

UNIVERSITY/COLLEGE LIBRARY  
COLLECTION DEVELOPMENT POLICY

Table of Contents:

- I. Introduction
  - A. Mission Statement
  - B. Purpose
  - C. Community
  - D. Intellectual Freedom
  - E. Americans with Disabilities
  
- II. Overview of the Collection
  - A. Subject Areas/Intensity Levels
  - B. Languages
  - C. Selection Responsibility
  - D. Selection Criteria
  - E. Special Considerations
    - 1. Gifts
    - 2. Children's Literature and Curriculum Collections
    - 3. Reference
    - 4. Reserve Materials
    - 5. Textbooks
    - 6. Recreational
    - 7. Office Copies
    - 8. Study Guides
    - 9. Duplicate Copies
  
- III. Formats
  - A. Books, Monographs
  - B. Serials
  - C. Newspapers
  - D. Microforms
  - E. Maps
  - F. Musical Scores
  - G. Audio/Visual
  - H. Electronic Formats

IV. Collection Maintenance

- A. Collection Evaluation
- B. Deselection
- C. Preservation and Conservation
- D. Replacements

V. Revision

VI. Subject Policy Statements

VII. Appendices:

- A. *ALA Bill of Rights*
- B. *ACRL Intellectual Freedom Principles for Academic Libraries*
- C. *ALA Freedom to Read Statement*
- D. *AFVA Freedom to View Statement*
- E. *U/CL Gift Policy*

## I. INTRODUCTION

### A. Mission Statement

The mission of the University/College Library is to provide materials, information and services to support Broward College and Florida Atlantic University's instructional, research and public service activities on the Davie Campus. Materials are acquired to support the curriculum and research needs of the college and university. They shall be acquired without restrictions in regard to censorship or abridgement of academic freedom.

### B. Purpose

The Collection Development Policy states the guidelines and principles that the University/College Library follows in the selection and acquisition of library materials. All material purchased for the University/College Library must be cataloged, circulated, and inventoried through the library and remains under control of the library. The policy statement provides consistency among those responsible for collection development and communicates library policy to faculty, staff, students, and the community.

### C. Community

Broward College is a commuter institution that is the principle provider of undergraduate higher education and technical and occupational training for the residents of Broward County.

Florida Atlantic University is a comprehensive doctoral-granting institution that is the primary provider of Master's programs and upper level undergraduate higher education for the residents of Broward County.

### D. Intellectual Freedom

The University/College Library supports the American Library Association's *Bill of Rights*, *Intellectual Freedom Statement* and *Freedom to Read Statement* (see Appendices A, B and C) and the American Film and Video Association's *Freedom to View Statement* (see Appendix D).

### E. The Americans with Disabilities Act 1990

The University/College Library assists persons with disabilities through provision of safe building access, mechanical aids, and assistance in book retrieval, in obtaining outside resources and in orientation to user, individually or in groups.

## II. OVERVIEW OF THE COLLECTION

### A. Subject Areas, Collection Arrangement and Intensity Levels:

The primary subject areas collected are those that support the instructional and research activities of the University/College community. The collection is organized by the Library of Congress Classification System. Collection development intensity levels are assigned to subjects objectively in order to satisfy program needs. These levels indicate the desired level toward which collection development should be guided and not necessarily the existing level. These levels are:

1. Research level: a collection that provides major source materials required for master's level research. Types of materials would include research reports, major reference works, specialized monographs, serials, indexes, and abstracts.
2. Study level – advanced: a collection that is adequate to support the course work of advanced undergraduate programs or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes of less than research intensity. It includes a wide range of basic monographs, complete collections of the works of more important writers, a selection of representative journals, and the reference and fundamental bibliographic tools pertaining to the subject.
3. Study level – initial: a collection that is adequate to support undergraduate courses. It includes a judicious selection from currently published basic monographs, supported by retrospective monographs; a broad selection of the works of more important writers; the most significant works of secondary writers; a selection of the major review journals; the most significant reference works and bibliographies pertaining to the subject.
4. Basic level: this level provides materials which serve to introduce and define a subject. Major dictionaries and encyclopedias, selected editions of important works, important bibliographies and representative journals should be purchased. The basic level collections will offer some support for those areas in which no major is offered but coursework is offered, or for which the library should have a representative collection in order to support a broad liberal education.

### B. Languages

The primary language of the collection is English. Foreign language materials are collected on a selective basis. Criteria for consideration of foreign language materials are the reputation of the work, its usefulness to the University/College community, and its relevance to the foreign language courses.

