

**Collection Development Policy
Pearson Library,
California Lutheran University**

The purpose of this policy is to document the principles and guidelines that govern the selection and de-selection, acquisition, and maintenance of materials and information resources in the Pearson Library collections, including the provision of information in electronic formats. It is intended to assist those who have responsibility for developing the collection and to communicate the library's policies to faculty, students, and other members of the university community. It is understood that as programs and other information needs change (in part with the introduction of new technologies and materials) this policy will be modified accordingly.

In this statement the terms "materials" and "information resources" are used to include all types of media which the library collects or makes available to its users, e.g., books, periodicals, audiotapes, videotapes, videodiscs, computer software, CD-ROM, CDs, DVDs, online databases, etc. It is assumed that basic selection principles apply to all media with special selection criteria for ordering electronic journals databases, electronic journals on-line via the publisher, or other aggregations. Acquisition or provision of materials and information resources is considered to include all appropriate means: purchase, subscription, lease, remote access, donation, loan, etc.

Scope and Purpose of the Collection

Pearson Library serves the CLU community, which is comprised of a mixture of the traditional aged students as well as a large population of adult students, faculty, staff, alumni, Community borrowers, and CLA members. Diversity in ethnicity, cultural backgrounds, and individual beliefs are welcome and supported. Educational levels range from the traditional undergraduate programs offered in a wide variety of disciplines to doctoral programs. To meet the personal and educational diversity supported by the university, the library must fill a number of service roles for the CLU community. After considering courses and interests of the community, Pearson Library emphasizes the following service roles:

1. The library helps to meet our academic mission by reviewing the need of information according to class offering and social trends as well as providing for a satisfying recreational reading area through a wide range of electronic, print, and visual/audio resources.
2. The library helps address our community's desire for lifelong learning by supplying information that will allow for personal growth and development opportunities.
3. The library helps to meet research needs for background information and answers to questions on a broad array of topics related to work, school and personal life by providing a wide variety of reference resources.

General Policies and Guidelines

Intellectual Freedom

The University Library adheres to American Library Association documents in this area, specifically the Library Bill of Rights, the Intellectual Freedom Principles for Academic Libraries, the Freedom to Read statement, and the Resolution on Challenged Materials. [Statements included in Appendix A].

The Library seeks to purchase materials representing varying opinion on controversial issues. In accordance with the University's mission statement, the Library is committed to providing materials relating to the traditions of the Lutheran Church. Selection, in all other respects, is without partisanship regarding matters of race, sex, religion, or moral philosophy.

Collection Development Objectives

1. Provide materials that meet instructional and faculty research needs in a timely manner.
2. Provide materials for student interests that will encourage and promote continued use of the library.
3. Provide a broadly based and diverse collection that can support the roles of the library as a popular materials center, a reference center and an independent learning center.
4. Provide a variety of viewpoints on all subjects in its collections

Selection Responsibility

Ultimate responsibility for the development and maintenance of the library collections rests with the Associate Provost for Information Services. All requests for materials are reviewed for their adherence to the selection guidelines as stated in each subject collection policy, including collection level analysis. All faculty members are encouraged to participate in selection and evaluation of resources, whether in direct communication with the library or through the chairman or designated library liaison of their departments. For those departmental areas with master's degree programs served by the library's approval plan (when approval plans are in place), the faculty liaison is responsible for reviewing and making recommendations to keep or return approval books. Recommendations from students and others in the campus community for materials to be acquired are also encouraged.

General Selection Guidelines

Selection of materials reflects the scope and purpose of the collection, as indicated in Section I above. Primary emphasis is placed on acquisitions supporting the undergraduate and graduate courses taught at the university. Funds are not allocated strictly by academic department, but selection activity covers all areas represented by the curriculum, along the lines of the subject field analysis included in the second part of this policy statement.

Factors considered in selecting individual items include some or all of the following:

- strengths and weaknesses of the present collection in the particular subject area;
- circulation or other known use of similar items
- requests (e.g., at the Reference Desk, via e-mail, direct contact) for material in the subject area
- lasting value, estimated long-term usefulness, and importance of the item
- cost of the item
- level of treatment; appropriateness for a university collection
- suitability of format
- titles directly requested by patrons so that we are ordering “just-in-time” instead of “just-in-case” in fiscally lean years.

