SPOON RIVER COLLEGE LIBRARY
COLLECTION DEVELOPMENT POLICY

Policy Purpose

This collection development policy is a statement of principles and guidelines used by the Spoon River College Library in the selection, acquisition, evaluation, and maintenance of library materials.

This policy is a guide, not immutable law, and exceptions should be made to admit valuable materials whenever adequately justified by the interests of the library and the college. Further, it is a policy statement, not a manual of procedures, which are properly left to the internal management of library staff.

General Statement

The primary objective of collection development activities at the Spoon River College Library is to build and maintain a library collection that supports the Spoon River College curriculum. The library directly supports teaching, research and service by developing and organizing relevant collections, providing access to information resources regardless of location or format, and instructing patrons in the effective use of information resources. This Collection Development policy is for the building and preservation of effective, high-quality collections, and for providing appropriate electronic access to information.

Library Mission Statement

The Spoon River College Library, in support of the College's mission, provides quality resources and services to meet the educational needs of students, faculty, and staff. The library delivers multiple types of instruction that enable the campus community to locate information for their academic and other work-related needs. To support student success, the library is dedicated to providing quality, relevant, up-to-date, and accessible information resources in a variety of formats. The library utilizes current and emerging technology to provide library instruction and access to local and remote information. To make a wide range of materials available to our users, the library cooperates with other libraries and library consortia and networks. All library staff support academic excellence and are dedicated to being helpful and friendly to all library users.

Collection Development Goals

The primary goal of the Library is to develop and maintain collections that support and enhance the curriculum and instructional programs of Spoon River Community College and the needs of students, faculty, and staff of the college. The Library also serves a community of life long learners within the community college district and will collect when funds permit a variety of general information resources in subject areas not covered by classroom instruction, but generally supportive of a learning environment. For those members of the college community whose scholarly or research needs are beyond the scope of Library collections, the library staff will help to identify, locate, and borrow such materials through interlibrary loan. The Library will attempt to acquire and make available materials and media in various formats, evaluate existing collections, and develop policies and procedures to maintain the quality of collections and information services.
Collection Development Responsibility

Ultimate responsibility for the development and maintenance of library collections rests with the Director of Library Services. The Director utilizes selection tools, such as review publications, bibliographies, and publisher catalogs and online resources to select materials. Full-time and part-time faculty at all campuses are encouraged to recommend materials in their academic disciplines. An online Faculty Request Form is provided to facilitate faculty participation. All proposed titles are reviewed and evaluated by the professional librarian, and whenever possible all faculty recommended titles are purchased. A bi-monthly list of new titles added to the library collections is distributed to faculty. Administrators, staff and students may also make suggestions for purchase. Ultimate responsibility for collection development lies with the Director of Library Services.

General Criteria for Selection of Materials

- Relevance to the curriculum based needs of students
- Relevance to instructional needs of the faculty
- Balance in the collection
- Accuracy and objectivity
- Reputation of author or publisher
- Intellectual content and scholarly worth as well as presentation: style, clarity, reading level
- Aesthetic considerations: literary, artistic, or social value; appeal to the imagination, senses, or intellect
- Current in print publications will generally be given priority over out of print publications

First priority shall be given to resources which directly support subject area and vocational emphases currently represented by credit courses offered at Spoon River College. In most subject areas, collection development activities will be directed toward an initial study level of collection intensity. As defined in guidelines prepared by the Resources and Technical Services Division, American Library Association, the collection should include:

"...a judicious selection from currently published basic monographs, supported by seminal retrospective monographs, and a broad selection of works of more important writers; a selection of the major review journals; and current editions of the most significant reference tools and bibliographies pertaining to the subject."

As noted above, the primary goal of the library’s collections is to augment and enhance the program of instruction. Textbooks adopted for class use will not be purchased by the Library. Software and other consumables such as workbooks and tests developed for individual subject areas and curricula will not be collected by the Library.

POLICIES BY FORMAT OF MATERIAL

Books/Monographs
Books are collected in clothbound editions unless cost is significantly higher than a paper edition. Books that must be frequently updated (nursing/medical texts, computer manuals, etc.) will be purchased in paper formats. If heavy use is anticipated, the
A librarian will purchase titles in hardcover. Paperbacks will be purchased for rapidly changing topics or in the interest of economy. In general single copies of books are purchased.

**Popular Fiction**
Popular fiction of specific genre such as romances, westerns, mysteries and other popular novels will not be purchased. Established literary works and new works receiving critical acclaim in the literary field will be considered, especially those works that support literature course offerings. Literary prize winners will be purchased when funds permit.

**Reference Materials**
Reference materials support research needs of Spoon River College students, faculty, staff, and members of the community college district. The reference collection contains, but is not limited to, encyclopedias, dictionaries, atlases, directories, indexes, bibliographies, statistical compilations, handbooks and Internet resources. Items in this collection primarily support the academic programs offered at Spoon River Community College. Core academic reference works published in other subject areas are also selected when they provide fundamental bibliographic access to, or an introductory overview of, an academic discipline. Items in the reference collection normally do not circulate. The reference collection is reviewed annually to insure currency and accuracy. Reference materials will be collected in print, electronic, and online formats.

