

Brazosport College Library Collection Development Policy

Introduction: The Brazosport College Library is "...committed to student success and lifelong learning..." as stated in the college's mission statement. This collection development policy is aimed at assuring that the library builds and maintains a collection that supports student success, course outcomes, occupational/technical, and community education programs in accordance with both the library and the college's mission statements.

Purposes: The Brazosport College Library's collection exists to support the following broad educational purposes:

1. Direct support of the academic curriculum, occupational/technical programs, and community education programs.
2. Access to appropriate teaching and resource materials for faculty and professional staff.
3. A broad base of general information and reference materials suitable to collegiate-level patrons.
4. Reading materials to satisfy patrons' desires for leisure, entertainment, and intellectual inquiry.

Patrons: The library's primary patrons are students enrolled in the college's instructional programs. The Library also serves the faculty and staff of the college. Limited borrowing privileges are extended to adult non-students of the college's service area. Borrowers in this third category complete an application for a library card, provide a local address and valid I.D., and pay a nominal fee for the card. All patrons have equal access to materials in the library's open collection, but the library shall establish appropriate patron categories and may provide different levels of checkout privileges and borrowing periods for each category.

Brazosport College Mission Statement: Brazosport College exists to improve quality of life by providing certificate, associate and baccalaureate degree programs, academic transfer programs, workforce development, and cultural enrichment in an efficient and cost-effective manner. The board, faculty and staff are committed to student success and lifelong learning by responding to student needs, creating a dynamic learning environment, and enriching our communities.

Brazosport College Library and Learning Services Mission Statement: In support of the College's mission, the mission of Library and Learning Services is to support student success by providing a collection that supports the curriculum; easily accessible resources and services on and off campus; instruction in locating, evaluating, and effectively using resources; assistance in completing coursework including technology and proctored testing; and audio/video services.

Intellectual Freedom: The Brazosport College Library supports the concept of intellectual freedom and upholds the principles of the American Library Association's "**Library Bill of Rights**" (See Attachment 1), "**Freedom to View**" (See Attachment 2) and "**Freedom to Read**" (See Attachment 3) statements. Materials judged to be appropriate under the parameters expressed in other sections of this policy will be evaluated without prejudice based on racial, ethnic, gender, political, religious, or sexual factors. The library strives to select materials representing all sides of various issues. Because of this, some materials in our collection may be considered controversial by certain groups or individuals. Our goal is to provide materials representing diverse viewpoints in support of our academic offerings and to suit the varied backgrounds of our students, faculty, staff, and adults in the community. Patrons' right to privacy regarding the use and checkout of library materials will be respected.

If any of our users has a complaint regarding any library materials, they may complete a "**Request for**

Reconsideration” (See Attachment 4) form. The Director of Library Services will review complaints. The complainant will receive a written copy regarding the decision of the challenged material.

Copyright Law: Brazosport College supports copyright law stated in the **Copyright Act of 1976** as amended. The library also recognizes “fair use” by educational institutions. All holdings will be acquired and managed to conform to current copyright law. Notices will be posted in appropriate locations to inform patrons of their responsibilities relative to copyright law.

Budget: The library receives funding from the college to purchase or provide access to new materials, both print and electronic media. Grants, gifts, and purchases may supplement these resources by other college department accounts.

The library has no specific budget allocation for individual disciplines. This allows greater flexibility in meeting unanticipated needs, such as departmental program changes or increased patron demand in a subject area. The library attempts, as funds allow, to assist research needs of its faculty and students, both through purchase of materials, interlibrary loan services, and through use of the print and electronic resources. The library attempts in a limited way to provide for the recreational and enrichment needs of the campus community through small collections of popular reading, media, and mass-market periodicals. Materials will be evaluated for purchase according to basic principles of selection enumerated later.

Selection Guidelines:

Materials in all formats are considered on the basis of appearance in standard bibliographies and indexes, favorable reviews in reputable reviewing media, or the recommendations of faculty and professional staff. Recommendation for purchase is given if 2 out of 3 librarians agree the material meets the criteria for the collection, with final approval by the Director, Library Services.