Guidelines for monographs (non-serial print materials)

1. Textbooks usually are not acquired because of an agreement with the Follett Corporation currently providing CLU’s bookstore. Exceptions are made primarily for those texts which have particular reference value or have become classics in their field. Current texts received as donations may be added to the Library’s collection.
2. Duplicate copies are purchased for high-use items of proven value.
3. When books are available in hard or paper copy, the choice of format is based upon anticipated use, long-term value of the books, and the price differential. As of 2004, paperbacks are the preferred format because of the price differential and inexpensive, yet durable vinyl-binding provided by book vendors. There will always be exceptions to purchase the cloth copy especially in the Humanities, Sciences, and Social Sciences.
4. English language materials, primarily, are acquired. Exceptions are foreign language dictionaries and grammars, and works of literature and other materials related to the languages taught at the University.
5. Selections are normally made from materials currently in print, with the exception of replacements and other out-of-print items necessary to the curriculum. Replacements are now relatively easy to obtain at much reduced prices due to on-line book selling. Selection of materials is based upon standard review and reference sources, such as *Choice*, *Library Journal*, *The Best Books for Academic Libraries*, *Books for College Libraries*, *Core List of Books and Journals in Education*, and *Harvard Business School Core Collection*. Book vendors are now providing abstracts and reviews on their combination ordering/collection development websites. Selection is now going in the direction of using other library OPACs, BIP Plus, OCLC’s WorldCat, ListServes, Bulletin Boards, On-Line Chats, and software such as CACD, developed by OCLC and Amigos. Additionally, Pearson Library will use an approval book plan to acquire titles that other universities with similar course offerings have determined essential for their collections.

6. Resources that the library makes available in electronic version are not duplicated in print format unless justified by extremely high use or by content or important features not available electronically.

Guidelines for periodicals/serials

Since a periodical subscription or a standing order for a serial title represents a long-term, continuing investment, special attention is given to the acquisition of these materials.

The factors, listed above, to be considered in selection of individual items, apply also to the selection of periodicals and other serials. An important additional consideration for periodicals is the availability of indexing. Periodicals covered by core indexes owned by the library or made available in CD-ROM or online formats are preferred.

The periodical list is reviewed annually for possible additions and deletions, generally in July and August, before the renewal list must be returned to the subscription service agency. Faculty recommendations are normally solicited at this time. Recommendations are welcome throughout the year, but decisions to add or cancel periodicals may be deferred until spring. Since subscription cycles are fixed, changes usually must be made well in advance, and the Library periodicals budget may not be able to accommodate added subscriptions before the budget year.

Standing orders for non-periodical serial titles are monitored constantly in regard to price increases, changing collecting needs, estimated usage, etc. Systematic review of all standing orders is conducted periodically.

Guidelines for audiovisual materials

Selection criteria for non-print materials are essentially the same as for print materials. The substantially greater costs usually involved, however, require that special attention be given to decisions to purchase these materials. Shared decision-making among selectors and approval of the Associate Provost for the most expensive purchases are standard procedure.

Guidelines for electronic (digital/on-line) information resources

A. Electronic information resources for lease, subscription, or purchase

1. Electronic resources already available in print format should contain equivalent information and provide significant advantages to the print version, for example, wider access and greater power and flexibility of searching.
2. The addition of an electronic resource should require little or not change in existing hardware or software resources.
3. When similar and comparably priced resources are available both inline (especially via the Internet) and on CD-ROM, the online versions are generally preferred. This is

due to the extra hardware required to support additional CD's and to the wider accessibility offered online.

4. Selection of a resource normally implied that it will be listed in the appropriate area(s) of the library home page and also included in the library catalog.

B. Free Internet Resources

1. Significant Internet resources are selected for inclusion in the library's home page listings and/or the library catalog.
2. In addition to the common selection factors listed above (Section III., 2nd paragraph), Internet resources are evaluated for accessibility, reliability, and stability. In order to be selected, an Internet site must be readily accessible; sites are monitored to see if they warrant continued inclusion.

Special Collections

A. Education Curriculum Materials

The Library has established a significant collection of school textbooks and other curriculum materials to support the teacher training programs of the School of Education. Textbooks included are primarily those adopted for use in California and are requested from publishers in accordance with the State Adoption schedule. Maintenance of this collection is the responsibility of the evening Circulation Supervisor/Cataloger.

B. Education Test Collection

A number of professional testing materials have been placed in a Reserve Room collection administered by the Circulation Department of the Library. Responsibility for selection, purchase, and maintenance of this collection lies with the School of Education.

C. Psychology Test Collection

Similar to the Education Test Collection, materials are selected, provided, and maintained by the Department of Psychology.

D. Special Collections/Rare Books

The Library maintains a small rare book collection, consisting primarily of Bibles, testaments, psalm books, hymnals, and other materials related to Lutheran Church history. This collection has been built entirely from items donated to the Library or to the University. The Library does not purchase rare books or other special collections materials, nor does it now seek, or in most cases, accept, donations of such items. Donors of Scandinavian materials are referred to the Scandinavian Cultural Center.

