

Research Proposal for Collection Development Policy Statement for SJPL

I was given the responsibility of researching collection development policy statements in preparation for rewriting SJPL's policy statement. Based on the research reported here, I present a proposal for the structure and format of the new SJPL policy statement and discuss additional research needed to develop content.

Part I reviews 20 libraries' policy statements. Part II discusses the rationale for selecting 6-8 libraries' policy statements to study in depth as models for the SJPL policy. Part III analyzes the literature on collection development policy statements, discusses conclusions, and proposes a structure and format for the new SJPL policy statement, and discusses additional research needed in terms of content for the new policy statement. Part IV provides the structure and format for the San Jose Library System Collection Development Policy. Part V supplies supporting materials and Part VI references.

Part I: Research on Policy Statements

I contacted or researched on the Web the following 20 libraries and collected their policy statements. * 16 Libraries provided replies or provided online collection development policy. ^ 3 Libraries were contacted and did not reply or not pursued. Therefore I collected no information from Los Angeles Public Library, Maricopa County Libraries, San Antonio Public Library.

1. ***Arizona State Library**, Collection Development Policy is online.
<http://www.lib.az.us/cdt/intro.htm>
2. ***Charlotte and Mecklenburg County Libraries**, North Carolina, policy is online.
http://www.plcmc.org/about_us/policiesMaterialSelection.asp
3. ***Chicago Public Library**, Megan McArdle mcardle@chipublib.org No written policy
4. ***Contra Costa County Library**, policy is online.
<http://www.ccclib.org/aboutus/ThePlan2.pdf> <http://www.ccclib.org/policies/policies.html>
5. ***Dallas Public Library**, Master Plan http://www.dallascityhall.com/html/master_plan.html
“Does not have a comprehensive collection development policy.” Collections information:
http://www.dallascityhall.com/html/master_plan.html
6. ***Dallas School Libraries**, Collection Development Policy is online.
<http://dallaslibpnp.pbwiki.com/Procedures#collect>
7. ***Denver Library**, policy is online. <http://www.denver.lib.co.us/about/collection.html>
http://www.denver.lib.co.us/assets/pdf/cdo_policy1006.pdf
8. ***Hightower Regional Library**, Georgia, policy is online. (good reconsideration materials).
<http://www.georgialibraries.org/lib/collection/shrl.pdf>
9. ***Houston Public Library**, no policy online. Policy sent by email.
10. ***Kings County Library**, Seattle, policy is online. <http://www.kcls.org/about/matselect.cfm>
<http://www.wla.org/igs/cdig/cdpolicies.html>
11. ^**Los Angeles Public Library**, no policy online. Contacted 2/13/07
12. ^**Maricopa County Libraries**, no policy online. Did not pursue further

13. ***Mesa AZ Library**, policy is online.
http://www.mesalibrary.org/About_us/policies/materials.aspx
http://www.mesalibrary.org/About_us/pdfs/Materials_Selection_Policy.pdf
14. ***New York Public Library**, no policy online. Policy sent by email.
15. ***Pasadena Library**, policy is online. <http://cityofpasadena.net/library/collection.asp#Art-Works>
16. ***Phoenix Library**, kathleen.sullivan@phoenix.gov no online policy. Policy sent by email.
17. ***Queens Borough Library**, policy is online.
http://www.queenslibrary.org/index.aspx?page_nm=Collection+Development
18. ^**San Antonio Public Library**, no policy online. Contacted but no reply.
19. ***San Francisco Public Library**, Laura Lent llent@sfpl.org: Draft of new policy sent by email. Policy not online. Using Denver Library’s policy as a model.
20. ***Tacoma Public Library**, policy is online. <http://www.wla.org/igs/cdig/tacomacd.pdf>
<http://www.wla.org/igs/cdig/cdpolicies.html>

Part II: Selecting Model Policy Statements

Diane Lai, Head Technical Services, and I met Tuesday, Feb 13 to discuss the results of my research on collection development policies of large urban libraries with diverse service populations. We identified certain libraries in cities with population demographics similar to San Jose. My research provides statistical data that supports these libraries and their collection development policies as providing appropriate models for ours.

Libraries:

1. ***Denver Public Library**, policy is online. <http://www.denver.lib.co.us/about/collection.html>
http://www.denver.lib.co.us/assets/pdf/cdo_policy1006.pdf
2. ***Kings County Library System**, policy is online. <http://www.kcls.org/about/matselect.cfm>
<http://www.wla.org/igs/cdig/cdpolicies.html>
3. ^**Los Angeles Public Library**, no policy online. Second contact 2/13/07. No reply.
4. **County of Los Angeles Public Library**, policy is online.
5. ***Pasadena Public Library**, policy is online.
<http://cityofpasadena.net/library/collection.asp#Art-Works>
6. ***Phoenix Public Library**, kathleen.sullivan@phoenix.gov no online policy, sent by email.
7. **Seattle Public Library**, policy online.
8. ***Tacoma Public Library**, policy online. <http://www.wla.org/igs/cdig/tacomacd.pdf>
<http://www.wla.org/igs/cdig/cdpolicies.html>

Statistical Data:

1. Population of service area
2. Number of library branches
3. Amount of holdings
4. Amount of annual budget

Table of Statistical Data

| Library | Operating Budget | Population of Service Area | Number of Locations | Total Circulation | Total Items in Collection |
|---------|------------------|----------------------------|---------------------|-------------------|---------------------------|
| | | | | | |

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|-----------------------|-------------------|-----------|----|------------|----------------|
| Denver | \$18,463,200 | 544,759 | 23 | 9,244,353 | 2,455,965 |
| Kings County, WA | over \$80,000,000 | 1,185,570 | 43 | 15,004,668 | ??? |
| Seattle | \$38,612,294 | 578,700 | 30 | 7,999,441 | 2,173,903 |
| Pasadena | \$989,327 (book) | 146,166 | 10 | 1,713,928 | ?? |
| Tacoma | \$21,197,686 | ??? | 10 | 2,162,446 | 949,436 |
| Phoenix | | | 15 | | |
| County of Los Angeles | \$99,114,341 | 3,422,055 | 85 | 13,422,055 | over 7,700,000 |
| Los Angeles City | \$117,408,987 | 3,844,829 | 72 | 15,775,000 | 6,400,000 |

Publicly available information about each library

Denver Public Library

Collection Development Policy: <http://www.denver.lib.co.us/about/collection.html>

Mission Statement <http://www.denver.lib.co.us/about/mission.html>

Kings County Library System <http://www.kcls.org/>

Collection Development Policy: <http://www.kcls.org/about/matselect.cfm>

About: <http://www.kcls.org/about/abtfront.cfm>

Annual Report 2005 <http://www.kcls.org/about/annualreport2005.cfm>

Seattle Public Library <http://www.spl.org/>

Collection Development Policy

http://www.spl.org/default.asp?pageID=about_policies_withdrawmaterials

Fact Sheet 2005 http://www.spl.org/default.asp?pageID=about_history_factsheets

The Seattle Public Library Mission Statement

http://www.spl.org/default.asp?pageID=about_mission

Pasadena Public Library <http://cityofpasadena.net/library/>

Collection Development Policy <http://cityofpasadena.net/library/collection.asp>

Phoenix Public Library <http://www.phoenixpubliclibrary.org/>

No statistical data available at their web site. I emailed them 2/14/07. Still searching the Web.

