

SHAKE LIBRARY
COLLECTION DEVELOPMENT POLICY
VINCENNES UNIVERSITY
VINCENNES, INDIANA
REVISED FALL 2005

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Introduction

I wish to thank Joseph Helms, Michaela Ewald, Richard King and Bonnie Riggins for putting together the Collection Development Policy outlined in this document. This policy will provide valuable direction and guidance in making the best use of university resources allocated to Shake Library. It also puts in place numerous processes and policies needed for the library to function in a professional manner, consistent with national library standards and guidelines and with the mission and purpose of Vincennes University. The policy will be continually subject to review and revision, in light of experience with implementation and changing circumstances. My congratulations to those involved in putting together this outstanding document.

Robert Slayton
Dean of Learning Resources

Acknowledgments

The Collection Development Policy for Shake Library would not have been possible without the active participation of my professional colleagues, namely, Michaela Ewald, Richard King, Bonnie Riggins and Dean Robert Slayton. I also want to thank Travis Ennis, Library Reference Assistant and MLS graduate student enrolled in the School of Library and Information Science at Indiana University, Bloomington for his contribution to the document, especially in the area of electronic resources. I am indebted to my colleagues for their timely comments, suggestions, and proofreading which have strengthened this document. Without their full cooperation, encouragement, and support, this endeavor would have taken much longer to complete.

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**SHAKE LIBRARY
COLLECTION DEVELOPMENT POLICY
VINCENNES UNIVERSITY
VINCENNES, INDIANA**

Revised Fall 2005

I. Purpose of the Collection Development Policy

The purpose of the collection development policy of Shake Library is to state clearly the principles and guidelines used by Shake Library librarians in selecting, acquiring, maintaining, and deselecting library materials. The collection development policy focuses on relating collection building to the goals, objectives and programs of the University and to the teaching, researching, and recreational needs of VU faculty, staff and students. In addition, it seeks to inform VU faculty, staff, students and the general public of this policy.

II. Mission, Goals and Service Statements

A. Shake Library Mission Statement

Shake Library, through the Lending Services, Reference Services, and Technical Services Departments, offers a full range of traditional and electronic library services to the Vincennes University community and general public.

The Lending Services Department maintains intensive and direct contact with library users through daily circulation transactions, creates and organizes patron records, manages shelving of materials, handles reserve items, and provides Interlibrary Loan service and other document delivery systems. The Reference Services Department strives to provide the most reliable, current information in print and electronic formats. The main function of the Technical Services Department is to index, process, and arrange library materials (books, electronic resources, free Web-based resources, multimedia items, periodicals, and other research tools) so they are accessible to clients through an online catalog.

Shake Library continually seeks to acquire and improve a collection that supports the University curriculum, research projects conducted by faculty and staff, and recreational needs of the VU community and general public. Shake Library seeks to ensure that all users have access to these materials. In addition, Shake Library has a strong educational mission to instruct users in theoretical and practical library research. This entails both formal classroom instruction and one-on-one teaching sessions as the individual requires.

B. Profile of VU Community

Vincennes University is a comprehensive state-supported community college with an open-admission philosophy that serves students and communities in a variety of locations. The main campus is located in Vincennes, Indiana and a second campus is located in Jasper, Indiana. Extension sites are located in Indianapolis at the airport and the Indiana School for the Deaf. VU also offers military education programs to serve men and women in uniform in the United States and overseas and a full array of distance education/degree completion course offerings.

C. Programs Offered

The University offers coursework leading to certificate, associate degree, and baccalaureate degree programs. This requires offering instruction ranging from developmental coursework to courses designed for immediate job placement or college transfer. In all cases the University is committed to reaching out to serve students' needs through quality instructional programs, individual attention, educational delivery systems and student services that assure student success.

D. Subject Areas to Support Programs

It is the primary responsibility of Shake Library to collect materials that are relevant to all subject areas taught at VU. To do this, librarians read current reviewing sources and maintain cooperative relationships with faculty to ensure library materials support coursework in a useful and timely manner.

E. Variety of Formats for Learning

Shake Library maintains flexibility in adapting technologies to enhance teaching and learning. Although emphasis on such developments may alter with time, innovations such as multimedia, the Internet, satellite communication, electronic texts, and overall growth in importance of computerized services will be aggressively discovered and applied. Despite technological trends, Shake Library's book collection will remain a significant cornerstone at Vincennes University.

