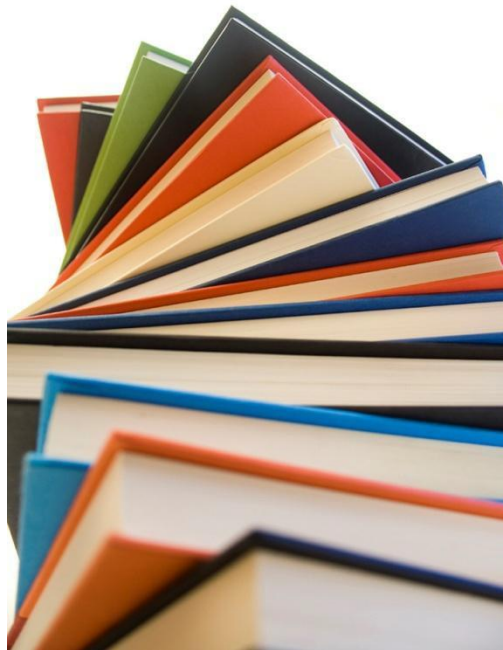


University of the Incarnate Word  
J.E. & L.E. Mabee Library

Collection Development Policy



7/08/2014

## Table of Contents

<b>Purpose of Collection Development.....</b>	<b>3</b>
<b>Library Mission Statement .....</b>	<b>3</b>
<b>Objectives of Collection Development Policy .....</b>	<b>3</b>
<b>Responsible Parties for Collection Development .....</b>	<b>4</b>
<b>Criteria for Selecting Materials .....</b>	<b>4</b>
<b>Additional Criteria that May Apply when Selecting Library Materials.....</b>	<b>5</b>
<b>Criteria for the Distribution of Funds for Purchasing of Library Materials.....</b>	<b>6</b>
<b>Types and Formats of Materials Collected .....</b>	<b>7</b>
<b>Selection Levels .....</b>	<b>8</b>
<b>Collection Maintenance .....</b>	<b>9</b>
<b>Gifts .....</b>	<b>10</b>
<b>Appendix A Courses Curriculum .....</b>	<b>11-13</b>
<b>Appendix B Course Supported Subject Areas .....</b>	<b>14</b>
<b>Appendix C Library Bill of Rights.....</b>	<b>18</b>
<b>Appendix D The Freedom to Read Statement.....</b>	<b>19</b>
<b>Appendix E Code of Ethics of the American Library Association.....</b>	<b>23</b>
<b>Appendix F Weeding Guidelines .....</b>	<b>24</b>

# **Library Collection Development J.E. and L.E. Mabee Library**

## **Policies and Guidelines March 2010**

### **A.1 Purpose of Collection Development**

The Collection Development Policy is designed to guide librarians involved in the process of acquiring materials for the J.E. & L.E. Mabee Library in any format, to make informed decisions with regard to the missions of both the university and the library, and in compliance with standards established by accrediting agencies and the American Library Association (ALA).

The policy considers collection development within the dynamic and evolving nature of curricula and programs at the University of the Incarnate Word. As such, it will require regular assessment and adjustment to remain viable, reflecting the current and emerging learning systems of delivery and research expectations in this institution. It seeks to address research needs at the undergraduate/graduate level, core courses, new programs, special collections, audiovisuals, textbooks, languages other than English, and collection mix concerns incorporating all formats of materials, including databases, digitized collections and electronic resources.

### **A.2 Library Mission Statement**

The library actively participates in the life of the university. It supports the university's academic programs with materials, instruction, and technology that advance the intellectual development of its students and the scholarship activities of its faculty. The library's collections encourage lifelong learning and reflect differing viewpoints, various cultures, and a global perspective. Materials and services encompass the Catholic social teaching and social justice issues espoused by the Sisters of Charity of the Incarnate Word and the university.