Tacoma Public Library <http://www.tpl.lib.wa.us/Default.aspx>

From Collection Development Interest Group, Wash Library Assoc (WLA)

<http://www.wla.org/igs/cdig/>. <http://www.wla.org/igs/cdig/cdpolicies.html>

The Tacoma Public Library at a glance 2005-06

<http://www.tacomapubliclibrary.org/Page.aspx?nid=8>

Los Angeles City Public Library <http://www.lapl.org/index.html>

Annual Report Fiscal Year 2005-06 <http://www.libraryfoundationla.org/pdf/library.pdf>

County of Los Angeles Public Library <http://www.colapublib.org/index.html>

Information Sheet Fiscal Year Ended June 30, 2006

<http://www.colapublib.org/about/info.html>

About the Library <http://www.colapublib.org/about/>

Branches: <http://www.colapublib.org/libs/>

Part III: Analyzing the Literature and Drawing Conclusions

Analysis of structures of collection development policies based on format

Those policies designed for public inspection and available online have a flat structure in which all sections are of equal importance and all main headings relate directly to the title. This structure works best for a policy that is to be read online. A flat structure is characterized by section headings listed as hyperlinks directly under the title. Users can click on a section heading hyperlink and go directly to that section. A policy statement may have 15 or 20 sections. There are few or no subsections or subheadings under main headings except those in which the Collection is broken down into the various sections, such as Fiction, Nonfiction, Young Adult, Children, Magazines, CDs, Special Collections, etc. Examples of the flat structure are Pasadena and Denver.

The contrasting style is a multi-layered, hierarchical structure that contains few main sections and many subsections that cascade down into multiple sub-sub sections. This hierarchical structure works best for a policy that is to be printed out and not read online. A typical hierarchical structure may have only 4 main headings each delineating a major section. Within each section could be major subsections with their own subheadings and minor sub-sub sections. This style is impossible to make work as a Web page and does not easily permit hyperlinks. Examples of the hierarchical style are Tacoma, Seattle, King Co, SJPL, and Contra Costa Co. Some of these can be downloaded as PDF documents, indicating that their formats were not created specifically for online use.

In deciding which format works best, SJPL would have to decide whether or not this new policy is to be primarily a Website or primarily a downloadable document. In order to decide this, the audience of the policy must be clearly determined. If the policy is created to be a public relations document then the flat structure best presents clean and easily accessible information on the Web. If the policy is for in-house use, then the multi-layered, hierarchical structure may best reflect the actual physical divisions and units within the library.

Analysis of structures based on the literature

In her book *Developing an Outstanding Core Collection*, Alabaster (2002) outlines two types of collection development policy statements, one written for the general public, the other a working document for in-house use by staff. This statement is borne out by what I found on the Web. The Freedom Library in Andover, MA named its working policy the Collection Development Policy Manual and includes in it a Materials Selection Policy that could exist in its own right and bares the features of most libraries' public collection development policy statement.

When writing a policy statement, then, it is necessary to clarify the purpose of the policy statement and its intended use (Alabaster, 2002). She stresses the point, "It is crucial that library

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staff determine the type of statement they are planning to write and who exactly they are addressing” (p. 28). As discussed earlier, the policy statement’s audience will also determine its format and method of delivery, i.e. Web or print format, in addition to its structure and content.

The working, in-house policy statements, such as the Andover, MA and the Contra Costa Library’s (<http://www.ccclib.org/aboutus/ThePlan2>) policies, are comprehensive documents that are over 100 pages. I suggest that SJPL considers Johnson’s (2004) two broad purposes for collection development policy statements: to inform and to protect. These purposes would assist in determining the format and structure.

Under inform, a policy statement informs the following acts (Johnson, 2004, pp. 73-74):

- Describes the current collection in terms of strengths and weaknesses and set future collection levels;
- Establishes collection priorities for collection development and management;
- Formally documents staff practices;
- Educates librarians responsible for collections and train new selectors;
- Documents and supports cooperative collection development—“should explicitly identify all cooperative programs in which the library participates: collection building, resource sharing, regional storage, shared contribution and access to electronic resources...” (p. 75).

Under protect, a policy statement protects the library against external pressures (Johnson, 2004, pp. 74-76):

- Protects intellectual freedom by containing a statement affirming the library’s commitment to intellectual freedom;
- Prevents censorship by including procedures for handling complaints against materials;
- Clarifies gift guidelines by specifying conditions under which the library accepts and rejects gifts, but does not appraise gifts;
- Articulates operating principles for weeding, deselection and serials cancellation by defining the process used for identifying materials for withdrawal and cancellation, how materials are reviewed and evaluated, and by whom.

In *Fundamentals of Collection Development and Management*, Johnson (2004) addresses format, content, and style when writing the collection development policy statement. She outlines two formats or models: the classed model and the narrative model. The classed model describes collection levels in terms of LOC or Dewey classification schemes, a system developed by Research Libraries Group (RLG) and called the conspectus model (p. 77).