III. Collection Development Policy

A. Intellectual Freedom

In accordance with standards adopted by the library profession throughout the United States, Shake Library affirms that freedom to read and view materials is essential to the well-being of a democratic society. Therefore, Shake Library adheres to the *Library Bill of Rights*, written and adopted by the American Library Association, and the *Freedom to Read Statement*, written and adopted by the American Library Association and Association of American Publishers, and the *Freedom to View Statement* issued by the American Film and Video Association and endorsed by the American Library Association.

1. Library Bill of Rights

The Library Bill of Rights (not duplicated here, see Appendix A) adopted by the American Library Association is the foundation upon which library collection development is based. The main thrust of this statement is that "libraries should provide materials and information presenting all points of view" and that libraries should challenge censorship.

2. Freedom to Read

The *Freedom to Read Statement* (not duplicated here, see Appendix B) is a joint statement by the American Library Association and the Association of American Publishers. It is a basic statement on free expression and censorship as they pertain to libraries. The statement has seven points used by libraries to provide materials that "make available the widest diversity of views and expressions" and to provide materials that "enrich the quality and diversity of thought and expression."

3. Freedom to View

The *Freedom to View Statement* (not duplicated here, see Appendix C) adopted by the American Film and Video Association and endorsed by the American Library Association has five basic statements pertaining to free access to films, videos and other audiovisual materials.

4. Questioned Materials

There may be an occasion when someone questions or challenges the suitability of an item found in the Shake Library collection. A patron with a question about the suitability of an item will be referred to a librarian. All questions about the questionable item will be met appropriately by the librarian with reference to the guidelines contained within this policy. If a patron wishes to question formally Shake Library's inclusion of an item, he/she will be directed to fill out the *Request for Reconsideration of Material* form (not duplicated here, see Appendix E) and submit it to a librarian. The request for reconsideration of any item will be discussed by all librarians and the Dean of Learning Resources. The patron will be notified regarding the decision whether to retain or remove the item. In the interim, the questioned material will remain in the collection.

B. Professional Library Standards

The librarians of Shake Library utilize the following national standards promulgated by the Association of College & Research Libraries (ACRL), a division of the American Library Association: *Standards for Libraries in Higher Education* (Approved by the ACRL Board of Directors, June 2004).

C. Statement on the Copyright Law

The Shake Library adheres to the provisions of the U.S. Copyright Law (17 U.S.C.) and related guidelines. Compliance with these standards are considered in requesting Interlibrary Loan and Document Delivery and also in placing items on Reserve.

D. Interlibrary Loan and Document Delivery

Interlibrary Loan and Document Delivery are services offered to VU students, faculty, and staff in which materials not owned by Shake Library may be requested from other libraries. These activities may affect collection development. For example, if the library finds that a particular item is borrowed frequently, a purchase of that item may be needed. However, if requests are very seldom made for a particular subject, items for such may be better suited to be requested through interlibrary loan rather than purchased.

Shake Library is an active participant in the Online Computer Library Center (OCLC) services. Most interlibrary loan requests are made through this service and processed by library staff. However, VU faculty, staff, and students may also use the WorldCat database of OCLC to directly search and select their own requests online. If a patron chooses to have the requested material delivered by interlibrary loan methods, the requests are forwarded electronically to local library staff to view and then processed as needed. Also, forms for both books and journal articles are available from the library's Web site for library users to fill in and electronically request items. Cooperative and reciprocal agreements are made with other OCLC libraries as much as possible so that most items are borrowed at no cost or at a very minimal cost.

Each fiscal year funds are allocated in the Shake Library budget for interlibrary loan and document delivery. Therefore, these services are provided free of charge to VU faculty, staff, and students.

E. Library Clientele

Shake Library provides VU faculty, staff, students, and residents of Indiana and residents of four counties in Illinois (Crawford, Lawrence, Richland, and Wabash) with organized collections of print and non-print materials. These resources support the institutional and instructional requirements of the university, as well as the individual needs and interests of its students.

F. Cooperative Collection Development

The librarians of Shake Library are committed to cooperative efforts with the Knox County Public Library (KCPL) and other area libraries. In the area of collection building, every effort will be made to acquaint the KCPL staff with Shake Library's collection development policy, and to coordinate development when feasible.