**Textbooks**
Textbooks will not be selected unless recommended by faculty as exceptional resources. Exceptions are those that have earned a reputation as “classics” in their field, or which are the only or best sources of information on a particular topic, or for a particular user group.

**Serials/Periodicals/Journals/Newspapers**
Serials, periodicals, journals, and newspapers are publications issued in successive parts bearing numeric or chronological designations and intended to be continued indefinitely. Serials are issued in print and electronic formats. All formats will be considered in the libraries’ purchase and/or access decisions. Since it is becoming more cost-efficient to purchase electronic access or document delivery services, and because students on all campuses or taking an online class may access electronic resources, this delivery method will be chosen when possible. Cooperative acquisition (regional or statewide) of electronic serials databases is actively pursued. Electronic serials subscriptions licensing contracts may limit access to currently enrolled students, faculty and staff. The following elements are considered when collecting serials:

- Support of academic programs
- Cost, including rate of price increases, cost of storage, and/or access costs
- Uniqueness of subject coverage for the college
- Accessibility within resource sharing groups, consortia, and/pr through document delivery services
- Full-text availability via electronic access
- Professional reputation
- Demand for title interlibrary loan requests
- Intended audience
Audiovisual and Electronic Materials
Audiovisual and electronic materials including films, videocassettes, CD-ROM's, DVD's, slides, on-line subscriptions, and internet accessible databases should emphasize support for classroom instruction, and the quality, effectiveness, and currency of the material. Videotapes and DVD's are usually purchased when at least two disciplines may need the material. The selection and acquisition of materials in multiple formats help to achieve balance in terms of point of view and benefit all students in terms of easy access. The library will supply equipment for Library Use Only to play all media collected. The following elements are considered when collecting media items:
- More sophisticated searching tools available in electronic format
- Full text is available with a wide-range of coverage
- Provides multi-user and remote access
- Electronic version is updated frequently
- Equipment needed for access is available

Government Publications
Government publications are collected on a selective basis. The Spoon River College Library is not an officially sanctioned depository for federal, state, or local government documents. Government publications are selected according to our regular collection development guidelines. Many government publications may now be found in electronic format online, or may be borrowed through Interlibrary Loan from a depository library.

Gifts, Interlibrary Loan, Special Collections, and Archives
Gifts
The Library welcomes gifts of materials that are consistent with the collection development policy provided there are no restrictions attached as to their disposition. Gifts are accepted formally by the Spoon River College Foundation if the Library approves of the acceptance of the gift. Gifts are accepted with the understanding that materials not added to the collection will be disposed of in ways most advantageous to the library. If a gift is declined, the librarian will suggest potential alternative institutions or collections. Internal Revenue Service Regulations prohibit the Library from appraising gifts.

Interlibrary Loan
Although no library can be expected to meet all demands, library users should be able to do their research using the library collection. When materials are needed beyond the library collection, Interlibrary Loan staff borrow materials through the Alliance Library System and by using the OCLC Interlibrary Loan module. The library follows policies and guidelines laid out in the National Interlibrary Loan Code for the United States, 1993.

Special Collections and Archives
Special collections relating to local authors and history of west-Central Illinois will be housed in a special area of the library, and when necessary, kept in acid free containers with low humidity. Researchers may use these items in the library only. An appointment should be made with the librarian ahead of any visit.

The Archives collection consists of materials collected by faculty, administration, librarians, and others interested in the creation and maintenance of college
history. There is a small collection of documents concerning the inception and creation of the college, a large collection of photographs, as well as other materials concerning the evaluation and certification of the college.

Collection Evaluation/Weeding

Weeding, or the removal of materials from the collection, is an integral and ongoing aspect of collection management. Titles are recommended for removal only after adequate investigation of their potential continued value to the collection. The same guidelines apply to the existing collection as to new purchases, and materials that no longer meet the collection policy will be removed from the shelf. For example, materials that are outdated, damaged beyond repair, or contain inaccurate information will be removed. Faculty members will be consulted when materials in their disciplines are being considered for withdrawal.

Preservation of Materials

Library materials are expensive to purchase, process, and house. The Spoon River College Library acknowledges the necessity of using preservation quality materials in the processing of our print resources, and in following the proper care of the handling of library materials. Temperature and humidity controls are essential for maintenance of library materials. Book repair is provided for damaged materials, and cleaning is provided for videotapes and disks. All library staff are trained in the proper handling and care of materials.

Policy Review

This collection development policy will be periodically reviewed by library staff and college faculty members. Changes will be made when appropriate.

Intellectual Freedom

Spoon River College Library supports the American Library Association’s Bill of Rights, Intellectual Freedom Principles for Academic Libraries, Freedom to Read Statement, Freedom to View Statement and Access to Electronic Information Services and Networks: an Interpretation of the LIBRARY BILL OF RIGHTS. (See attachments A. through D. for the full text of many of these documents). Spoon River College Library acquires materials that represent differing opinions and without censorship in regard to controversial issues. The library strives to select materials representing all sides of various issues. Our goal is to provide materials representing diverse viewpoints in support of our academic offerings and to suit the varied backgrounds of our students, faculty, and staff. The library does not add or withdraw, at the request of any individual or group, material which has been chosen or excluded on the basis of stated selection criteria.