A classed policy statement defines the level of density or intensity that the library collects, and maintains its collection, in each LOC or Dewey subject areas. *ALA Guidelines for the Formulation of Collection Development Policies* define four levels of density:

1. comprehensive level - the aim is to include all significant works, regardless of format
2. research level - all the major published materials required for independent research
3. study level - adequate to support coursework at the graduate or undergraduate level
4. basic level - basic reference sources, a few major periodicals, and a selection of the most significant works in the field. (<http://www.cas.usf.edu/lis/lis6511/week2/guidelin.htm>)

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Similar to the ALA levels, but in reverse order, is the Northwest Missouri Library Network scale describing the density of collecting in particular subject areas:

1. Some basic reference tools
 2. Highly selective reference and circulating collection
 3. General coverage of the subject, including current and limited retrospective coverage
 4. Most aspects of the subject covered, including both current and retrospective materials but with varying depth
 5. All aspects of the subject covered, including strong retrospective coverage
- (<http://www.cas.usf.edu/lis/lis6511/week2/guidelin.htm>)

Working hand in hand with density of collecting, is the user community for the collection as a whole or user needs for specific areas or subdivisions in the collection. The Northwest Missouri Library Network provides six categories of user needs useful for analyzing a library's collection and to determine collection density in specific subject areas:

1. recreational
 2. independent study
 3. professional
 4. student (primary and secondary level)
 5. academic (college study up to the master's degree level)
 6. research
- (<http://www.cas.usf.edu/lis/lis6511/week2/guidelin.htm>)

Johnson (2004) outlines a second format, the narrative model. This model provides a text-based series of narrative descriptions, one for each subject, discipline or subcollection, such as Adult Fiction, Nonfiction. The narrative model gives “a general policy statement and the context in which selection and collection management occurs,... a focused view of subjects or subdivision, and ...collection management [practices]” (p. 78).

The narrative model can make use of the above measures for analyzing and describing collections based on user needs and density of collecting. For example, the Okefenokee Regional Library has combined the two models in their Collection Development Policy by adapting the ALA *Guidelines* to the public library setting (<http://www.georgialibraries.org/lib/collection/okefenokee.pdf>, p. 13-14). They define levels of collection density applicable to their public library collection and ascribe a level of density for each subject or subdivision within their collection based on the informational needs of the library's users (see Part VI: Resources, p. 21). This technique would be very useful to SJPL.

Johnson discusses standard elements of a narrative policy: Introduction, Overview of system-wide policies and guidelines, Detailed Analysis of each subject collection, and Supplemental Policies (2004, p. 79-84).

The **Introduction** includes the following (2004, p. 79):

- States the purpose of the policy
- States the audience to whom the policy statement is directed
- Includes the mission statement
- Describes the user community and user needs
- Gives a brief overview of the library and its collections

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- Includes a history of the collection and possible locations
- Includes broad subject areas emphasized
- Describes limitations affecting collection development
- Notes what is emphasized and deemphasized in the collection
- Gives a general statement about criteria guiding selection decisions
- Lists cooperative collection development or resource-sharing agreements
- Describes the collection development organization
- Locates responsibility for collection building and management
- Identifies and assigns specifies tasks of evaluation, selection, collection maintenance

The **Overview** of system-wide policies and guidelines lists the types of materials selected: (books, periodicals, newspapers, textbooks, juvenile materials, maps, artwork, paperbacks, microfiche, video and audio recordings, software, access to external electronic resources, special collections, reference materials, government documents, language collections, popular and trade materials).

The **Detailed Analysis** of each subject collection discusses the types of materials selected in similar order as the introduction: For instance, the purpose of the subject area collection, the specific user community for that collection, user needs concerning density of the collection in that subject area, the history of each subject collection, limitations affecting collecting in that subject or area, what's emphasized or deemphasized in that subject collection, etc.

The **Supplemental Policy** includes separate statements about weeding and deselection that define the policies for review of materials for transfer between collections, transfers to remote storage, withdrawals from the collections, and provides explanations for what happens to deselected books.

Discussion and Recommendations

The structure of the Pasadena policy statement follows Johnson's standard elements Introduction and Overview of a narrative policy statement; Denver's policy structure includes only standard element Introduction and does not include the Overview—a list of the collections and their description, which is included in Pasadena's policy. The Detailed Analysis element, which includes detailed description of the collection by subject strength or density of collecting within areas of the collection, by format, and by user community (user needs) of the collection, may be of interest to library selectors and be part of an in-house, working document, or may be part of the publicly accessible document. The Supplemental Policy element that includes information about deselection (weeding) and reconsideration (reevaluation) of materials should be included in the public policy.

Therefore, my recommendation for writing the new SJPL policy is to use the Pasadena and Denver policies as models for structure, which would be equal to Johnson's Introduction, Overview, and Supplemental Policy elements. If the SJPL policy is to be made available on the Web, I recommend formatting the SJPL policy in the manner of Pasadena's, such that all main headings are of equal value with few or no subheadings, and work as hyperlinks. Work on this has been completed (see Part IV: Presenting the Format and Structure for a New SJPL Policy Statement, p. 8).

Work on the Detailed Analysis element—a detailed description of subjects collected or areas of the collection—must begin with additional research. My suggestion is to use the Northwest Missouri user needs categories to determine the level of density or the subject strength being collected in the various collection subdivisions, such as adult fiction, children’s collection, as delineated on the New Collections Survey questions 3-6. Levels of density being collected should be determined based on the user community for that collection, which may or may not also pertain to the formats collected, such as books, magazines, DVD, music CDs as delineated on the Survey as questions 1 and 8. Levels of density should be an outcome of the purpose of that particular area of the collection and the clientele that is using it.

An alternative suggestion is to use the rubrics that Memorial Hall Library, Andover, MA uses in their Collection Formats section (see Part IV: Resources, p. 22). The rubric explains how and what to collect in each subject area as defined by the main Dewey subject headings. Either method would require additional research and collaboration between this student intern and the SJPL selection librarians.

In writing the Introduction section, much revision of the current policy statements may be necessary since the current statements were written while King Library was becoming joint use and before the 2000 Bond Measure had passed. To this end, I suggest looking closely at the mission and purpose statements of the Seattle and King County Public Libraries (see Part V: Supporting Material, p. 15).

Part IV: Presenting the Format and Structure for a New SJPL Policy Statement

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1. Mission Statement

“San José Public Library enriches lives by fostering lifelong learning and by ensuring that every member of the community has access to a vast array of ideas and information.”

2. Purpose of Collection Development Policy

This Collection Development Policy sets a direction for the selection and acquisition of library materials, enabling staff to evaluate existing collections. It defines and prioritizes which materials should be collected and maintained in support of the mission, vision, and values guiding the San José Public Library System.