G. Materials Selection

1. Objectives

The materials selection policy of Shake Library shall reflect the following:

- Provide print, electronic and non-print materials that will support and allow for the curriculum to be implemented.
- Provide materials for general education.
- Provide materials that will meet the varied interests and abilities of faculty, staff, and students.

2. Responsibility for Selection of Materials

Shake Library librarians have the professional responsibility for selection of materials and electronic resources and are responsible for the scope and content of the collections. Therefore, the responsibility for coordinating and recommending the selection and purchase of materials and electronic resources rests with the librarians.

3. Recommendations

In addition to the recommendations of the librarians, suggestions from faculty, staff, and students are encouraged and given serious consideration. All recommendations must be approved by the librarians before purchase and budget constraints may limit the number of items that can be purchased.

4. Levels of Collection Development

The following ranking system has been adopted by Shake Library librarians to determine the depth and scope of the collection.

- Level 0 - Out of scope; no holdings in collection and nothing bought.
- Level 1 - Minimal level; only a few items in the Shake Library collection.
- Level 2 - Basic information level; highly selective collection that introduces and defines the subject and indicates varieties of information in it.
- Level 3 - Instructional support level; collection supports course work and sustained independent study. This level is further divided into initial and advanced study.
- Level 4 - Research level; collection contains materials requested by faculty/staff members to support faculty/staff research needs.
- Level 5 - Comprehensive level; collection is exhaustive in a few limited areas. Shake Library librarians select materials based on levels 1, 2, 3, and 4.

5. Selection Criteria

The major responsibility and priority of the Shake Library collection is to support the instructional programs. Specific considerations in choosing individual items include the following:

- Accuracy
- Authoritativeness
- Objectivity
- Lasting value of content
- Author's, composer's, filmmaker's or artist's reputation
- Publisher's or producer's reputation
- Strength of present holdings in same or similar subject areas
- Degree of need for the material
- Cost
- Format
- Suitability to the community college or University's curriculum

- Relevancy to the cultural, educational, and recreational needs of faculty, staff, and students
- Appropriateness of a resource for inclusion among library services or whether it would be better placed in a different VU department or VU department's web services.

6. Selection Aids

Shake Library librarians primarily select materials for purchase on the basis of reading published reviews, scanning standard bibliographies, or previewing. Selection aids used include:

- Professional Review Publications
 - *American Libraries*
 - *Booklist*
 - *Choice*
 - *Library Journal*
 - *New York Times Book Review*
 - *Science Books and Films*
- Standard Bibliographies/Directories
 - *American Reference Books Annual*
 - *Books for College Libraries*
 - *Books in Print*
 - *Fiction Catalog*
 - *Gale Directory of Publications and Broadcast Media*
 - *Guide to Reference Books*
 - *Magazines for Libraries*
 - *The Reader's Adviser*
 - *Ulrich's International Periodicals Directory*
 - *Vocational and Technical Resources for Community College Libraries*
- Other sources
 - Pre-publication literature
 - Professional library discussion lists (*Libref-l*, etc.)
 - Publishers' catalogs
 - Reviews available online via the library's subscription databases
 - Vendors (Baker & Taylor, Amazon, etc.)

7. Selection Procedures

The following procedures shall be followed when requests for purchase of materials have been forwarded to the acquisitions librarian.

a. Requests for new materials will be made on order cards. Faculty and staff may request order cards from a librarian.

- b. Order cards will be directed to the acquisitions librarian who will insure that all pertinent ordering information is included before ordering.
- c. Before ordering any material, Shake Library staff will check each item by author and title in WebCat, the on-order file, and the in-processing file to insure that Shake Library does not own a copy, or that the item is currently on order.
- d. Faculty and staff requests and "rush order" items should be so identified on the order card. These items will be ordered as soon as possible.

8. Materials and Formats Collected

Type of materials and formats collected:

- Abstracts and Indexes
- Almanacs, Fact Books, Yearbooks, and Statistical Sources
- Atlases and Gazetteers
- Bibliographies
- Biographical Sources
- CD-ROMS
- Companions
- Compendiums
- Computer Software Programs
- Dictionaries (English language, foreign language, and subject)
- Digests and Summaries
- Directories
- Discographies
- Electronic Books
- Electronic Resources (purchased and subscription-based)
- Encyclopedias (General English language, general foreign language, and subject)
- Filmographies
- Free Web-based Resources
- Guidebooks
- Handbooks
- Histories and Chronologies
- Legal Sources
- Magazines, Journals, and Newspapers
- Manuals
- Microforms
- Monographs
- Music Scores
- Paperbacks
- Quotation Books
- Sound Recordings (music CDs)
- Specifications and Standards
- Style Manuals