### **A.3 Objectives of Collection Development Policy**

The Collection Development Policy (CDP) is intended to outline the process of acquiring materials to meet the following objectives:

- a. to assist librarians involved in the process in providing library users with current, authoritative, and diverse materials at the appropriate learning level:

- b. to select materials in all formats consistent with the policy and the library's allocated funds;
- c. to assist with budget planning and allocation optimization; and
- d. to encourage the participation of faculty and students in the process

#### **A.4 Responsible Parties for Collection Development**

- a. The professional library staff and faculty are collaboratively responsible for the appropriateness of materials they order. Input may also come from students, bibliographies, core collection lists, outstanding publications lists, award winners (e.g.: Pulitzer, Newberry, etc.), and thematic bibliographies.
- b. Consideration may also be given to cooperative selection criteria established by CORAL and other consortia.
- c. The collection development process is coordinated by each librarian-subject-specialist and the Director of Technical Services, who is responsible for the purchasing of materials and the monitoring of the acquisition budget.
- d. The initiator of a purchase order should be notified by the Director of Technical Services if an item cannot be obtained within a reasonable length of time due to budgetary or other reasons.
- e. The dispersion of materials acquisition funds is applied as equitably as possible to satisfy all areas of the collection and all points of view, taking into consideration new programs, course offerings and weaknesses in the collection.
- f. Faculty members in all program areas are encouraged to recommend materials in their respective disciplines, and to cooperate with librarians/subject specialists in the development and maintenance of the collections.

Online Recommendation Forms are provided through the library's web page to facilitate faculty and student participation.

#### **A.5 Criteria for Selecting Materials**

Applying certain criteria to the selection of materials is of paramount importance. The following criteria must be applied when considering the acquisition of materials regardless of format:

- a. Provide a justifiable rationale for the acquisition of each item, based on budget, relevance to curricula and information needs of students and faculty.

- b. Foster intellectual freedom with a balanced collection by purchasing materials in various formats to represent diversified points of view. The library fully endorses the American Library Association's Library Bill of Rights, and the Freedom to Read statements appended at the end of this document.
- c. Consider accreditation requirements by Southern Association of Colleges and Schools (SACS) and other professional accrediting agencies for individual programs.
- d. Comply with the U.S. Copyright Law, to ensure items which may be in violation of this law will not be acquired either through purchasing or donation.
- e. Examine the currency and utility of the publication to balance with other items already in the collection on the same topic.
- f. Consider the depth of coverage in relation to the courses offered and the academic level (undergraduate, graduate, doctoral, professional)
- g. Limit acquisitions for recreational purposes, except those covered by the curriculum and those of general interest.
- h. Avoid the purchasing of duplicate copies unless in cases when it is justified, for example: core or reference materials with anticipated heavy use or items required to support courses offered through the School of Extended Studies in off campus locations.
- i. Avoid intentional purchase of textbooks required for student purchase enrolled in courses unless the work is a standard reference in its discipline.
- j. Acquire foreign language materials to support the foreign language courses offered in the curriculum. On an exception basis, an effort will be made to purchase bilingual dictionaries representing the various native languages the currently enrolled students at the university speak.

#### **A.6 Additional Criteria that May Apply when Selecting Library Materials:**

- a. When an item is available in both paper and electronic formats, consider the choice that offers the greatest added value to the collection.
- b. Consider the format which offers wider access to users, and is available on a 24/7/365 basis (electronic resources).
- c. Consider other funding sources beyond the annual materials budget when the cost of an item is considered expensive. Funds generated from the Blondin Estate, Friends of the Library and the Frost Play Research accounts may be used in some circumstances.

- d. Consider published academic reviews. In case of negative or conflicting published reviews consider other overriding criteria, such as local and state historic interest or if the item is authored by a well known person in the locale.
- e. Consider the existing level of materials in the collection and need for currency contained in the resources (e.g. Nursing vs. Art History)
- f. Reflect on demonstrated demand for an item as established by TexShare or interlibrary loan requests.
- g. Consider whether the material is required reading in the course syllabus or is requested by instructor to be placed on Reserve

#### **A.7 Criteria for the Distribution of Funds for Purchasing of Library Materials**

An ad hoc committee charged with developing a collection development policy met several times to discuss and determine the kind of equitable criteria which should be applied for the distribution of funds for the purchasing of library materials. As a result:

- a. The committee has decided to apply the Percentage-Based Allocation Formula to the library materials budget. The objectives of this process is to establish a fair allocation of funds which will promote and strengthen the Collection Development goals by addressing curriculum needs and support to programs at the university. The process is described by Debbi A. Smith in her article: *Percentage Based Allocation of an Academic Library Materials Budget* (2008) Vol. 27, Issue 1, pp 30 -34. Retrieved April 27, 2009, from [www.emeraldinsight.com/0160-4953.htm](http://www.emeraldinsight.com/0160-4953.htm)
- b. The percentages that the committee originally used were based on 2011-12 budget figures. The Dean of Library Services looked at the instructional budgets (faculty salaries, instructional expenses, not administrative costs) in relation to the overall instructional budget under the purview of the Provost for that year. All colleges and schools were evaluated. Extended Academic Programs course offerings were folded into the percentages for Business, Education and Nursing. Pharmacy and Optometry were excluded because special library funds are set aside for them. In addition, the committee decided to set aside 15% of the materials budget for support of new programs, general interest materials and unexpected costs (i.e. increase in subscription rates). The committee proposes that these percentages be reviewed every 3 years.

- c. The chart below shows the proposed breakdown for purchase of new materials in 2010.

School / College	Percentage of Instructional Budget 2012
College of Humanities & Social Sciences	24%
HEB School of Business & Administration	16%
School of Interactive Media & Design	9%
School of Math, Science & Engineering	16%
School of Nursing & Health Professions	13%
Dreeben School of Education	8%
Materials to Support New Programs/General Interest Materials/Contingency	15%

- d. In 2010, when implementing the percentage-based allocation formula for the purchase of new materials, the library staff considers all forms of library materials and resources books, print journals, online journals, databases, audiovisual materials and streaming media.

After four years of working with the percentages, the Collection Development Committee proposed that starting with the 2015 budget all subscribed resources be pooled to help establish a core collection of databases, journals, book and AV subscriptions.

These resources will be reviewed every three years by a subcommittee appointed to conduct a use study on these resources. An ad hoc committee can also be appointed within the three year period should a need arise to look critically at subscribed resources due to budget cuts or other factors that the Dean of the Library should deem critical.

All subject librarians agreed to allow the AV librarian to manage all audiovisual purchases through recommendations directly from faculty or from librarians. The budgeted amount for AV (\$20,000) was based on a three-year history of one-time AV purchase recommendations from faculty and librarians. Four thousand dollars (\$4,000) of the AV budget will be used for supplies specific to securing and organizing physical AV items as well as public performance rights for select films.

Thus, the percentages now are applied to books alone. This process of using the percentages has provided the library with a more balanced collection than was evident in 2010, when the policy was first approved.

#### **A.8 Types and Formats of Materials Collected:**

- a. The library's overall collection philosophy is e-preferred.
- b. Print publications of enduring value or frequent use (e.g. language dictionaries, the Bible) will normally be purchased in hardbound form and electronically if available.

- c. Publications frequently updated and replaced with new editions should be acquired as an e-resources or in the least expensive binding if an electronic equivalent is not available.
- d. Textbooks required for student purchase in classes are not normally selected unless if deemed by the faculty/librarian as being “exceptional” or “classic” in their discipline.
- e. Print copies of electronic books may be purchased to support heavy demand including Distance Education and UIW Online courses or when an “archival” copy of an electronic document is desired.
- f. Reference materials should be purchased as an e-resource when possible.
- f. Fiction of short term interest is not normally purchased for the collection, unless if determined by literary critics to be “an established literary work”, and has received literary acclaim or supports a course in literature offered on campus.
- g. Audiovisual materials are sought to support all areas of the curricula and will include those that are timely and of significant instructional value. Since this collection is heavily dependent on technology for its production and use, the most current technologies should guide the audiovisuals librarian in choosing the proper format for the collection.
- h. Serials are sought to support all areas of study at the university. The criteria applied to the selection of books should also apply when considering the acquisition of journals.
- i. Any other item not specifically addressed above (such as maps, globes, models and realia) should be considered on the basis of suitability to support the mission of the library.

## A.9 Selection levels

Curricula, level of instruction, and ongoing research at this university determine the depth to which collection development should be aimed for each subject category.

The various levels for selecting library materials have been adapted from the publication: *Guide for Written Collection Policy Statements*, 2<sup>nd</sup> ed., by Joanne S. Anderson, American Library Association, 1996.

### a. **Comprehensive level “CM”**

The level at which the library purchases all significant items –in any format or language- in a specific limited subject field. The depth of this level of collection is one of a “special collection”, meaning exhaustive inclusion of works.