3. Description of the Community

San José is California's third, and the nation's 10th, largest city. The “Capital of Silicon Valley,” San Jose’s dynamic economy is sustained in part by many high-tech and manufacturing companies. San José is proud of the cultural and ethnic diversity of its population, and the rich cultural identity of its many neighborhoods. Our residents speak more than 52 different languages. The City sponsors cultural festivals and numerous ethnic chambers of commerce are active in our community. The City is served by three public and several special libraries, including the Santa Clara County Law Library and Planetree Medical Library. The San José Public Library System consists of the Dr. Martin Luther King, Jr. Main Library, 17 branch libraries, and two mobile units.

4. Philosophy of Selection

The San José Public Library System provides materials and information in a timely manner to meet customers’ interests and needs, anticipating and responding to changing situations. The Library strives to provide a balance of viewpoints for subjects in the collection.

The Library follows and adheres to the “Library Bill of Rights” as adopted by the American Library Association and by the San José City Council in 1971.

5. Goal of the Collection

The scope of the collections in the branch and main library aim to meet the Library’s core services objectives:

- Provide opportunities for lifelong learning and work with parents, educators, students and community partners to help youth achieve success in school.
- Link customers to the information they need
- Provide materials, programs and facilities that meet the community's information needs.

6. Scope of the Collection

To meet the information needs of the residents of San José, the Library selects materials on most subjects in various formats and varying subject depth to respond to our customers' wide range of ages, languages, educational backgrounds, interests, and reading skills. Curriculum support materials for all age levels are included.

7. Scope of the Main Library

The Dr. Martin Luther King, Jr. Library, the main library, is a joint use library that serves the public as well as San José State University students and faculty.

The Dr. Martin Luther King, Jr. Main Library serves as the major system resource, providing collections of greater breadth and depth than space would permit at the branch level.

8. Scope of the Branch Libraries

This should describe how the branch libraries collections serve the local community. What kind of resource is the branch collections.

9. Scope of the Online Collection

The System also supports an "eBranch," an interactive website that allows 24-hour remote access to the Library catalog, patron records, and popular commercial electronic databases.

10. Priorities for Selection

The selection of any material for the Library's collection does not constitute endorsement of its contents. Decisions are made on the merits of the work in relation to the building of the collection, the provision of multiple viewpoints, and to serve the interests of customers.

Most library materials are selected centrally to coordinate and streamline the ordering process. Material selectors must consider the needs of the system as a whole, as well as individual library branches when making selection decisions. Branch community profiles, as well as ongoing communication are important tools in the central selection process.

11. Selection Criteria

Selectors consider the following criteria in choosing materials for purchase:

1. Relevance to interest and needs of community, and current demand.
2. Extent of publicity and critical review.
3. Significance of subject matter, permanence or timeliness of subject.
4. Local interest (author or subject).

5. Relationship and importance to the entire collection.
6. Availability of material electronically, on the web, or online in a subscription database.
7. Availability of material elsewhere in the region.
8. Authoritativeness: reputation or qualifications of author, artist, publisher or producer.
9. Quality of presentation style appropriate to content and audience, including facility of use, level of difficulty and comprehensiveness.
10. Inclusion of title in standard or special bibliographies or indexes.
11. Suitability of format to library purposes, and quality of technical production (binding, margins, typography and quality of paper).
12. Date of publication.
13. Price.

(Denver Public Library Collection Development Policy, 2006, Selection Criteria section)

The following is the SJPL selection criteria: Criteria for evaluation of materials include timeliness, popular demand, literary or artistic merit, permanent value, subject need, authoritativeness, format, and cost.

12. Responsibility for Selection

Selection responsibility rests ultimately with the City Librarian. The Division Manager for Collection Development oversees the selection process and fund allocation, and monitors the budget. Actual selection is assigned to library staff throughout the System and coordinated by the Collection Development Unit.

13. Customer Recommendations

(Need an SJPL policy on suggestions for purchase and the online form.)

The library strongly encourages input from the Pasadena community concerning the collection. A suggestion for purchase procedure enables Pasadena citizens to request that a particular item or subject be purchased by the library. All suggestions for purchase are subject to the same selection criteria as other materials and are not automatically added to the collection. It is the library's intent that suggestions for purchase be used to help the library in developing collections which serve the interests and needs of the community. You can make a suggestion online.

(Pasadena City Library Collection Development Policy, Suggestions for Purchase section)

Customers are offered the option of Interlibrary loan as a source for material not owned by SJPL. Interlibrary loan requests are reviewed to determine whether these items are needed for the System.

14. Gifts

The Library accepts gifts of materials with the understanding that the same selection guidelines are applied to gifts as to materials purchased by the Library. The Library reserves the right to make final disposition of all gifts received. Gift materials not added to the collection are offered to the Friends of the Library.

15. Vendors/Selection Tools

Materials are selected from book reviews in professional and popular journals and magazines, subject bibliographies, publishers' catalogs, customer requests, and publication announcements. Standard tools used by staff include, but are not limited to, *Publisher's Weekly*, *Booklist*, *Library Journal*, *VOYA*, and *School Library Journal*.

16. Duplication of Material

The Library buys multiple copies of high-demand items such as bestsellers to provide customer access in a timely manner.

17. Description of the Collections

(List the SJPL collections with descriptions including Special Collections.)

Special collections and services at the Library include extensive language collections, especially Spanish, Chinese and Vietnamese; a California collection; and Disability Outreach Services. SJPL's Biblioteca Latinoamericana has one of the largest Spanish language collections in Northern California.

18. Collection Formats

Materials are purchased in formats which are appropriate for public library use.

Books

Books are purchased in both hardback and paperback formats. Paperback copies allow duplication of information in the high demand, heavily-used subject areas. Mass market paperbacks will be ordered in quantity for the System.

Media

The Library collects media materials in popular formats to respond to customer demand. Currently, audio books, juvenile book/cassette kits, educational CD-ROMs, video cassettes, compact discs, and DVDs are selected centrally for the System. The Library will explore and purchase new material formats as they are introduced into common use.

Electronic Resources

Electronic resources enable the Library to provide access beyond the traditional print and media collections. In general, electronic resources are selected using the same principles that are applied to books; however, several additional considerations may prevail, such as cost, amount of training needed, and technical requirements.

Factors affecting cost include purchases made through a consortium, the manner in which larger vendors' package or distribute databases, discounts which may be related to the purchase of print materials, and licensing. Staff does not purchase an electronic database when the information in it can be found more readily and more economically in a print source or on the Internet.

The necessity for training both staff and public is a major consideration in the selection of electronic resources. Related issues include ease-of-use; type of searching, whether free-text, keyword, or subject; output formats; backfiles for subscription databases; schedule for updates; and whether similar information is available on the Web.

