

# PIEDMONT VIRGINIA COMMUNITY COLLEGE

## I – ACADEMIC AFFAIRS POLICIES

### I.82.0 COLLECTION DEVELOPMENT POLICY BETTY SUE JESSUP LIBRARY

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<b>Policy #:</b>	<b>I – 82.0</b>
<b>Effective:</b>	<b>March 2006</b>
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<b>Responsible Dept.:</b>	<b>VPISS</b>

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#### **I. Introduction**

The Collection Development Policy for Piedmont Virginia Community College is a guide to the procedures for the selection, development, and management of the Jessup Library resources. The policy supports the institutional curriculum, the programs of the college, and the various research needs of the student population and the faculty.

#### **II. Mission of the College**

Piedmont Virginia Community College promotes student success through excellent educational programs and services that are accessible and affordable.

The college is a comprehensive, public, associate degree-granting institution. As part of the Virginia Community College System, Piedmont Virginia Community College serves the City of Charlottesville and the counties of Albemarle, Buckingham, Fluvanna, Greene, Louisa, and Nelson.

College transfer and workforce development are the core of the college's mission. Challenging coursework and a full range of support services are provided for students in both college transfer and workforce development programs. The first two years of baccalaureate study prepare students for success at four-year colleges and universities. Workforce development programs prepare students for successful careers and promote a skilled regional workforce by meeting the training and educational needs of employers. Programs and services in developmental education, general education, community service, and lifelong learning support and enhance the mission core and prepare students for success in life.

#### **III. Mission of the Jessup Library**

The primary mission of the Jessup Library is to provide an organized, accessible collection of materials, services, and equipment to meet the research needs of the students and faculty in all of the college programs (on-campus, at off-campus locations, or through distance education). The library enhances the learning process in a manner consistent with the curriculum of Piedmont Virginia Community College.

#### **IV. Selection Participation Responsibilities**

The selection of library resources is a cooperative project and includes the professional library staff, full-time and part-time faculty, deans, administration, classified staff and students. The faculty and deans are expected to provide resource recommendations to support the classes they teach and to enhance the instructional programs of the college. As librarians select materials for the collection, they are encouraged to collaborate with faculty members who are experts in their fields. The Coordinator of Library Services is responsible for coordinating all collection development activities and for final approval of the selections to purchase.

#### **V. Censorship, Intellectual Freedom, and Copyright**

One of the Jessup Library's responsibilities is to maintain a representative selection of controversial resources. These materials may offend some persons, but the diverse materials are necessary to balance the library's collection and provide differing viewpoints.

Selections for the Jessup Library are made, not on the basis of anticipated approval or disapproval, but solely on the merits of the materials in relation to building the collection and serving the interests of the readers. This library holds that, while all persons are free to reject for themselves library materials of which they do not approve, they cannot extend this right of self-censorship to restrict the freedom of others.

The Library Bill of Rights and The Freedom to Read statement, both adopted by the American Library Association, serve to guide the library in upholding the First Amendment rights of its patrons. The Freedom to View adopted by the Educational Film Library Association provides guidelines for viewing films and audiovisuals. A form is provided for a patron to request reconsideration of material in the library. This form should be completed by the complainant and turned in to the Coordinator of Library Services. Appeal may be made to the Vice President of Instruction and Student Services. Final authority rests with the President. Until a decision has been reached by the parties listed above, the library shall take no action on the material.

#### **VI. Library Collection**

To meet the primary objective and mission of the library, the levels of collection development will include:

- A minimal-level collection on a wide range of subject areas not permanently represented by courses in the instructional programs.
- A basic-level collection to support general education coursework and courses within a degree program where strong development is not feasible. This will be a highly selective choice of material that will serve to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, and important bibliographies.

- A strong-level collection in subject areas that support courses in degree and certificate programs. This collection should be adequate to support the first two years of undergraduate courses and the workforce development programs. It includes a judicious selection of currently published basic works (represented by Choice and Library Journal selections); a broad selection of works of more important writers; a selection of the most significant works of secondary writers; and current editions of significant reference tools and other bibliographies.

The collection should contain sufficient depth and breadth to fulfill the needs of students for materials to be used in their studies. Any material mentioned in a course as an important source should be suggested by faculty for addition to the collection.

The library maintains a small collection of paperbacks and hardback bestsellers for general and recreational reading. These are acquired when they meet the criteria of book selection.

## **VII. Materials Selection Criteria**

All materials selected are relevant to the mission of the Jessup Library. Many issues influence the resource selectors. However, the following are the criteria for selection in the Jessup Library:

- Usefulness to the collection
- Suitability for a two-year academic curriculum
- Strength of collection and adequate representation of various viewpoints
- Timeliness
- Authority of author and publisher
- Reviews of the item
- Price
- Format

The major reviewing sources for the library staff are *Library Journal*, *Choice*, and *The New York Times Book Review*, and *The New York Review of Books*. Other reviewing publications are also used as appropriate for the kind of material in question.