- Videotapes (VHS) and DVDs

Type of materials and formats generally **NOT** collected:

- Costumes
- Devotional Religious Books
- Dissertations
- Educational Games
- Filmstrips
- Motion Pictures (16mm)
- Museum Pieces
- Patents
- Pamphlets
- Private and Public Company Files
- Standardized Tests
- Videotapes (3/4")

9. Ownership of Materials

All materials purchased with Shake Library funds are considered part of the Shake Library collection and will reside in, or emanate from (in the case of electronic resources), the library.

10. Multiple Copies

Due to the need to acquire as many titles as possible with limited funds and because of limited space, Shake Library encourages the purchase of only one copy of an item. Where a special need can be demonstrated, additional copies may be purchased.

11. Collection Maintenance

a. Location: Library materials paid for with Shake Library funds must be housed in the Shake Library. The librarians may designate any material to be for circulation, in-house use only, the Reference Collection, or for, special collections such as the Center for Teaching and Learning (CTL). The Technical Services Librarian designates classification and shelf location using the *Dewey Decimal Classification System* and other classification schemes.

b. Replacements of Missing and Damaged Materials: Any item lost, stolen or severely damaged will be considered for replacement. Damaged materials that cannot be repaired will be identified by the librarian who has responsibility for collection development in the subject area. Missing items will be identified by the Lending Services Librarian who will notify the Technical Services Librarian. The Technical Services Librarian will return missing item notifications to the librarian responsible for collection development in the subject area. Replacement decisions will be guided by:

- Whether the item is listed in standard bibliographies listed under #6 above
- Whether the item meets other collection guidelines included herein
- The frequency of use

- Whether the item appears on faculty recommended reading lists
 - Availability of funds
 - Shake Library owns a duplicate copy
 - Whether the item is readily available (still in print)
- c. Preservation: Library materials are expensive to purchase, to process, and to house. Materials of lasting value should be treated with care. Guidelines for preservation include:
- Care and handling of library materials will be stressed to Shake Library staff and to users.
 - Temperature and humidity controls will be sought for library materials.
 - Binding will be used to preserve periodicals, paperbacks and other materials of more lasting value.
 - Book repair will be provided for materials damaged through intensive or rough use or accident.
- d. Deselection: As materials are deemed no longer useful to the Shake Library collection and to library patrons, they will be withdrawn from the collection and discarded at the discretion of the librarian responsible for collection development in the subject area. Deselection will be done methodically and on an on-going basis. Shake Library librarians will withdraw materials using acceptable professional procedures as outlined in the following:
- The Crew Manual by Joseph P. Segal
 - Weeding Library Collections by Stanley Slote

In selecting materials as candidates for withdrawal, Shake Library librarians will use the following guidelines:

- Superseded editions will be routinely deselected from the collection.
 - Duplicates should be deselected within five years of publication date except in areas where there is continued high demand or where the library holds rare copies.
 - In the sciences and technical fields, all materials ten years old should be considered candidates for deselection. Only titles of biographical or historical significance will be retained.
 - In the health and medical sciences, all materials five years old will be considered for deselection. Only titles of biographical or historical significance will be retained.
- Other characteristics that identify an item as a candidate for deselection are:
- No circulation within the past ten years
 - No listing in standard bibliographies listed in #6 above
 - Age of material
 - Space available
 - Reputation of author
 - Physical condition
 - Availability of better or more current materials
 - Primary source material

- Completeness of the holdings and collection level

Materials deselected from the collection are either sent to VU regional campuses, or donated to the Knox County Public Library used book sales or discarded.

12. Textbooks

Generally, Shake Library librarians do not purchase textbooks used for University courses due to the following reasons:

- Budget constraints
- Space limitations
- Continual changes in textbook selection by faculty

However, some textbooks may be purchased to supplement the collection for some fields of study. Generally, textbooks that are five years old or more will not be considered for inclusion in the collection.

13. Faculty and Staff Publications

Generally, Shake Library will purchase one copy of any item authored by a VU faculty or staff member.