Also important are technical constraints or priorities established for delivery, such as remote access. These include ease of connection, technical support, hardware/software requirements, ability to search multiple databases, compatibility with the network, and additional hardware for print or media.

Language Material

The Library purchases materials in a variety of languages and formats in response to changing demographics of the culturally diverse communities represented in San José. Language collections vary in breadth and depth among the system libraries, depending on differing customer needs represented in each library service area.

19. Collection Maintenance

Whenever appropriate, staff review collections comparing San José Public Library system holdings against professional tools, such as the *Fiction Catalog*, *Public Library Catalog* and *Best Books for Public Libraries*, as well as bibliographies accepted as standard for the subject or genre.

20. Evaluation of the Collection

System collections are continually evaluated, and collection emphasis and direction reviewed, to ensure that all collections remain balanced and responsive to customer needs.

The materials collection needs continuous evaluation to ensure that the Library meets its mission. Statistical data gathered from circulation reports, collection turnover rates, customer surveys, and collection assessment profiles allow staff to determine how the collection is being used. The Library's Web page is also monitored to ensure that links are current and appropriate.

21. Responsibility for Collection Maintenance

(Who has this responsibility at SJPL? Is it the same as those responsible for selection?)

22. Replacements

Librarians have the opportunity during the evaluation process to identify subject area needs, missing titles for replacement, and older editions of titles which should be updated. Materials might also be reassigned to a more appropriate branch or outlet.

23. Discarding Library Materials

Weeding is as important part of collection management as is the selection of materials. As staff librarians evaluate the collection, they consider withdrawing items that are damaged, out-of-date, no longer used, or superseded by newer material. These decisions require as much thought and care as selection judgments.

24. Criteria for Withdrawal

The following are general guidelines on how to weed at the MLK Main Library.

1. Always weed for condition. A book falling apart or with critical pages missing is useful to no one. Keep a list of titles that are "well loved" while weeding and reorder a new copy of the same title (if possible) or a different title on the same subject.
2. Weed for currency if that is important in the subject area . For example, some areas where currency is important include the legal and medical areas, test books, atlases which are not published as historic, yearly travel books etc. (primarily the 300s and 600s).
3. Do not weed based solely upon arbitrary cutoff dates. For example do not weed a book from the collection just because it hasn't circulated within a year.
4. Do not weed based solely upon space considerations. Space will not be an issue in the new Joint Library. Tops and bottoms of shelving units will most likely need to be used until we move this new facility.
5. Before weeding, consider if a title is the Last Copy in the System. Although in some areas, such as those where currency is important this does not apply, in other areas such as history, this may be a factor in not weeding a title.
6. Weed outdated editions of titles whenever we have circulating copies of the new edition.

25. Disposing of Withdrawn Library Materials

When materials have been identified for withdrawal, Library staff follow the procedure for disposal of surplus library materials as written in San José Municipal Code 4.16.270:

- Withdrawn materials which are in good condition will be offered to the Friends of the Library for book sales.
- No materials can be held for or given to individuals.

26. Request for Reconsideration

(Need an SJPL policy on reconsideration and the complaints form.)

Library customers requesting reconsideration and removal of items in the collection submit their concerns in writing or by completing a Request For Reconsideration form, which is available at any Library location. The City Librarian will review the request and reply within 30 days of the receipt of the request. The item in question will not be pulled from the shelf during the reconsideration process.

(Denver Public Library Collection Development Policy, 2006, Appendix 4: Procedure for Request for Reconsideration)

27. Binding

(Need an SJPL policy on binding.)

The decision to bind materials is made with consideration to the same factors involved in replacement. In addition, the following should influence the decision to bind:

- Adverse impact on circulation because of appearance
 - Feasibility of binding
- (Pasadena City Library Collection Development Policy, Discarding Library Material section)

28. Revision of Policy

This collection development policy will periodically be evaluated and revised as times and circumstances require.

(Pasadena City Library Collection Development Policy, Revision of Policy section)

29. Appendices

1. Last Copy Policy from Intranet
2. San Jose Public Library Internet Policy. Is there one?
3. Procedure for Request for Reconsideration—Complaints form. Is there one?

Part V: Supporting Material

Mission Statements

Kings County Library System About: <http://www.kcls.org/about/abtfront.cfm>

Mission Statement

The mission of the King County Library System is to provide free, open and equal access to ideas and information to all members of the community.

Principles of Service

- Provide open, non-judgmental access to collections and services without regard to race, citizenship, age, educational level, economic status, religion, or any other qualification or condition.
- Provide free access to, and promote the communication of, ideas and information.
- Advocate and support First Amendment rights and the Library Bill of Rights, and protect library materials from censorship.
- Create an environment which encourages users to encounter the rich diversity of concepts on which a democratic society depends.

Goals

- Provide collections and services to meet community needs and interests.
- Promote the King County Library System and the awareness and use of library resources, services and programs.
- Develop and maintain working relationships with other libraries and with cultural, educational, social and informational agencies.
- Attract and develop a high-quality staff with special skills, knowledge and abilities to help library users. Create an environment which motivates staff to achieve high levels of performance and productivity.
- Exercise prudence in the utilization of human, financial and physical resources.
- Utilize appropriate technologies to maintain and improve library operations and services.
- Provide and maintain appropriate facilities.

King County Library System Vision Statement

An Intellectual Adventure for Everyone—The King County Library System builds valued relationships with our users so they can grow in knowledge and wisdom. We're here to spark curiosity and growth. KCLS guides patrons to an unparalleled collection of stories, books, computers, CDs, Internet resources, services, and programs. The choices will surprise you.

The Heart of the Community—Our libraries are the knowledge commons for our communities. The buildings themselves reflect the community. The staff's passion to have libraries change lives is expressed in the arrangement and presentation of materials and services. It is at the library that relationships are formed among staff, patrons, and ideas. Creating this bond helps forge healthy, vibrant, informed, and economically viable communities.

We make it Easy—Convenience for patrons drives our service. We seek to understand what patrons need. Libraries are strategically located and designed with an eye toward patron self-sufficiency. Resources are organized and delivered to reduce barriers. Technology gives access beyond that which can be provided in person or in print. And always, library staff are here to help.

One System—The King County Library System operates as one where unity provides value. The system-wide approach to collections, technology, and general support of library operations frees the staff to concentrate on service, and results in buildings and collections that are maximized around the needs of patrons. This system-wide approach differentiates The King County Library System. It's why KCLS is the best public library in the United States.

