors may specify whether items not accepted are returned to them or recycled. Accepted donations become the property of Wellehan Library and decisions regarding their cataloging, shelving, use, and retention will be made by Library staff.

For questions and concerns regarding the library's acceptance of gifts, contact Shelly Davis, Senior Director of the Learning Commons (893-7726 | sdavis@sjcme.edu).

November 2016

Appendix F

Request for Reconsideration of Library Resources

The right of any individual to free and open access to materials is basic to a democratic society and to the educational growth of its members. Occasional objections to resources may occur, despite the quality of the selection process. In the event that materials are questioned, an individual may register a complaint concerning material that he/she considers objectionable by completing and submitting this form to the Director of Library Services.

The completed form will be reviewed by the *Reconsideration of Library Materials Review Committee*, consisting of the Senior Director of the Learning Commons, the Technical Services Associate, and at least one member of the Faculty Library Committee. If appropriate, an additional faculty member representing the discipline of the subject matter of the material being challenged will also be a member of the Committee. The Committee's decision to retain or withdraw a challenged resource will be made with respect to the principles of Intellectual Freedom and the educational mission of Saint Joseph's College. The individual who registered the complaint will be notified in writing of the Committee's decision.

Date _____

Name _____

Address _____

Email Address _____

Do you represent yourself? an organization?
Name of organization: _____

Resource on which you are commenting:

- | | | |
|---|------------------------------------|--|
| <input type="checkbox"/> Book/ebook | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Online material from a library database |
| <input type="checkbox"/> Film | <input type="checkbox"/> Audio CD | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Journal/magazine | <input type="checkbox"/> Display | |

Title _____

Author/Producer _____

What brought this resource to your attention?

Have you examined the entire resource?

What concerns you about the resource?

Are there resource(s) you would suggest to provide additional information and/or other viewpoints on this topic?