14. Non-Print Materials

Shake Library uses the same general guidelines outlined in sections 4, 5, 6, 7 and 8 of this policy for selecting non-print materials for the Shake Library collections. For assistance in selecting non-print materials for the collection, the librarians will rely heavily on recommendations from the faculty. Generally speaking, non-print materials considered for inclusion in the library's collections consist of the following formats:

- Audio programs
- Computer software programs
- Sound recordings (music CDs)
- Videotapes/DVDs

15. ELECTRONIC RESOURCES (Purchased and Subscription-Based)

Electronic resources (purchased and subscription-based) made available to Shake Library users will be selected based on the following criteria:

- Importance of the database to the University's curriculum and the level of expected use
- Comparative cost /value factors of obtaining the information in other formats
- Reputation of the vendor in the library community
- Ease of use/training
- Access restrictions and availability for remote users
- Currency of the information and frequency of update schedules
- Critically reviewed in a professional reviewing publication or other reputable source

- Preview before purchase
- Resource is a proven product and used at other academic libraries
- Preference is for Web-based format
- Extent of full text coverage in the product
- Availability from the vendor of usage statistics
- Licensing requirements
- Search interface employs an interface already familiar to the library community, and that interface is flexible, user-friendly, and well-indexed, with numerous points of access
- Cost of the resource must be sustainable by the library's electronic resources budget for the foreseeable future
- Vendor should be stable and reliable, and offer technical support
- Responses from academic division(s) or academic department(s) regarding a particular electronic resource for their curriculum
- Cancellation of electronic resources will be based upon the following criteria:
 - Fiscal considerations
 - Change in or discontinuance of the program it supports
 - Content or format changes in the product which make it inappropriate for inclusion in the collection
 - Change of vendors will occur only when a new vendor can deliver an enhanced search interface, enable greater and more reliable remote access at a reasonable cost, or provide other key factors, such as greater full text coverage or archiving content.

16. ELECTRONIC RESOURCES (Free Web-Based)

Electronic resources (free Web-based) made available to Shake Library users will be selected based on the following criteria:

- Resource provides accurate information
- Resource provides a level of coverage not readily found in other resources
- Resource has a favorable reputation within its field of respective study and scholarship
- Resource is authoritative and/or credible
- Resource has open access
- Resource has no major accessibility or usability problems
- Resource is stable with infrequent down time
- Resource has a clearly stated purpose
- Resource provides information about the author or publisher
- Resource is current and relevant
- Resource provides date last modified
- Resource is favorably reviewed by a recognized source (e. g. *Choice*, *Internet Scout Project*, etc.)

Free Web-based resources will also be deselected according to set criteria. These include:

- Resource is no longer available or maintained.
- Resource no longer has the same level of quality.
- Resource is no longer current or relevant.
- Resource has been superseded by another resource that offers better quality or more comprehensive information.

17. Rare and Out-of-Print Materials

Rare or out-of-print material generally will not be purchased due to the exorbitant cost of such material, the long delays in acquiring the material, and the amount of staff time involved in acquiring them. When rare or out-of-print material is important to the collection, an effort will be made to acquire it, within the necessary cost restraints.

18. Foreign Language Materials

English language materials comprise a vast majority of Shake Library holdings, but foreign language materials are clearly necessary for instructional support of the Modern Foreign Languages Department course offerings.

19. Paperbacks

Preference is for hardback copies of titles, but when the cost differential between a paperback copy and a hardback copy of the same title is twenty (\$20) dollars or more, generally, the paperback copy will be purchased. When a title is available in the paperback format only, the paperback copy will be purchased.

To encourage recreational reading among VU faculty, staff and students, a paperback collection of titles consisting of the following popular genres has been established:

- Classical fiction
- Historical fiction
- Mystery and suspense
- Romances
- Science fiction and fantasy
- Westerns

Titles purchased for the paperback collection are briefly listed in the VU WebCat library catalog.

20. Gifts

Shake Library welcomes gifts of books, periodicals, CD-ROMs, computer software, music CDs and other material. Gifts are added if they meet the requirements of the Collection Development Policy, and at the discretion of librarians (See Appendix G for Receipt of Gifts form).

Donors of materials will be informed that it is not the policy of Shake Library to affix a value to donated items. However, for tax purposes, a receipt will be issued stating the types and quantities of materials donated.