Other donations are referred to appropriate depositories such as those of the Lutheran Church in Berkeley and Chicago. It is expected that any special collections to be established in the future will be based upon institutional priorities and supported by appropriate funding.

Gifts/Donations

The Library welcomes gifts of materials which will strengthen the existing collections. Prospective gifts are evaluated in accordance with the collection development policy, subject collection policies; that is, by the same criteria as materials considered for purchase.

Not all gifts are accepted; or, if accepted, the donor is informed that the books may go to other sources. Processing and storage costs prohibit automatic acceptance of gifts. Examples of materials that are generally not accepted are: self-help books and highly specialized or technical items not related to the college curriculum.

Gifts are accepted with the understanding that donated items will be used as the responsible library staff personnel consider appropriate and that unneeded items will be disposed of by sale, exchange, donation, or discard. Materials cannot be accepted when a donor requires that they be kept together and not integrated into the library collections.

The decision to accept gifts is the responsibility of collection development personnel specifically authorized by the Library Director. Gifts received are acknowledged but not appraised. Recognition in the form of gift plates is extended for donations of particular value, significance, or upon request.

Weeding, Repair, and Replacement

These are ongoing activities and should be conducted in accordance with overall guidelines for selection and collection development. Additionally, efforts are made to weed the collection section by section on a regular basis. As materials become worn, dated, damaged or lost, replacement will be determined by the appropriate staff members who have been appointed to maintain that specific area by the Director of Library Services. This staff member will determine whether:

- the item is still available and needed in the collection
- another item, updated edition, or format might better serve the same purpose
- the item has historical value and should be retained and/or placed in the special collection

Program Review: Subject Field Analysis

This analysis follows the Library of Congress classification system used by Pearson Library. Each subject category is rated in accordance with American Library Association, *Guidelines for the Formulation of Collection Development Policies*, to

indicate: (1) existing strength of the collections; (2) actual current level of collection activity; (3) desirable level of collecting to meet program needs. Ratings for levels of collection density and collecting intensity are adapted from the *Guidelines* (See Appendix B for fuller descriptions):

- A. Comprehensive level—Exhaustive coverage
- B. Research level—Supporting Ph.D. programs
- C. Study level—
 - i. Advanced study level—Supporting master’s degree programs
 - ii. Intermediate study level—Heavy undergraduate emphasis
 - iii. Initial study level—Represented in the curriculum
- D. Basic level—Background material, not curriculum-specific
- E. Minimal level—Not of significant interest

In general, broad subject categories are employed. In some cases, however, where a subcategory is deemed to have particular importance for the collection, and to require a higher rating code than the general category within which it falls, it is listed and rated separately. Ratings for the existing strength of the collection are based on shelf-list measurements, bibliographic searching of lists of core titles in each subject, comparisons with other library OPACs, and any other source that represents at least the same or a higher level of holdings recognized by all academic libraries. Current collecting levels are derived from acquisition statistics, as well as other appropriate “measuring sticks”. Desirable collecting levels are based on such factors as circulation statistics, numbers of departmental majors, course offerings and enrollment by department, and presence of master’s and doctoral degree programs and courses.

Previous Update: May 12, 2004

Last Updated: August 17, 2007

Appendix A

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

A history of the Library Bill of Rights is found in the latest edition of the Intellectual Freedom Manual.

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

Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights

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 outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following 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.
9. 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.

10. 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.

11. 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.

12. 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.

Approved by ACRL Board of Directors: June 29, 1999

Adopted July 12, 2000, by the ALA Council.

The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

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

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
The Children's Book Council
Freedom to Read Foundation
National Association of College Stores

National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression

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

Dealing with or Reporting Challenges to Library Materials

Definitions

In 1986, in response to inquiries from librarians facing book or material challenges for the first time, the Intellectual Freedom Committee developed the following list of definitions to clarify terminology associated with challenges:

- Expression of Concern. An inquiry that has judgmental overtones.
- Oral Complaint. An oral challenge to the presence and/or appropriateness of the material in question.
- Written Complaint. A formal, written complaint filed with the institution (library, school, etc.), challenging the presence and/or appropriateness of specific material.
- Public Attack. A publicly disseminated statement challenging the value of the material, presented to the media and/or others outside the institutional organization in order to gain public support for further action.
- Censorship. A change in the access status of material, based on the content of the work and made by a governing authority or its representatives. Such changes include exclusion, restriction, removal, or age/grade level changes.