## **VIII. Guidelines for Specific Categories**

The following are priorities that should be considered for the specific material types:

### **Books**

Book selections are judged on such criteria as how well the book fulfills its purpose, how useful it will be to its intended readers, and how it meets the current needs of the collection. Decisions are based on the selection guidelines of the policy, knowledge of the patrons' needs, advice solicited from faculty members, and the intuitive judgment that comes from experience. Selections are made as critically and impartially as possible, using journal review, bibliographies, and standard catalogs.

### **Electronic Books**

The selection criteria for choosing an electronic book collection include appropriate selections within the collection, usability of the interface, and cost.

### **Reference Collection**

The selection guidelines for reference materials stipulate a wide selection of standard works, print and electronic indexes and databases. This area is the starting point for students' research and sufficient materials should be included to meet the needs of the college community. The reference collection is evaluated on a continuing basis for deletion and expansion of coverage as needed.

### **Textbooks**

The library does not normally purchase textbooks required in PVCC courses. Textbooks are added to the collection only when they satisfy the selection criteria as stated elsewhere in this policy.

### **Hardbacks and Paperbacks**

The library purchases the books in hardback when available because of their greater durability. A trade-quality paperback may be purchased when the material is expected to become obsolete quickly. Some paperbacks are selected because the cost of the hardbound edition is prohibitive.

### **Periodicals**

Periodicals are selected after considering a variety of criteria: subject matter, scarcity or need for material on the subject, reputation of the publisher, availability of indexing, price, and amount currently expended for subscriptions in the subject area. The reference librarian convenes a meeting of faculty members to evaluate the collection annually.

Subscriptions in specific subject areas will not be added or dropped without consultation with appropriate faculty member. As more full-text titles become available electronically, subscriptions to paper copies will be discontinued unless it is determined the title is used in ways that electronic access does not serve.

### **Microform**

The library acquires in microform only a few selected periodical titles for historical research. These subscriptions may be discontinued as reliable electronic files become available.

### **Newspapers**

Newspapers are purchased to reflect local, state, and national coverage with emphasis on Charlottesville and the service area of the college.

### **Non-Print Materials**

The selection policy for audio-visual materials, music CDs, CD-ROMs, software, DVDs, and interactive multi-media materials follows the principles expressed for print materials. When no evaluative information is available in standard selection tools, an attempt is made to preview the item.

### **Foreign-Language Materials**

Materials are normally collected in the English language, except to provide materials for the foreign language courses.

### **Copyright**

The library does not knowingly add to its collection any materials produced contrary to copyright law. The library adheres to all provisions of the U. S. Copyright Law (17 U.S.C. section 107). Computer software and CD-ROM licensing agreements are carefully followed.

### **Replacement of Missing Items**

The Coordinator of Library Services reviews missing, lost, or damaged titles and determines which titles shall be replaced by reviewing the strength of the collection in that area, reviewing circulation activities, and applying the selection criteria of this policy to the titles in question.

### **Gifts**

Persons interested in donating materials to the library must contact the Coordinator of Library Services who makes the final decision on acceptance. Donated materials are judged by the same standards of selection as those applied to the purchase of new materials. The library acknowledges gifts but does not appraise them. Materials cannot be accepted on indefinite loan. Gifts are accepted only if they are offered without conditions as to their retention or organization in the library. Gifts requiring excessive processing and storage cannot be accepted. All gifts accepted become the property of the Commonwealth of Virginia and may be disposed of in accordance with state guidelines. Persons donating materials receive, upon request, a copy of the [Request for Authority to Accept Donations or Gifts](#).

## **IX. Acquisitions Priority**

Priority is assigned to maintain a current collection of materials in print, electronic, or visual formats. First priority is assigned to materials purchased annually to support the basic reference collection such as standing orders, serials, indexes, and databases. Second priority is assigned to materials in support of new curricula or courses for which there are insufficient or minimal materials to support the courses. Faculty involved in designing and developing courses work with the Coordinator of Library Services to determine materials that will support the new curricula so that acquisitions can be made prior to the course offering. Third priority is given to materials

to be selected for the existing curricula. Fourth priority is assigned to meet the college community's intellectual, cultural, and recreational needs.

