

Policy: **Collection Development: Charles J. Meder Library**

Policy Number: **B-10**

Responsible for Policy: Academic & Student Affairs

Approval Date: September 2011

Most recent review: Fall 2012

Date of most recent revision (if applicable): November 2012

### **Policy Statement**

The primary objective of collection development activities at the Charles J. Meder Library is to build and maintain a library collection that supports the Finger Lakes Community College undergraduate 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. Librarians of the Charles J. Meder Library will select and manage materials in print and other media to meet current and long-term teaching, research and administrative needs of the Finger Lakes Community College community.

The main language of the collection is English. Foreign language material will be collected on a limited basis, and this mainly to support the foreign languages taught at the College. In general, the policy is not to collect duplicate materials. Exceptions will include heavily used materials and gifts that are determined to be useful.

### **Reason for Policy**

This Collection Development policy is for the building and preservation of effective, high-quality collections, and for providing appropriate electronic access to information. This collection development policy is a statement of principles and guidelines used by the Charles J. Meder 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.

### **Applicability of the Policy**

All students and Academic & Student Affairs division personnel should be familiar with this policy.

### **Definitions**

None

### **Related Documents**

- None

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## **Procedures**

### Selection Responsibility

College librarians will manage materials in print and other media to meet current and long-term teaching, research and administrative needs of the College community.

Faculty members are encouraged to make acquisition suggestions that support their current and planned courses. Students, staff and community members are also encouraged to make suggestions regarding the acquisition of materials.

## **Formats Collected**

### Monographs

Criteria used for selection of materials (not in rank order)

- Reputation of author/creator
- Significance of subject matter
- Accuracy of information and data
- Literary merit or artistic quality
- Importance to total collection
- Potential or known use to patrons
- Appearance in important bibliographies, lists and review media
- Authoritativeness of publisher or producer
- Readability and clarity
- Scarcity of material on subject
- Physical condition/technical quality
- Representation of various interests and viewpoints
- Availability of material elsewhere in the region
- Appropriateness of format to purpose
- Date of publication
- Price

### Media

Media materials are evaluated using the same basic criteria as monographs. Also taken into consideration are:

- Suitability of format
- Quality of the production
- College's ability to provide the needed equipment

Media materials are fully cataloged as part of the library collection.

### Electronic Resources

As more information becomes available through fee-based electronic services and the Internet, the library will strive to provide access to materials that best match the needs of FLCC students. The library will continue to receive hard copy journals and reference sources, but will augment these collections with electronic resources, many of which serve as indices to the hard copy, or provide the full text of information online.

As funds allow, decisions will be made to purchase electronic resources based on gaps in the current resources, the amount of information included in the packages, and the ease of use. Electronic resources will be selected to match programs offered at the College and the needs of the greater community. When making electronic purchases, librarians will consider the recommendations of the State University of New York (SUNY) and the Rochester Regional Library Council (RRLC), but will also rely on their own research and experience.

### Serials

Serials differ from monographs in that a serial subscription is an ongoing financial commitment. In addition, serials prices have historically increased at a rate that far exceeds such standard economic indicators as the Consumer Price Index. Great care must be taken to ensure that the Library's ongoing commitment to serials does not consume a disproportionate share of the total acquisitions budget and requests for new serial subscriptions will be considered very carefully. Generally, a new serial subscription will not be entered unless another subscription of similar expense can be canceled.

Back runs of serials are purchased only when deemed necessary or as the budget permits. Some or all of the following criteria are used in evaluating titles for acquisition or cancellation:

- Strength of the existing collection in the title's subject area
- Support of present academic curriculum
- Present use of other serials in this subject area
- Projected future use
- Cost
- Reputation of journal and the publisher
- Inclusion in a reliable indexing source
- Number of recent interlibrary loan requests for this serial

## **Special Collections**

### Archives

The archives collection consists of gifts from the community and materials related to the history and administration of the College.