The Seattle Public Library Mission Statement

http://www.spl.org/default.asp?pageID=about_mission

Our mission is to become the best public library in the world by being so tuned in to the people we serve and so supportive of each other's efforts that we are able to provide highly responsive service. We strive to inform, enrich and empower every person in our community by creating and promoting easy access to a vast array of ideas and information, and by supporting an informed citizenry, lifelong learning and love of reading. We acquire organize and provide books and other relevant materials; ensure access to information sources throughout the nation and around the world; serve our public with expert and caring assistance; and reach out to all members of our community.

Aims: We intend to provide:

- Services that are understood and valued by the community and result in library use and involvement from the broadest possible spectrum of residents.
- A caring, welcoming and lively cultural and lifelong learning center for the community.
- Outstanding reference, readers' advisory and borrower services that are barrier free for users of all ages, regardless of ethnic background, educational level, economic status or physical condition.
- Collections of enduring value and contemporary interest that are relevant to user needs and readily accessible from every service point.
- A highly trained and competent staff that reflects the rich diversity of our community and that works together to provide responsive service to all users.
- Appropriate technology to extend, expand and enhance services in every neighborhood and ensure that all users have equitable access to information.
- Facilities that are inviting, safe and well maintained and that are available during hours of greatest convenience to users and equitably distributed throughout the City.
- Careful stewardship of the public trust, which ensures accountability and makes the most

Research Proposal for Collection Development Policy Statement for SJPL

efficient and effective use of funds, both public and private; fosters collaboration, cooperation and co-location where possible with other agencies; and builds public/private partnerships to enhance services to our users.

Organizational Values: Service to our users is our reason for being. Those who need us most should be our highest priority.

- All employees, volunteers and friends of the Library are valued as human beings and for their important contributions to our service.
- We are a learning organization that is open, collegial, and risk-taking; we nurture our talents and each other and constantly reassess our services and methods to adapt to the changing needs of our community.
- We support and defend intellectual freedom and the confidentiality of borrowers' and inquirers' use of the Library.
- All Library services are provided in a nonpartisan and non-judgmental manner that is sensitive to and supportive of human differences.
- Both staff and patrons are encouraged to laugh often and out loud.

Pasadena Public Library

Mission Statement <http://www.cityofpasadena.net/library/mission.asp>

The freedom to know is the foundation of our democracy. The mission of the Pasadena Public Library, a basic municipal service, is to be an information center for the Pasadena community in order to preserve and encourage the free expression of ideas essential to an informed citizenry. Statistical Data “Future Library Funding Task Force”

<http://www.cityofpasadena.net/library/libraryTaskForceAbout.asp>

Los Angeles City Public Library <http://www.lapl.org/index.html>

Mission Statement

The Los Angeles Public Library provides free and easy access to information, ideas, books and technology that enrich, educate and empower every individual in our city's diverse communities.

County of Los Angeles Public Library <http://www.colapublib.org/index.html>

Our Mission:

To provide our diverse communities with easy access to the information and knowledge they need to nurture their cultural exploration and lifelong learning.

Our Vision:

To be a leader among community-based library systems in quality of service, breadth of material, use of technology, welcoming facilities and depth of community support.

Materials Selection Policy <http://www.colapublib.org/materials/select.html>

Part VI: Resources

ALA Guidelines for the formulation of collection development policies. (n.d.). Retrieved February 26, 2007, from <http://www.cas.usf.edu/lis/lis6511/week2/guidelin.htm>

Alabaster, Carol. (2002). *Developing an outstanding core collection: A guide for libraries.* Publisher?? (Librarian, Phoenix Public Library).

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Anderson. (). *Guide for written collection policy statements.*

Arizona State Library. (n.d.) *Collection development policy.* Retrieved April 2, 2007, from <http://www.lib.az.us/cdt/colldev.htm>

Futas, Elizaeth (ed.). (1995). *Collection development policies and procedures, 3rd ed.*

Johnson, Peggy. (2004). *Fundamentals of collection development and management.* Chicago: ALA.

Mazin, Beth (ed.). *AcqWeb's directory of collection development policies on the Web.* http://acqweb.library.vanderbilt.edu/acqweb/cd_policy.html

Reference and user Services Association (RUSA). (n.d.). Core elements of electronic collection development policy statements. *Collection Development Policy Statements (CODES).* Retrieved February 23, 2007, from <http://www.ala.org/rusa>. (CODES-->Our Section-->Committees-->Collection Development Policies-->Core)

SJPL Collection Development Policy. (2000). Retrieved from http://staff.sjlibrary.org/service/coll_mgmt/sjpl/colldev_policy.doc

Wood, Richard J., and Hoffman, Frank. (1996). *Library collection development policies: A reference and writer's handbook.*

Structures of Model Policy Statements

Pasadena City Library <http://cityofpasadena.net/library/collection.asp>

Table of Contents

- Mission Statement
- Purpose of Collection Development Policy
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- Philosophy of Selection
- Scope of the Collection
- Scope of the Central Library
- Scope of the Branch Libraries
- Responsibility for Selection
- Selection Criteria
- Suggestions for Purchase
- Request for Reconsideration
- Gifts
- Duplication of Material
- The Collections (lists 29 collections with descriptions)
- Collection Development Scale
 - a. Popular/Basic Collection
 - b. Working Collection
 - c. Resource Collection
 - d. Research Collection

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- Collection Maintenance
- Discarding Library Materials
 - a. Criteria
 - b. Replacement
 - c. Binding
- Revision of Policy

Denver Public Library <http://www.denver.lib.co.us/about/collection.html>

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1. Mission Statement
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5. Scope of the Central Library
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7. Scope of the Online Collection
8. Special Collections (lists collections with descriptions)
9. Responsibility for the Collection
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11. Priorities for Selection
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15. Vendors
16. Collection Management
 - a. Philosophy of Collection Management
 - b. Responsibility for Collection Management
 - c. Criteria for Withdrawal
 - d. Disposing of Withdrawn Library Materials

Appendices

1. Statements Endorsed by the Library Commission
2. Denver Public Library Internet Policy
3. Western History/Genealogy Department Collections
4. Procedure for Request for Reconsideration

ALA Guidelines for the Formulation of Collection Development Policies. (n.d.). Retrieved April 4, 2007, from <http://www.cas.usf.edu/lis/lis6511/week2/guidelin.htm>

Elements to be included in a policy statement, as recommended by the ALA "Guidelines for the Formulation of Collection Development Policies," can be grouped under three headings: general institutional objectives, analysis of subject fields, and analysis of collections by format.