### b. **Research level “RS”**

Includes materials required for dissertations and independent research. It contains all important reference works, and a wide selection of specialized monographs, as well as journals, technical reports and major indexing and abstracting services in the discipline. Relevant foreign language materials are also included. Older material is usually retained for historical research.



c. **Graduate level “GR”**

This level of collection must support advanced or instructional level studies for graduate work at the master’s level. Materials selected for this level support the acquisition of knowledge at the primary and secondary levels of a subject area. In addition, to influential monographs and journals on the primary and secondary topics in the area, the collection includes a significant number of retrospective materials, and works that support more in-depth discussions of research.

d. **Undergraduate level “UG”**

Selection of up-to-date materials at this level must support limited or general knowledge for lower level courses. It may include a broad range of reference works, complete collections of important authors, retrospective classic materials, all important journals as defined by standard bibliographies, and multidisciplinary databases.

e. **Basic Information level “BI”**

The intention at this level is to collect materials that introduce and define a subject, and refer to additional sources elsewhere. Materials in this area may include dictionaries, encyclopedias, multidisciplinary databases, and a few major monographs and periodicals on the subject. Materials selected at this level must support lower level courses that require minimum of library use.

f. **Minimal level “MI”**

This is a subject level area in which a few basic works at the introductory level are selected to support fundamental inquiries.

g. **Out of scope “OS”**

The library does not select any materials in this subject area.

## **B.1 Collection Maintenance**

- a. De-selection (weeding) is to be practiced by the librarian/subject specialist with caution, and preferably with the cooperation of faculty member(s) to ensure that publications considered of value to current academic offerings are not withdrawn from the collection.
- b. Reviewing of the collection for the purpose of de-selection should be a periodic activity undertaken by the librarian/subject specialist. Coverage, currency and accuracy are some of the factors a librarian reviewing the current collection should be taking into consideration before making a decision whether to de-select and retain an item in the collection.
- c. Preservation should address issues of deterioration of library materials. As a general rule, the library should strive to protect the physical condition of library materials, by housing them in a temperature, humidity and dust controlled environment. First, an informed assessment should be made on whether the damaged or worn item under consideration should be maintained in the collection. If the answer is negative, the item should be withdrawn, and disposed of accordingly. However, if deemed appropriate to maintain the item in the collection, action should be taken restore the

integrity of the item by making basic repairs.

- d. Replacement of materials is necessitated when an item has been damaged beyond repair, and the contents of the item it is determined to be necessary to support the curricula and research at the university. The same criteria for replacement apply to lost or missing items, assuming the item under consideration for replacement is still available from the publisher.

## **C.1 Gifts**

The library welcomes donations from individuals or other entities, which may enrich its collections. Gifts may come into two forms: in-kind or monetary. Regardless of the form a gift is made, it is subject to identical selection criteria as materials acquired through the library's budget.

- a. Gifts may be in the form of small monetary contributions for the purchasing of an item in memory or in honor of a person, to large sums of funds or materials for the support of the collection in general or a specific discipline. Gifts may be accepted by the President of the university, the Vice President for Institutional Development or the Dean of Library Services.
- b. To ensure a gift meets the library's selection criteria, the rule of "no-strings-attached" applies to all of them regardless of format and purpose. In addition, the subject librarian reserves the right on behalf of the library to decide on the retention, disposition or organization of gift items within the collection. The library does not assign monetary value to any gifts for appraising purposes. This is the responsibility of the donor. It does, however, provide upon request an itemized list of the materials to be retained in the collection or a letter acknowledging the gift.
- c. Periodical donations as a rule are not accepted unless they fill incomplete runs of bound, unbound volumes or are not available online, and meet the selection criteria for support of the curriculum and research.
- d. The library accepts gifts of items that are in good physical condition. There should be no stains, highlighting, or mildew.
- e. Gifts that are not selected for inclusion in the collection may be given to another library, offered to Better World Books, returned to the donor if requested or recycled.
- f. When the library receives a number of gift items, the Technical Services department arranges them on shelves. Each librarian subject specialist examines the items in their subject area/discipline, and decides what is to be retained. Items that are not retained are recycled.