- a. Support Student Learning Outcomes
- b. Correlation/fit with the existing collection
- c. Appropriate level
- d. Accuracy and objectivity
- e. Reputation of author or publisher
- f. How current/permanent is material?
- g. Price appropriateness
- h. Demand
- i. Condition
- j. Preparing for upcoming accreditation
- k. Assisting in the development of a new program

Standard Selection Tools:

The material selection tools include but are not limited to the following:

1. Booklist
2. Choice
3. Library Journal
4. Bowker’s RCL
5. New York Times Book Review
6. Texas Books in Review
7. Books in Print
8. Baker & Taylor

9. Ulrich's International Periodical Directory
10. Faculty/Staff recommendations
11. ILL Request List
12. Mail Solicitation
13. Publisher's catalogs

Holdings: The Library's holdings shall consist primarily of print-based media. These will include bound volumes, serials, microforms, and electronic formats. The collection includes maps, pamphlets, other unbound works or illustrations, compact disks and DVDs. The library will collect significant materials to preserve the history of the college. The library will provide electronic access to resources off-site, including commercial databases, or other such resources.

The library's serial holdings will be a broad-based collection of scholarly journals and general periodicals judged to be appropriate to the college's instructional programs. Appropriate historical back files of important serial works will be purchased and typically stored in bound, microforms or in digital form. The Library will also provide databases representative of the overall collection, with an emphasis on scholarly journals, newspapers, and general periodicals.

Books

Other criteria for selection include the author's reputation and significance, the timeliness or permanent value of the title, the reputation of the publisher or producer, the appropriateness of the intended audience of the work, and the potential use of the item. Multiple copies are obtained only in cases of anticipated heavy and sustained demand.

Hardcover books are preferred due to their durability. Paperbacks for the general collection may be acquired when hardback editions are not available or there is a significant price difference (\$25.00+). The library does not normally purchase textbooks. These will be purchased only when no other general books can be found.

Textbooks for specific courses will not be purchased. Professors may place their own textbook copies on reserve for students' use.

Periodicals

Journal, magazine, and newspaper subscriptions represent a continual and often large expense and are thus added very selectively. Priority is given to periodicals indexed in one of our online periodical databases and which supplement full-text electronic resources. Full text availability from our subscription databases will be another factor in determining whether to subscribe to the print version.

Microform subscriptions may be made for frequently used magazines which are often missing from the shelf and for which electronic full-text is unavailable. Microforms will also be used to save shelf space when cover-to-cover content of a periodical is needed.

Audio/Visual Materials

AV material will be acquired when they support the curriculum requirements.

Electronic Resources

The library shall choose to acquire or access electronic resources based on the selection guidelines. Computer software will be selected based upon educational and professional purposes.

If a print equivalent to electronic resources is available the following will be considered in choosing format.

- Equivalent price or increase in price is considered appropriate for advantage of format
- More sophisticated searching tools are provided in the electronic format
- Providing multi-user and remote access is a consideration
- Resource will be less vulnerable to damage and theft
- A significant amount of space is saved
- Electronic version is updated more frequently
- Equipment needed for access is available

Government Publications

Brazosport Library is not a depository for federal or state government documents. Government publications are selected according to our regular collection development guidelines and are shelved in the library collection with other books, and periodicals.

Foreign Language Materials

Items written in languages other than English will be acquired when they support the curriculum requirements.

Acquisition Policy: The task of acquiring appropriate resources is shared among the faculty, administrative staff, and professional library staff members. The input of faculty members is essential in maintaining relevant, up-to-date, and representative works for their teaching areas. Faculty recommendations are both expected and welcomed.