## **IX. Removal of Materials from Collection**

The removal of materials takes place in order to maintain a current collection in a subject field. Withdrawal of materials may be necessary because of limited space. Materials may be withdrawn from the collection when one or more of the following criteria exist:

- Information is outdated or contains misinformation.
- An edition is superseded by a later edition.
- The physical condition of the material is beyond adequate repair.
- Material is no longer relevant to the purpose of the library.
- Material is water-damaged and may contain mold.

### **Responsibility for Removal of Materials**

The Coordinator of Library Services, the reference librarians, and representative faculty members cooperatively examine the collection in order to remove items that are obsolete or do not meet the standards of the collection as expressed in this policy, and to assure library compliance with accreditation standards. Faculty members are requested to review their subject areas of the collection with the Coordinator and make recommendations for removal and replacement. Faculty in the major disciplines will review their areas of the library collection. As part of the updating of the collection, the library staff removes old editions of items as new editions are added to the collection. The *Guidelines and Schedule for Reviewing Print Resources in the Jessup Library* (page 17) provides a detailed schedule for reviewing printed book annually.

### **Preservation of Materials**

Materials in the collection will be repaired when possible. Staff, faculty, or students noticing the damaged condition of materials may notify the Coordinator of Library Services or the Technical Services Department.

### **Responsibility for Preservation of Materials**

The Coordinator of Library Services and the Technical Services Department are responsible for assessing the physical condition of materials. The Technical Services Department repairs all materials that can be repaired in-house.

## **X. State-Wide Cooperative Collection Development**

Materials may be purchased through cooperative agreements with the Virginia Community College System (VCCS) or other agencies with similar interests as long as state guidelines are followed. Cooperative purchases are determined by the VCCS Learning Resource Center Directors and the VCCS Director of Library Automation. Without these collaborative agreements, many of the electronic databases would not be affordable for the Jessup Library.

As a member of The Virtual Library of Virginia (VIVA), the Coordinator may serve on collection development committees. Recommendations for databases and other electronic resources are funneled through the VCCS

representatives on the VIVA Resources for Users Committee. The final decision regarding the purchase of all products is made by The VIVA Steering Committee.

#### **XI. Fund Allocation**

The Coordinator of Library Services allocates funds into internal accounts for each of the academic divisions. Before funds are allocated to the divisions, the estimates of funds for periodicals, standing orders, and microfilm are calculated for the fiscal year. Allocation of division funds is determined by number of faculty and students and number and type of courses taught in each division. Unspent division funds will be reallocated by the Coordinator of Library Services.

Periodical subscriptions are usually renewed each year; no formal annual allocation of periodical funds among the academic divisions occurs. In the spring, however, the library discontinues subscriptions or adds new periodicals based on interlibrary loan requests for particular journal titles and on faculty assessment of periodicals holdings.

#### **XII. Implementation**

This collection development policy must be reviewed by the college community through the Curriculum and Instruction Committee and approved by the administration. Any amendments to or revisions of this policy must be approved in like manner. The Coordinator of Library Services is authorized to develop specific procedures needed for implementing these policies and to revise those procedures as circumstances may require.

#### **XIII. Procedures for Review - Collection Development Policy**

The policy will be reviewed annually by the Coordinator of Library Services and the library staff and every three years by the Curriculum and Instruction Committee.

A donation or gift is being made to Piedmont Virginia Community College by:

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Name and Address of Donor

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Description of Item or Attached Complete Inventory List of All Items

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Signature of Donor

Date

Responsibility for assigning a dollar value to art items, books, equipment, supplies, and other gifts rests with the donor.

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Coordinator of Library Services

Date

**Library Bill of Rights**

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

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, and January 23, 1980,

inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

### **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.

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

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

A Joint Statement by:

[American Library Association](#)  
[Association of American Publishers](#)

**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.

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.

It is in the public interest to provide for our audiences film 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.

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 film-maker or on the basis of controversial content.

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.

Please complete the information requested below and return the form to the Coordinator of Library Services. You may use extra pages if desired. Until a decision is reached, College policy requires that the library take no action on the material.

Type of material objected to:  book  periodical \_\_\_\_\_  
( please specify)

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher or producer: \_\_\_\_\_

Your name (please print): \_\_\_\_\_

Your address: \_\_\_\_\_

Your telephone number: \_\_\_\_\_

Do you represent  yourself? or  a group? \_\_\_\_\_  
(please name)

Why do you object to this material? (Please be specific. Cite pages where appropriate.) \_\_\_\_\_  
\_\_\_\_\_

Did you read or view the entire work?  yes  no If not, what parts did you examine?  
\_\_\_\_\_

What do you feel might result from being exposed to this material?  
\_\_\_\_\_

What action would you like to see taken with regard to this material?  
\_\_\_\_\_

Would you care to recommend an alternate work that offers, in your opinion, a more valuable perspective on the subject treated?  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_