Donors will be informed that by donating their items to Shake Library, they acknowledge that Shake Library is at liberty to use the donated items in a manner beneficial to Shake Library. This can include, but is not limited to:

- Adding it to the collection
- Discarding
- Sell at a public sale
- Trade with or donate to another library

21. Periodicals

Shake Library treats requests for periodical subscriptions differently than requests for books or media. Periodicals, which are also known as serials, journals, or magazines, require a substantial ongoing commitment in funding and space allocation. Due to increasing subscription rates and limited funds, acquisition of a periodical requires and receives substantially more consideration than the acquisition of a single book or videotape.

A committee composed of all Shake Library librarians meets annually to review and evaluate current titles held by Shake Library and requests for new title subscriptions. When evaluating requests, the committee gives primary consideration to the following criteria:

- Implementing new curriculum
- Support of the present academic curriculum
- Accreditation requirements
- Suitability to the community college curriculum
- Collection balance
- Recommendation from faculty/staff members or academic departments
- The price, especially the cost of the subscription in relation to its possible use
- The amount currently expended for subscriptions in a single subject area
- Number of titles currently carried in a single subject area
- Annual cost for renewing a title
- Annual cost for maintaining an archived collection in either bound, microform, or electronic formats
- Cost involved with providing adequate storage for the archived collection
- Usefulness to students
- Anticipated use by faculty, staff, or students
- Availability in electronic format
- The periodical is indexed in a standard index carried by Shake Library

- Reputation of the periodical, including publisher, editors, and contributors
- Number of recent interlibrary loan requests for a periodical title not owned by the library

Faculty, staff, or students requesting a new periodical subscription should fill out "*Request For New Periodical Subscription*" form (not duplicated here, see Appendix F). Copies of this form may be obtained from a Shake Library librarian.

The following criteria guide the recommendation to bind back issues or purchase microform:

- The archived issues of a periodical are not available in electronic format.
- If a microform subscription is too expensive, the back run should be bound.
- If the microform subscription is not available, the back run should be bound.
- Personal or departmental preference for bound back runs may not be used as justification for binding.
- For some selective, heavy use titles, where the archived issues are not available in electronic format, the back run may be both bound and microform.

The final decision on binding or purchasing microform of back issues rests with the librarians.

A periodical will be reviewed for cancellation based upon the following set of criteria:

- Fiscal considerations
- Change or discontinuance of program or curriculum it supports
- Recommendations of librarians, faculty members or academic departments
- Content of format changes in the title which make it inappropriate for inclusion in the collection
- Appearance of an alternative title that is available and preferable

22. Reference Collection

The Reference Collection is designed and maintained to support the University's instructional programs and to meet the informational and research needs of the VU community. The Reference Collection will consist of print and nonprint materials designed by the arrangement and treatment of their subject matter to be consulted for definite items of information rather than to be read thoroughly or consecutively. This Collection is non-circulating and includes information sources of high demand that by their nature need to be available in Shake Library or Shake Library web services at all times.

23. Course Reserves

The Reserve Collection is intended as a source for heavily used items and/or for items needing extra-security. Faculty and staff may request that their own personal copies

and/or Shake Library-owned items be placed on Course Reserve for their classes or related University functions. When completing the request form, the faculty or staff member will sign a waiver agreeing to responsibility for compliance of the Copyright Law.

24. Children's Literature

To support courses for students with majors in literature and education, Shake Library has established and maintains a very small, core collection of the best in children's literature. Time-honored classics are included along with the best reviewed and award winning titles of recent vintage. Titles are selected to cover ages ranging from pre-school through young adults.

25. Special Collections

Shake Library contains several special collections that, due to their format, subject matter, or circulation requirements, are kept in separate locations. These include oversize books, The Center for Teaching and Learning (CTL), children's literature, videotapes, music and reference compact discs, printed music scores, and assorted multimedia products such as audio tapes. Some high-use items (as determined by librarians) and faculty reserve materials are kept for checkout at the Circulation Desk and Reference Office. All materials are accessible using WebCat, the electronic catalog.

26. Collection Evaluation

The librarians continually evaluate the collections in order to ascertain information about the relative value of each item to the collection. Evaluation is necessary in helping the librarians determine whether Shake Library is building collections that are responsive to the needs of faculty, staff, and students.

27. Standing Orders

Standing orders are maintained mainly for titles in the Reference Collection in order to assure currency of information and prompt delivery of the items.