## Appendix

### A. Courses Supported by the UIW Curriculum & Subject Areas

#### Undergraduate

1. Accounting
2. Administration
3. Art
4. Athletic Training
5. Banking & Finance
6. Bilingual Communication Arts
7. Biology
8. Broadcast Meteorology
9. Business Administration
10. Chemistry
11. Child Studies
12. Communication Arts
13. Computer Graphic Arts
14. Computer Information Systems
15. Criminal Justice
16. Cultural Studies
17. Economics
18. Education
19. Engineering Management
20. English
21. Environmental Science
22. Fashion Management
23. General Business
24. Government and International Affairs
25. History
26. Human Resources
27. Information Systems
28. Interior Environmental Design
29. International Business
30. International Studies
31. Justice and Peace Studies
32. Kinesiology
33. Management
34. Marketing
35. Mathematics
36. Meteorology
37. Music
38. Music Education

39. Music Industry Studies
40. Music Therapy
41. Nuclear Medicine
42. Nursing
43. Nutrition
44. Organizational Development
45. Philosophy
46. Political Ecology
47. Psychology
48. Rehabilitative Studies
49. Religious Studies
50. Sociology
51. Spanish
52. Sports Management
53. Teacher Education
54. Theatre Arts
55. Vision Science

### **Graduate**

1. Accounting
2. Administration
3. Biology
4. Business Administration
5. Business Administration/International Business
6. Business Administration/Sports Management Concentration
7. Communication Arts
8. Education (General Education)
9. Education
  - i. Adult Education
  - ii. Cross-Cultural Education
  - iii. Early Childhood Education
  - iv. Instructional Technology
  - v. Kinesiology
  - vi. Literacy
  - vii. Organizational Leadership
  - viii. Student Services
  - ix. Teacher Leadership
10. Health Administration
11. International Business Strategy
12. Kinesiology
13. Mathematics Teaching
14. Nursing (MSN)
15. Nutrition
16. Religious Studies/Pastoral Institute
17. Research Statistics
18. Teaching

19. Teaching Elementary and Secondary
20. Teaching Leadership

### **Doctoral**

1. Doctor of Business Administration
2. Education - Ph.D.  
*with concentrations in*
  - i. Higher Education
  - ii. International Educational and Entrepreneurship
  - iii. Organizational Leadership

### **Professional**

1. Doctor of Nursing Practice
2. Health Professions
3. Pharm.D. – Feik School of Pharmacy
4. Physical Therapy
5. Rosenberg School of Optometry

**B. Courses Supported by Subject Areas (by Dewey No.)**

Dewey Classification	Descriptor
000	Generalities
010	Bibliography
020	Library & Information sciences
030	General encyclopedia works
040	
050	General serial publications
060	General organizations and musicology
070	Journalism, publishing, newspapers
080	General collections
090	Manuscripts & book rarities
100	Philosophies & related disciplines (generalities)
110	Metaphysics
120	Epistemology, causation, humankind
130	Paranormal, phenomenon & arts
140	Specific philosophical viewpoints
150	Psychology
160	Logic
170	Ethics (Moral philosophy)
180	Ancient, medieval, oriental
190	Modern Western philosophy
200	Religion (generalities)
210	Natural religion
220	Bible
230	Christian theology

240	Christian moral & devotion
250	Local church & religious orders
260	Social & ecclesiastical theology
270	History & geography of church
280	Christian denominations & sects
290	Other & comparative religions
300	Social sciences (generalities)
310	Statistics
320	Political sciences
330	Economics
340	Law
350	Public administration
360	Social problems & services
370	Education
380	Commerce (Trade)
390	Customs, etiquette, folklore
400	Language (generalities)
410	Linguistics
420	English & Anglo-Saxon languages
430	Germanic languages    German
440	Romance languages    French
450	Italian, Romanian, Rhaeto-Romanic
460	Spanish & Portuguese languages
470	Italic languages    Latin
480	Hellenic    Classical Greek
490	Other languages
500	Pure sciences (generalities)
510	Mathematics
520	Astronomy & allied sciences
530	Physics
540	Chemistry & allied sciences
550	Sciences of earth & other worlds