Faculty Involvement: The library strives to develop and manage effective library and information resources appropriate for teaching, research, and service. Soliciting suggestions for replacement materials from faculty members who teach classes in the subject area is helpful. Faculty involved in collection development are concerned with:

- Selection, creation, and pruning of collections
- Liaison with students, faculty, and other users
- Research and evaluation of resources
- Contact with donors and review of gift materials
- Preservation of materials

The library staff also welcomes the suggestions of all library patrons regarding new acquisitions. The library staff will use their professional judgment and the recommendations of established journals; library reference works, and reviews publications in making appropriate acquisitions. All materials purchased are subject to review and approval by the Director, Library Services.

Materials will be acquired to reflect balanced holdings and a broad perspective in established subject areas. All materials will be expected to exhibit high levels of scholarship and reasonable editorial review.

Leasing Arrangements: The library may elect to lease or rent materials it judges too expensive to purchase or when the most cost-effective option is to provide access to services or resources rather than ownership of them.

Cooperative Agreements: The library will attempt to secure materials for its patrons through inter-library loan agreements as long as these requests are clearly in support of the instructional program.

The library may enter into reciprocal borrowing agreements with other colleges, either with individual institutions or area consortia.

The library reserves the right to deny borrowing privileges to students who have Library or other college delinquencies. The library may place holds or other appropriate sanctions on students who have fines or delinquencies resulting from books checked out through formal reciprocal borrowing agreements. The library may enter into agreements to share resources with local high schools and public libraries. Such agreements will be established on an individual basis and will require formal written guidelines.

Gifts: Gifts of materials for the library's collection may be accepted as long as they conform to established Board of Regents and administrative policies. Such works are subject to the same review process as all other acquisitions.

Responsibility for Collection Development: All library users, regardless of status, are encouraged to recommend items for library purchase by contacting any librarian. If the item is consistent with the collection policy guidelines, and if money is available, the material will be acquired.

The librarians act as liaisons to obtain purchasing recommendations. They also utilize selection tools, such as review publications, bibliographies, and publisher catalogs to select materials. Ultimate responsibility for collection development lies with the Director, Library Services.

De-selecting of Resources:

The professional library staff, with the assistance of the faculty, will be charged with the periodic review of the library's holdings and will withdraw materials judged to be outdated, unnecessary duplications, badly damaged or worn, or of little practical value to the collection. Disposal of materials may occur through donations to other libraries or schools or through sales open to all library patrons. Materials not donated or purchased in a reasonable period of time will be thrown away or, if possible, recycled.

The professional library staff will periodically review the library's holdings using the following de-selection criteria:

- Outdated materials
- Materials containing inaccurate information
- Items seldom circulated
- Unnecessary duplications
- Physically damaged materials that cannot be repaired within reasonable costs.
- Materials which add little practical value to the collection
- Materials which have been superseded
- Periodicals not indexed or incomplete sets of periodicals
- Materials reported lost and not recovered within two years should be marked withdrawn

Damaged or missing materials are not automatically replaced, but are subject to a reorder review process. If the item still meets the collection development policy, the original book or a new edition will be ordered, if available.

Policy Review: Library staff and college faculty will periodically review this collection development policy and make changes when appropriate.

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.

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 these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees 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, or 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 (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

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.



Brazosport College Library

REQUEST FOR RECONSIDERATION

Title _____

Book _____ Periodical _____ Other _____

Author _____

Publisher _____

Request initiated by _____

Address _____

City _____ State _____ Zip _____

Telephone _____

Request made on behalf of _____ Yourself

_____ An organization (name) _____

_____ Other group (name) _____

1. Did you read/view the entire work? _____

2. What is your objection? Please be specific. Cite pages. _____

3. What is positive about the work? _____

4. What do you feel might be the result of reading/viewing the material?

5. For what library patrons would you recommend this work? _____

6. What do you believe is the theme of this work? _____

7. What resource(s) do you suggest to provide additional information on this topic?

8. Action requested:

___ Return it to the staff selection committee/department for reevaluation

___ Other. Explain. _____

9. In its place, what work would you recommend that would convey as valuable a perspective of the subject treated?

SIGNATURE