I. GENERAL INSTITUTIONAL OBJECTIVES

- A. Clientele to be served.
- B. General subject boundaries of the collection
- C. Kinds of programs or user needs supported (research, instructional, recreational, general

information, reference, etc.)

D. General priorities and limitations governing selection, including:

- (1) Degree of continuing support for strong collections
- (2) Forms of material collected or excluded
- (3) Languages, geographical areas collected or excluded
- (4) Chronological periods collected or excluded
- (5) Other exclusions
- (6) Duplication of materials (generally treated)

E. Regional, national, or local cooperative collection agreements which complement or otherwise affect the institution's policy

F. Legal, regulatory, or policy requirements of the institution.

II. SUBJECT FIELD ANALYSIS

A. Level of collection intensity codes to indicate

- (1) Existing strength of the collection
- (2) Actual current level of collection activity
- (3) Desirable level of collecting to meet program needs

B. Languages

C. Chronological periods collected

D. Geographic areas collected

E. Forms of material collected

F. Library unit or selector with primary selection responsibility for the field.

III. ANALYSIS OF COLLECTION BY FORMAT

A. Newspapers

B. Microforms

C. Manuscripts

D. Government documents

E. Maps

F. Audiovisual materials

G. Computer software/databases

H. Internet resources

ALA COLLECTING DENSITY CODES:

1. comprehensive level - the aim is to include all significant works, regardless of format
2. research level - all the major published materials required for independent research
3. study level - adequate to support coursework at the graduate or undergraduate level
4. basic level - basic reference sources, a few major periodicals, and a selection of the most significant works in the field.

The Subject Strength Scale developed by the Northwest Missouri Library Network has five points:

1. Some basic reference tools.
2. Highly selective reference and circulating collection
3. General coverage of the subject, including current and limited retrospective coverage
4. Most aspects of the subject covered, including both current and retrospective materials but

with varying depth

5. All aspects of the subject covered, including strong retrospective coverage.

This same project allowed collections to be described according to the **User Orientation Scale**, which provided for six categories:

1. recreational
2. independent study
3. professional
4. student (primary and secondary level)
5. academic (college study up to the master's degree level)
6. research.

Okefenokee Regional Library Collection Development Policy. (1987). Retrieved April 2, 2007, from <http://www.georgialibraries.org/lib/collection/okefenokee.pdf>

COLLECTION LEVELS (pp. 13-14)

In 1976, the Association of College and Research Libraries adopted the *Guidelines for the Formulation of Collection Development Policies*. While not totally applicable to public libraries, the concept which is set forth in these guidelines speaks very concisely to the need for systematic and coordinated collection development practices. A unique feature of these guidelines is the recommendation that levels of collection density be defined for individual subject areas and collections within the overall library framework. These identifying terms are used "...in identifying both the extent of existing collections in given subject fields and the extent of the current collecting activity in the field...."

The five levels of collection density which are defined by the ACRL *Guidelines* are: comprehensive, research, study, basic and minimal. The established definitions which are applied for academic library collections for these five levels of density allow for diversity ranging from highly specialized and exhaustive collections of materials which would support postgraduate level research to collections of a very minimal level where only basic reference tools are collected. The *Guidelines* further specify that the more specialized collections would be found only in the larger research oriented libraries.

It is possible to adapt the *Guidelines* to the public library setting; the definitions of collection levels can easily be modified to apply to even the smallest of rural libraries. In defining the levels of collection density which will be set for the collections of the Okefenokee Regional Library System, the following definitions have been established.

Comprehensive Level - This would be an exhaustive collection of materials which would consist of as many publications as could be obtained on a particular subject. For the Okefenokee Regional Library System, the portion of the collection which would be developed at this level would be the collection of local history materials directly related to the history, lore and people of the five counties in the Library System. A second area of the collection which will be developed at this level of intensity will be the collection of best selling works of fiction and non-fiction which are in high demand in all libraries which serve adult populations.

Research Level - This would be a less exhaustive collection of materials than the comprehensive level, but would contain selected materials on specialized areas of interest: materials which would be collected at this level of intensity would be literary materials by Georgia authors and materials which deal with the history, lore and people of the portion of the state not included in the five counties of the Okefenokee Regional Library System. An effort will be made to select materials based on their quality and intrinsic

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value: this will not be an exhaustive collection. Award winning works of fiction and non-fiction for both adults and children would be collected at this level.

Study Level - The materials which will be collected at the Study Level will be those which would complement and support the curricula of the area educational institutions. Exact duplication of materials found in other libraries in the area will not be encouraged; supplementary materials will be sought which can assist in individual high school and undergraduate level research.

Basic Level - The material which will be collected at the Basic Level will be those which have general applicability to the majority of the potential patron population. Included in the collection at this level would be general reference materials, both monographic and serial, periodical literature, juvenile materials, non-best selling works of fiction, and general materials in the large print format.

Minimal Level – The materials which will be collected: a.t. this level of intensity will be those which will have a selectively narrow audience in the Okefenokee Regional Library System. Included in this collection will be selected works of a specialized, artistic and scientific nature, and materials which would support introductory research in individual fields of study. An effort will be made to collect at least one generally accepted work in each major subject area. These works will be primarily of a non-fiction nature and would serve as spring-boards into more specialized research. Also included in this level of the collection would be secondary and tertiary reference materials, both subject specialized and general in scope.

Memorial Hall Library, Andover, MA. (2006). Retrieved April 4, 2007, from <http://www.mhl.org/about/policies/cd/>

Collection Development Manual

Collection Formats (excerpt from)

Adult Fiction

Adult Nonfiction

Applied Science and Technology 600-699

Rubric for Adult Fiction

Collection Goal: maintain collection size; increase numbers of items in demand

| Major Subclasses | Collecting Guidelines | Selection Sources | Weeding Guidelines | Action Items |
|------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class as a whole | Regularly purchase attractive new editions of classics Buy multiple copies of classics and items in heavy demand General | Kirkus, LJ, NYT, PW, Boston Globe, popular media, Booklist Previews Online sources - Amazon, B&N, Powells Various bestseller lists | Weed classics by condition, weed pop fiction when demand subsides, replace worn items still in demand Generally, weed items with no circs in 3 yrs | Continually make decisions as to whether to add To Go items to the regular collection after one year of circ Continually weed as space is short |