An individual or group questioning the appropriateness of material within the collection will be referred to the Director of Library Services. An individual may register a complaint concerning objectionable material by using an appropriate form provided by the Library. The complainant will receive a reply from the Director indicating the library’s position and action planned or taken.
Appendix A. Copyright

The Spoon River College Library complies with all provisions of the U.S. Copyright Law (17 U.S.C.) and its amendments. The Library supports the Fair Use section of the Copyright Law (17 U.S.C. sec. 107) which permits and protects citizens’ rights to reproduce and make use of copyrighted works for the purposes for teaching, scholarship, and research. (See Appendix E for detailed information on the Digital Millennium Copyright Act of 1998)

Appendix B. 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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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

Appendix C. 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 avoid the subversion of politics and the corruption of morals. We, as citizens 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 citizen, by exercising critical judgment, will accept
the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens. We trust Americans to recognize propaganda and misinformation, and to make their own decision about what they read and believe. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be “protected” against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

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 seeks to avoid controversy.

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 State 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 orthodoxy, diminishes the toughness and resilience of our society and leaves it the less 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 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 or unpopular with the majority. Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept 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 of political affiliations of the author.

No art or literature can flourish if it is to be measured by the political views or privates 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 with any expression the prejudgment of a label characterizing it 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 the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a “bad” book is a good one, the answer to a “bad” idea is a good one.*

The freedom to read is of little consequence when 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 librarian the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of 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 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.
Appendix D. Freedom to View Statement

The freedom to view along with the freedom to speak, 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, we affirm these principles:

1. It is in the public interest to provide the broadest possible access to films and other audiovisual materials because they have proven to be among the most effective means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.

2. It is in the public interest to provide for our audiences, films 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.

3. It is our professional responsibility to resist the constraint of labeling or prejudging a film on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

4. It is our professional responsibility to contest vigorously, by all lawful means, every encroachment upon the public’s freedom to view.

Adopted February, 1979, by the Educational Film Library Association, and in June, 1979, by the ALA Council.

Appendix E. The Digital Millennium Copyright Act

The Digital Millennium Copyright Act was passed into law in 1998 to address some of the issues unique to digital copyright. The law became effective in October 2000 and it has been incorporated into the Copyright Act (Title 17 of the U.S. Code). This landmark legislation updated U.S. copyright law to meet the demands of the Digital Age and to conform U.S. law to the requirements of the World Intellectual Property Organization (WIPO) and treaties the U.S. signed in 1996.

Despite the work of libraries and other partners, dedicated to preserving the traditional balance in copyright law between protecting information and affording access to it, the DMCA tilts strongly in favor of copyright holders. In addition to creating new rules for digital materials, the DMCA mandates several important studies and reports to be conducted by the U.S. Copyright Office and sets the time frames for their completion.
Divided into five “titles,” the DMCA is a complex act that addresses a number of issues that are of concern to libraries. The Act does the following:

- imposes rules prohibiting the circumvention of technological protection measures
- sets limitations on copyright infringement liability for online service providers (OSPs)
- expands an existing exemption for making copies of computer programs
- provides a significant updating of the rules and procedures regarding archival preservation
- mandates a study of distance education activities in networked environments
- mandates a study of the effects of anti-circumvention protection rules on the “first sale” doctrine

Section 108 How the DMCA Affects Library Photocopying and Interlibrary Loan Services

This section allows libraries and archives to reproduce and distribute one copy of a work under certain circumstances. Libraries may photocopy journal articles, book chapters, etc. and send these copies to other libraries through interlibrary loan. However, copies must include a notice of copyright that appears on the copy. The notice should read as follows: Notice: This material may be protected by Copyright Law (Title 17 U.S.C.).

This section also allows libraries to make copies for preservation purposes. Up to three copies of a published work may be made to replace damaged, deteriorating, lost, or stolen work (when an unused replacement cannot be obtained at a fair cost). The library may make up to three digital copies to replace a work in an obsolete format as long as that format is not made available to the public outside of the library or archives.

Finally Section 108 provides that the Library or archives may reproduce, distribute, display, or perform in facsimile or digital form any work in the last 20 years of its copyright term for purposes of preservation, research or scholarship. A reasonable effort or the part of the library should be made to determine that

- the work is not subject to normal commercial exploitation
- a copy cannot be obtained at a reasonable price, and
- the copyright holder has not filed notice with the Register of Copyright Regulation that either of the above conditions apply.

Section 104 Report on “First Sale”

The “first sale” doctrine limits the copyright holder’s “distribution right” by providing that once the owner authorizes the release of lawfully made copies of a work, those copies may in turn be passed along to others by sale, rental, loan, gift or other transfer. This doctrine does not expand the “first sale” doctrine to permit digital transmission of lawfully made copies of copyrighted works. Libraries have expressed concerns about interlibrary loans and off-site accessibility. No change was made to the copyright law.