560	Paleontology
570	Life sciences
580	Botanical sciences
590	Zoological sciences
600	Technology (Applied sciences)
610	Medical sciences
620	Engineering & allied operations
630	Agricultural & related technologies
640	Home economics & family living
650	Management & auxiliary services
660	Chemical & related technologies
670	Manufactures
680	Manufacture for specific uses
690	Buildings
700	The arts (generalities)
710	Civic & landscape art
720	Architecture
730	Plastic arts    Sculpture
740	Drawing, decorative & minor arts
750	Painting & paintings
760	Graphic arts    Prints
780	Music
790	Recreational & performing arts
800	Literature (Belles-lettres)
810	American literature in English
820	English & Anglo-Saxon literatures
830	Literatures of Germanic languages
840	Literatures of Romance languages
850	Italian, Romanian, Rhaeto-Romanic
860	Spanish & Portuguese literatures
870	Italic literatures    Latin
880	Hellenic literatures    Greek



890	Literatures of other languages
900	General geography & history
910	General geography    Travel
920	General biography & genealogy
930	General history of ancient world
940	General history of Europe
950	General history of Asia
960	General history of Africa
970	General history of North America
980	General history of South America
990	General history of other areas
A-Z	Fiction
A-Z	Children's Literature
	Texana
000	Generalities
100	Philosophy
200	Religion
300	Social sciences
400	Language
500	Pure sciences
600	Technology (Applied sciences)
700	The arts
800	Literature (Belles-lettres)
900	General geography & history

### **C. 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, and January 23, 1980,  
inclusion of "age" reaffirmed January 23, 1996, by  
the ALA Council.

#### **D. 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; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

## **E. 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 at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008. - <http://www.ala.org/advocacy/proethics/codeofethics/codeethics>

## F. Weeding Procedures Document Mabee Library 1996

### WEEDING PROCEDURES

The process of collection development in a college or a university library is a complicated one. While a number of factors must be considered in determining what is added and what is removed, the following basic criteria are applied to books when the library is considering whether or not an existing item should be withdrawn or retained in the collection. An item is withdrawn when it meets one or more of the following conditions:

- It is not listed in Books for College Libraries. (This insures that we do not withdraw a classic or a standard in a subject field.)
- It is in poor physical condition. (In this case, replacement is considered.)
- It has not circulated in the past 10-15 years--and the library has other books on the subject that have circulated recently.
- The library owns another copy and neither copy has been heavily circulated.
- The library receives a gift copy in better condition than the one it owns.
- The library purchases or received an updated edition of a title.
- The information is out of date and would not be used for historical research--some very old and out-of-date books in Nursing have been stamped to note they have been carefully evaluated and kept because of their historical research value. This is to help students be discriminating about the use of the information contained in the book.
- It supports a subject area no longer taught at the institution.

When a book is returned from circulation, it will automatically be flagged if it is in obviously poor physical condition. It is then checked for possible withdrawal and/or replacement according to the step listed above.

Adding older titles to the computer is a process called retrospective conversion and is a multi-year project. Each older book is individually considered as part of a section of books. These sections are chosen based on the crowded condition of the shelves, areas of heaviest circulation and areas in which more new books are being requested. Because of the crowded shelf conditions throughout the library, it has been necessary to target those areas in which new materials are being ordered at library and faculty request so there will be physical space to accommodate the new volume.

These are all areas that can be examined in more detail by Collection Development Committee.



## Guidelines for Weeding

		YEARS
1.	All ordinary text books	10
2.	Books on medicine, invention, radio, TV, gardening and business	5-10
3.	Travel books generally after	10
4.	Fiction best sellers of ephemeral value	10
5.	Encyclopedias	10
6.	Junior encyclopedias	5
7.	Almanacs, Yearbooks, manuals. Keep current AND older edition	5-10
8.	Dictionaries. NEVER WEED	NEVER
9.	Biographical sources. NEVER WEED	NEVER
10.	Directories (after you buy latest edition)	5-10
11.	Inexpensive geographical sources.	5-10
12.	Expensive geographical sources. NEVER WEED	NEVER
13.	Social Science topical materials	10-15
14.	Periodicals not indexed	
15.	Serials that cease publications and have no cumulative index	
16.	Incomplete sets of journals or serials	
17.	Early volumes of serials, especially long runs of 50 or more volumes	
18.	Items that can be replaced with electronic versions	