### Government Documents

The library selectively collects federal and New York State documents. Also acquired are titles from other governmental units in the local area, including but not limited to Canandaigua and Ontario County. All items are catalogued and added to the main or reference collections. Government publications are available through interlibrary loan from area depository libraries.

### Law

In 1998, through the NYS Office of Court Administration, Seventh Judicial District, the library was designated as a site for the Koepfel Library of Law Books. This collection consists primarily of New York legal texts and Nolo Press publications for the non-lawyer.

### Interlibrary Loan

The library cannot be expected to meet all demands; however, library users should be able to conduct research using the library collection. When additional materials are needed, the Rochester Regional Library Council and other interlibrary loan systems are available.

### Gifts

The Charles J. Meder Library welcomes gifts of books, journals, and items in other formats, as well as gifts of money for the purchase of library materials. Gifts are generally expected to supplement existing collections in

support of the College's programs and teaching, or to provide the Library with a core of materials of interest to the college community or to other library patrons. To be accepted, all gifts must fall within guidelines of the Library's collection development policies.

Before accepting any gift, Library staff will carefully review the material in order to determine its suitability for the Library's collections. If a gift is declined, staff will suggest potential alternative institutions or collections.

Once a gift has been accepted, it becomes the property of the Library. Items may be added to the collection or offered to other libraries through the Gifts & Exchange program, or otherwise disposed of. In general, duplicates or items in poor condition are not retained. Donors may not impose restrictions on use of their gifts. Internal Revenue Service Regulations prohibit the Library from appraising gifts.

#### Collection Evaluation/Weeding

The removal of materials from the collection is an integral and ongoing aspect of collection management. Titles are recommended for removal only after adequate analysis of their potential continued value to the collection. Monitoring and weeding the collection is the responsibility of the librarians.

Candidates for withdrawal include:

- Superseded editions
- Materials that cannot be repaired or for which the cost of preservation exceeds the usefulness of the information contained
- Older titles in areas where the relevancy/currency of data is important
- Outdated formats

#### **Forms/Online Processes**

- None

#### **Appendices**

- Appendix A: Copyright
- Appendix B: The Library Bill of Rights
- Appendix C: The Freedom to Read
- Appendix D: The Freedom to View

## **Appendix A: Copyright**

The Charles J. Meder 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. §107) which permits and protects citizens' rights to reproduce and make use of copyrighted works for the purposes for teaching, scholarship, and research.

## **Appendix B: The Library Bill of Rights**

The Council of the American Library Association reaffirms its belief in the following basic policies that should govern the services of all libraries:

- 1.** As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious views of the authors.
- 2.** Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.
- 3.** Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.
- 4.** Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.
- 5.** The rights of an individual to the use of a library should not be denied or abridged because of his age, race, religion, national origins or social or political views.
- 6.** As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members, provided that the meetings be open to the public.

Adopted June 18, 1948; amended February 2, 1961 & June 27, 1967 by the ALA Council

## **Appendix C: The Freedom to Read**

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 books from sale, to censor textbooks, to label "controversial" books, 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 the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his 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 to reject it. 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.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio, and television. 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.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself and we tend to move against it as against a hostile deed with suppression.

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 stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which 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 towards 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 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 contained in the books 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 books 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 determine the acceptability of a book based on the personal history or political affiliations of the author. A book should be judged as a book. 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 men can flourish which 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 literature 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 taste differs, and taste cannot be legislated; nor can machinery be devised which 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 book the prejudgment of a label characterizing the book or author as subversive or dangerous. The idea 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 each individual must be directed in making up his mind about the ideas he examines. 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 each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. 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, bookmen 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 expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his 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 their freedom and integrity, and the enlargement of their service to society require of all bookmen the utmost of their faculties, and deserve 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 books. We do so because we believe that they are good, possess 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 15, 1953; revised January 28, 1972, by the ALA Council

## **Appendix D: The Freedom to View**

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 that 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 based on the moral, religious, or political beliefs of the producer or filmmaker or based on 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, & in June, 1979, by the ALA Council