### C. Selection Responsibility

Anyone may recommend materials for selection. The primary responsibility for selection of a balanced collection rests with the library professional staff and the collection development librarian. The library professional staff and the Academic faculty should work jointly to ensure that the library has the materials needed to further the educational missions of the University and the College. Faculty members are expected to recommend materials that serve to support the courses they teach and which supplement the general library collections appropriate to their disciplines and specialties. The library does attempt to fill the interdisciplinary or non-disciplinary gaps that may fall between the areas of departmental selection responsibility. Such materials may include:

1. materials of interest to the general academic community;
2. lay approaches to subjects within academic areas;
3. topics for which there is a great deal of current demand, which will lessen over time.

### D. Selection Criteria

This function is vital to ensure the overall high quality of the library's collection. Primary and secondary factors should be considered for all types of materials.

Primary factors:

1. Curriculum needs, including course offerings, course enrollment, new areas of emphasis, and evolving subject fields
2. Research needs
3. Relative importance in comparison with existing materials
4. Critical and staff reviews
5. Price
6. Appearance of title in special bibliographies or indexes
7. Reading level
8. General needs

Secondary factors:

1. Added copy; added volume; added addition

2. Binding: ebook if available or paperback copy is preferred
3. Enhancement of recognized collection strength
4. Current vs. retrospective publication

E. Special Considerations:

1. Gifts

Acquisition of gift material is subject to the same criteria for addition to the collection as purchased materials. The University/College Library reserves the right to accept or reject gifts with or without restricting conditions and the right to dispose of unwanted gift material (see Appendix E).

2. Children's Literature

The Children's Literature consists of juvenile and young adult monographs. The purpose of this collection is to support the under-graduate, graduate and certificate programs in Education. Award-winning children's books have highest priority for purchase.

3. Reference

Additions to the Reference Collection are selected according to the same criteria as materials for the circulating collection. The collection is built on the need for quick access to specific information and items are selected to support the curriculum and to meet the informational needs of the academic community. Special emphasis is placed on keeping the reference collection as current as possible.

4. Reserve Materials

The Reserve collection consists of a temporary collection of materials that are purchased, copied or gathered from existing holdings, to provide maximum access to clientele to support the direct needs of course instruction. The number of photocopies of articles, pages from books and other materials provided for the reserve collection shall not exceed the copy limits as specified by current copyright law. Permission to exceed the limit must be obtained from the copyright holder by the requester. The reserve collection is also the permanent home for some materials that require monitoring due to heavy use, as well as fragility of format.

## 5. Textbooks

The library does not purchase textbooks that are used in classes. Other textbooks are not acquired routinely unless they are in those areas which fall within the basic level of collection, or in those disciplines where textbooks provide the best overview of a subject. Textbooks may be accepted as gifts if they meet other criteria set forth in the collection development policy.

## 6. Recreational Materials

In order to meet the recreational needs of the University/College community, the library subscribes to a service which provides for popular fiction and best-sellers.

## 7. Office Copies

Books or other library materials needed by a particular academic or administrative unit for its' own use may not be purchased with library funds.

## 8. Study Guides

Study guides for such standardized tests such as the GRE, NTE, GMAT, CLAST and TOEFL will be purchased on a limited basis. The library attempts to acquire those aids that are appropriate for the students and the curriculum.

## 9. Duplicate Copies

Duplicates are acquired in instances of demonstrated need.

## III. FORMATS

### A. Books, Monographs

Monographs are acquired with first priority given in support of the curriculum. Ebooks are preferred; paperbacks are the second priority and hardcover will be purchased where size or content of material warrants. Commercial rebinding of acquired paperbacks will be considered on an individual basis.

### B. Serials

Serials selections are based on the same criteria as outlined for other materials in this statement; first priority is given to support of the curriculum. Indexed serials are given highest priority. New subscription requests are collectively reviewed annually. Some considerations are:

1. usefulness of subject to instructional programs
2. cost of the serial/overall serials budget
3. subject emphasis/interdisciplinary nature of the serial
4. availability in area libraries, consortia, etc.
5. availability in databases or ejournal format
6. number of faculty requesting

#### C. Newspapers

Newspapers are acquired on a highly selective basis. Emphasis is placed on local newspapers, then major U.S. newspapers. International newspapers are not acquired. Priority is given to newspapers that are indexed.

#### D. Microforms

Specialized microform collections are no longer acquired.

#### E. Maps

Maps, atlases, globes and charts are purchased selectively. Support of the curriculum as well as space, shelving and usage are criteria in the selection.

#### F. Musical Scores

Bound musical scores may be acquired by the library if an online version is not available.