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| | | | | |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------|
| | guidelines - at least one copy for every 4 reserves | Bibliographies Patron suggestions | Weeding must be frequent to keep collection shelved! | and we buy Fiction heavily |
| Mysteries M | Very popular Buy multiple copies of popular authors | | By condition No circs in 3 yrs | |
| Westerns W | Currently very little demand | | | |
| Science Fiction SF | Includes fantasy Also purchase heavily in paperback and YA Try to collect all titles in series | | | |
| Bestsellers | Purchase multiple copies and also for Books to Go Buy new copy for every 4 holds Buy everything on NYT, PW, and Boston Globe bestseller lists Buy almost everything on Amazon and B&N top 100 | MVLC purchase alert report Booklist Advance LJ Previews Media Patron suggestions Oprah Ingram Advance B & T Forecasts | | |
| Books to Go | 1-2 copies of most popular titles for special display - no reserves, no staff checkouts, no renewals | Demand | Discard or make regular circ when demand ebbs | |

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| | | | | |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------|
| | Format: hardcover or trade paper | | | |
| Adult Paperback PB/A Paperbacks to Go | Very popular New pop titles go to Paperbacks to Go When demand subsides, recatalog PB/A if needed Format: mass market paperback | NEMB Gifts Previews, ads, advances, best seller lists | Weed by condition | Evaluate Paperbacks to Go collection |
| Short Stories | Collect by demand and by excellent reviews | Some on standing order | | |
| Notable Books to Go | Collect prize-winners and from Notable Books lists for last 5 yrs Format: trade paperback | Notable Books lists (NYT, B&N, LJ, etc.) and prizewinners | Discard or transfer to regular collection when too old, no longer in demand or in poor condition | Evaluate collection |
| Classics to Go | Collect both older and newer classics Format: trade paperback | Standard lists Demand | Weed by condition | Evaluate collection |

Rubric for Applied Science and Technology 600-699

Collection Goal: increase collection size as medicine, pets, gardening, business and building circulate heavily

| Major Subclasses | Collecting Guidelines | Selection Sources | Weeding Guidelines | Action Items |
|------------------|------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------|--------------|
| Class as a whole | Purchase generally for practical use. Look for well-written up-to-date manuals with clear instructions for | Standard sources Publishers' | Timeliness very important for manuals, | |

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| | | | | |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------|
| | <p>laymen</p> <p>Select up-to-date career and examination books. Purchase multiple copies of heavily requested material</p> <p>Some classics and authoritative works in subject areas. Most usage is by adults.</p> | <p>catalogs</p> <p>NEMB</p> <p>Book suggestions</p> | <p>exam books, career, disease books</p> <p>Check at 5-7 yrs</p> <p>Others weed by condition and usage</p> | |
| <p>Medicine 610-619</p> | <p>Purchase at lay level: health careers, examinations, specific diseases, one volume lay health encyclopedias, prescription drug handbooks, diet and exercise, basic anatomy, history of medicine, some personal accounts</p> <p>Purchase for lay and student use: AIDS, eating disorders, drug and alcohol abuse, smoking. Alternative health and reducing diet books - scrutinize carefully by publisher, author, reviews.</p> <p>Watch for books on new therapies/medical updates</p> | | <p>Check for currency at 5-7 yrs</p> <p>Most titles weeded after 10 yrs</p> | |
| <p>Engineering 620-629</p> | <p>Collect heavily repair manuals for non-experts</p> <p>Buy general books on basic processes - how things work</p> <p>Update repair books regularly as technology changes</p> <p>Maintain small collection of engineering texts at the undergraduate level.</p> | <p>TAB</p> <p>Chilton</p> <p>Publisher's lists (McGraw-Hill, Auden, Goodheart)</p> | <p>Weed by condition and usage</p> <p>Keep an eye on technological change</p> <p>Check at 7-10 yrs</p> | <p>Update electronics</p> |
| <p>Gardening/Farming</p> | <p>Collect gardening books</p> | | | <p>Integrate</p> |

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| | | | | |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------------------------------------------------|
| 630-635 | <p>from beginners to advanced</p> <p>Maintain small collection on farming</p> | | | gardening books from the 700s and weed this section |
| <p>Pets and farm animals</p> <p>636-639</p> | <p>Collect books on pet care, pet selection, exotic pets, dog and cat breeds, some works on one breed for common breeds</p> <p>Maintain small collection of personal accounts and books on farm animals</p> | | | |
| <p>Cookery</p> <p>641</p> | <p>Very popular area. Collect at the simple to medium level of difficulty</p> <p>Collect classic authors, types of cooking, types of food, recipes from different countries, vegetarian cooking, recipes for medical conditions, cooking for crowds or few, local and well-known authors</p> <p>Keep abreast of new food interests and concerns (low fat, high fiber, roasting, low carb, etc.)</p> | | | Concentrate on low carb cooking until the "fad" runs its course |
| <p>Household</p> <p>642-648</p> | <p>Collect at the lay level on up-to-date home improvement/remodeling, home sewing, cosmetology, food/lodging, small business startup, family life, retirement issues</p> | | | Update sewing 646 |
| <p>Childrearing</p> <p>649</p> | <p>Current works by well-know authors</p> <p>Modern guides on particular aspects, ages</p> | | | |

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| | | | | |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------|
| <p>Business 650-659</p> | <p>Collect practical and theoretical works at various levels of expertise - resume writing, small/home business startup & management, secretarial and accounting handbooks, management theories and practices.</p> <p>Concentrate on the use of computers for business applications</p> <p>Management is very popular</p> | <p>Wall Street Journal, NYT, Time, Newsweek, AMACOM, Broadway, Dearborn Financial, Harper Business, JIST, Prentice Hall, Warner, Harvard Business School</p> | <p>Keep most titles no more than 10 years</p> <p>Update practical manuals</p> | <p>Weed entire section by use, condition, and date</p> |
| <p>Manufacturing Woodworking 660-689</p> | <p>Carpentry projects and manuals for non-experts</p> <p>Keep small but updated collection on manufacturing</p> | <p>Betterways, Sunset, Audels</p> | <p>Project books weeded when they are no longer fresh and attractive</p> | |
| <p>Buildings 690-699</p> | <p>Collect how-to-do-it manuals on particular projects/systems - heating, plumbing, cooling, construction estimating, electrical</p> <p>Generally collect at the non-expert level</p> | <p>Audels</p> | <p>Check at 7 yrs for obsolescent technologies</p> | |