28. Equipment

Shake Library purchases equipment for the library – color printers, copy machines, microform reader/printers, scanners, video/DVD players, etc. - that is available for patron use. Selection, maintenance, and removal of equipment will be based upon the following criteria:

- Lasting value
- Degree of need
- Suitability
- Cost
- Demand
- Reputation of the product
- Reputation of manufacturer

29. Persons with Disabilities

Persons with disabilities have equal access to information and sources. Shake Library adheres to all university policies concerning persons with disabilities. These policies are based upon the *Americans with Disabilities Act* (ADA).

30. Annual Review of Collection Development Policy

This policy will be reviewed annually by the librarians at the conclusion of Spring Semester.

31. Code of Ethics of the American Library Association

The professional librarians of Shake Library endorse and adhere to the principles as outlined in the Code of Ethics of the American Library Association (not duplicated here, see Appendix D).

APPENDICES

A

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, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Web site:

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

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 Association of American University Presses, Inc.

The Children's Book Council
Freedom to Read Foundation
National Association of College Stores
National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression

Web site:

<http://www.ala.org/ala/oif/statementspols/ftstatement/freedomreadstatement.htm>

Appendix C

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.

Web site:

<http://www.ala.org/ala/oif/statementspols/ftvstatement/freedomviewstatement.htm>

Appendix D

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We recognize and respect intellectual property rights.
- V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted June 28, 1995, by the ALA Council

Web site:

<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>

Appendix E

Request for Reconsideration of Material

Author: _____

Title: _____

Publisher/Producer: _____

Date of publication/production: _____

Format: (e.g., book, cd, videocassette, etc.): _____

Request initiated by: _____

Address: _____

Phone: _____

Complainant represents:

Himself/Herself

Organization or group (please give name): _____

1. To what in the material do you object? (Please be specific; i.e. cite pages)
2. What do you feel might be the result of reading, hearing, or viewing this material?
3. Is there anything good about this material?
4. Did you read, hear, or view the entire material? What parts?
5. Are you aware of the judgment of this material by literary critics or persons with professional expertise in the subject area?
6. What do you believe is the theme of this material?
7. In its place, what material of equal literary or artistic quality would you recommend that would convey as valuable a picture and perspective of our civilization?
8. If this material is retained, what material would you recommend which presents a counterbalancing point of view?

Signature of complainant

Date: _____

Appendix F

Request for New Periodical Subscription

Complete title and subtitle:

Annual price: _____ Date of request: _____

Specific course(s) and program(s) this periodical would support:

Rationale or justification for the addition of this title: e.g., What does it add that other periodicals subscribed to do not offer? Why is it an appropriate choice for this collection? Is it suitable for the community college curriculum? Is it indexed? If so, where? etc.

Individual(s) requesting: _____

Division, department or area requesting: _____

Return to: Reference Librarian
Shake Learning Resources Center (LRC 22)

Despite limitations of space and funds, we are eager to improve our periodical collection. We urge you to assist us in determining our most significant needs. Requests will be collected and considered once a year and titles ordered as funds are available. Be sure to consult the periodicals section of Shake Library's Collection Development Policy for guidance.

Appendix G

Gifts

Shake Library welcomes the donation of books and other materials to supplement its collections. Gifts are added if they meet the requirements of the Collection Development Policy, and at the discretion of librarians.

The library does not accept out-of-date materials unless they have historical significance. The library is not usually interested in periodicals or old textbooks. All gifts must be in usable physical condition. Materials that are water damaged, have mold, or are marked-up will not be considered for inclusion into the Shake Library collections.

The Internal Revenue Service (IRS) regulations prevent the library from appraising the value of gifts to the library. Thus, it is the policy of the librarians of Shake Library not to affix a value to donated items for tax purposes.

Donors will be informed that by donating their items to Shake Library, they acknowledge that the librarians of Shake Library are at liberty to use the donated items in a manner beneficial to Shake Library. This can include, but is not limited to:

- Adding to the collection
- Discarding
- Sell at a public sale
- Exchange with or donate to another library
- Return to donor

All materials purchased with gift money, with the exception of materials designated for the Lewis Historical Collections Library, will be cataloged and integrated into the library's general collection. Materials purchased with donated funds are identified with a bookplate. The Dean of Learning Resources will acknowledge the receipt of gifts to the library by way of an Acknowledgment Letter.

Receipt of Gifts

As the donor of materials to Shake Library, I have read the Gift Policy of the Library, and I hereby agree to the Policy's provisions.

Signature of Donor

Date

Signature of Librarian

Date