#### G. Audio/Visual Material

Materials are acquired with priority given to curriculum support. Considerations are suitability of format, quality of production, availability of equipment, facilities, and technical support.

#### H. Electronic Formats

While the library acquires material in electronic format in support of the curriculum, consideration is given to the availability of databases in the Florida Virtual College System, usage, cost, contents (e.g., full text, retrieval software features), printing or downloading capabilities, equipment

availability, technical support of the product, networkability, coverage, and impact on public service operations.

#### IV. COLLECTION MAINTENANCE

##### A. Collection Evaluation

The library collection is continuously evaluated by the professional staff, with input from faculty, to remove out-of-date and worn out materials, to assure that the collection remains current and relevant for institutional purposes, and to make sure that it conforms to the principles put forth in this policy.

##### B. Deselection

Deselection (or weeding) is an essential, continuing library practice in which materials are removed permanently from the library's collection. Deselection is complex, involving a combination of predetermined criteria, general knowledge and subjective judgment. Some factors to be considered are the physical condition of the material, obsolescence of information, and whether multiple copies are in the collection. Whenever possible, both subject area faculty and library staff participate in the deselection process to ensure that works of historical or research significance are not discarded.

##### C. Preservation and Conservation

Preservation is the activity to prevent or retard deterioration of library materials, to improve their condition or, as necessary, to change their format in order to preserve the intellectual content. Where preservation of content is most important, items are preserved by binding or the acquisition of electronic formats.

##### D. Replacements

Materials that are missing, lost or withdrawn because of damage are not automatically replaced. Potential replacements are evaluated using the same criteria for selection as regularly purchased items. Heavily used materials determined to be necessary for teaching and research will be replaced as quickly as possible, if they are still available.

## VII. APPENDICES:

### A. ALA Bill of Rights

The Council of the American Library Association reaffirms its belief in the following basic policies which 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 abridgment 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.

## B. ACRL *Intellectual Freedom Principles for Academic Libraries*

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to provide an interpretation of general intellectual freedom principles in an academic library setting and, in the process, raise consciousness of the intellectual freedom context within which academic librarians work. These principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.

7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.

8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.

10. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.

11. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.

12. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.

13. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

Adopted by ACRL Intellectual Freedom Committee: June 28, 1999

Approved by ACRL Board of Directors: June 29, 1999

### C. ALA Freedom to Read Statement

A statement prepared by the *Westchester Conference of the American Library Association and the American Book Publishers Council, May 2 and 3, 1953.*

The freedom to read is essential to our democracy. It is 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 obscenity. 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 pressure 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. 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 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 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 reader to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free men 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 which 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 his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which 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.

2. Publishers and librarians 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 the sole 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 solely on the basis of 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. The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extra-legal 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 serious artists 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. We deplore the catering to the immature, the retarded or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price or method of distribution, is dealt with in accordance with due process of law.

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. 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 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 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, requires of all bookmen 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 books. We do so because we believe that they are good, 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.

Endorsed by: American Library Association Council, June 25, 1953;  
American Book Publishers Council, Board of Directors, June 1, 1953.

#### D. AFVA Freedom to View Statement

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

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

This statement was originally drafted by The Freedom to View Committee of the American Film and Video Association and was adopted by The Board of directors in February 1979. This statement was endorsed by the A.L.A.'s Intellectual Freedom Committee and the ALA Council in June, 1979 and January 10, 1990.

## E. Gift Policy and Procedure

The University/College Library welcomes the donation of gifts and funds which will enhance the collections, facilities, and services. The acceptance of gifts is contingent upon the appropriateness of the gift to the library's holdings, donor restrictions, and the physical condition of the donated material.

The Library reserves the right to accept or reject gifts, in whole or in part. The library also reserves the right to dispose of unwanted portions of a gift which do not meet the collection development criteria. Gifts offered with restricting conditions will be accepted only at the discretion of the Dean of the Library.

To protect the donor and the University/College Library as interested parties, the Library will not appraise gift materials. This policy is endorsed by the American Library Association and the Association of College and Research Libraries. If desired appraisals by a qualified third party should be sought by the donor. The acceptance of a gift which has been appraised by the donor or a third party does not in any way imply endorsement of the appraisal by the Library.

The Library accepts cash donations to be used for the purchase of library materials, equipment, or services, and will honor the donor wishes regarding the nature of the materials or services to be purchased when such purchases are in accordance with the needs of the Library.

If you wish to donate materials to the Library, please contact the Collection Development Librarian at (954) 201-6330.

Revised February 2013