

## Research Proposal for Revised Collection Development Policy Statement for SJPL

This Research Proposal accompanies the Structure and Content for a Revised Collection Policy Statement for SJPL. It explains the methodology used in developing the Revised Policy Statement, documents the research and provides a rationale. This Proposal contributes to the New Collections Project for the six new branch libraries and supports the Library Bond Project. The writer, a student intern at SJPL spring 2007, is in her final semester at SLIS, SJSU.

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 references, Part V supplies supporting materials.

### Part I: Research on Policy Statements

I contacted or researched on the Web the following 22 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](http://www.plcmc.org/about_us/policiesMaterialSelection.asp)
3. \***Chicago Public Library**, Megan McArdle [mcardle@chipublib.org](mailto: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](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](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](http://www.denver.lib.co.us/assets/pdf/cdo_policy1006.pdf)
8. \***Houston Public Library**, no policy online. Policy sent by email.
9. \***Kings County Library**, Seattle, policy is online. <http://www.kcls.org/about/matselect.cfm>  
<http://www.wla.org/igs/cdig/cdpolicies.html>
10. ^**Los Angeles Public Library**, no policy online. Contacted 2/13/07
11. ^**Maricopa County Libraries**, no policy online. Did not pursue further
12. \***Memorial Hall Library** Andover, MA, policy is online.  
<http://www.mhl.org/about/policies/cd/>

13. \***Mesa AZ Library**, policy is online.  
[http://www.mesalibrary.org/About\\_us/policies/materials.aspx](http://www.mesalibrary.org/About_us/policies/materials.aspx)  
[http://www.mesalibrary.org/About\\_us/pdfs/Materials\\_Selection\\_Policy.pdf](http://www.mesalibrary.org/About_us/pdfs/Materials_Selection_Policy.pdf)
14. \***New York Public Library**, no policy online. Policy sent by email.
15. \***Okefenokee Regional Library**, George, policy is online.  
<http://www.georgialibraries.org/lib/collection/okefenokee.pdf>
16. \***Pasadena Library**, policy is online. <http://cityofpasadena.net/library/collection.asp#Art-Works>
17. \***Phoenix Library**, [kathleen.sullivan@phoenix.gov](mailto:kathleen.sullivan@phoenix.gov) no online policy. Policy sent by email.
18. \***Queens Borough Library**, policy is online.  
[http://www.queenslibrary.org/index.aspx?page\\_nm=Collection+Development](http://www.queenslibrary.org/index.aspx?page_nm=Collection+Development)
19. ^**San Antonio Public Library**, no policy online. Contacted but no reply.
20. \***San Francisco Public Library**, Laura Lent [llent@sfpl.org](mailto:llent@sfpl.org): Draft of new policy sent by email. Policy not online. Using Denver Library's policy as a model.
21. \***Sarah Hightower Regional Library**, Georgia, policy is online.  
<http://www.georgialibraries.org/lib/collection/shrl.pdf>
22. \***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, 2007 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](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](mailto: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

<b>Library</b>	<b>Operating Budget</b>	<b>Population of Service Area</b>	<b>Number of Locations</b>	<b>Total Circulation</b>	<b>Total Items in Collection</b>
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/matsselect.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](http://www.spl.org/default.asp?pageID=about_policies_withdrawmaterials)

Fact Sheet 2005 [http://www.spl.org/default.asp?pageID=about\\_history\\_factsheets](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](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 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 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* (n.d.) define five 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

## Research Proposal for Collection Development Policy Statement for SJPL

4. basic level - basic reference sources, a few major periodicals, and a selection of the most significant works in the field.
5. minimal level - minimal support for introductory research in individual fields of study, and a selection of at least one generally accepted work in each major subject area.

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
- (ALA Guidelines, n.d.)

Working hand in hand with intensity of collecting, is the user community for the collection as a whole or user needs for specific areas or subdivisions of 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 use
  2. independent study
  3. professional search
  4. student coursework (primary and secondary level)
  5. academic coursework (college study up to the master's degree level)
  6. research papers
- (ALA Guidelines, n.d.)

These tools for analyzing a library's collection allow for description in terms of depth and breadth by subject area and correlate with user needs. Levels of density at which a collection is maintained will be determined based on the user community for that aspect of the collection and will be independent of format. The level of density or intensity desired for a collection should be an outcome of the purpose for that particular area of the collection and be based on the clientele that uses it.

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 (1987, pp. 13-14) has combined the two models in their Collection Development Policy by adapting the *ALA Guidelines* to the public library setting. 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
- 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 strategy for writing the revised 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, the best format to follow is Pasadena's where all main headings are of equal value with few or no subheadings, and they work as hyperlinks. Even if the SJPL policy is not made available on the Web, the Pasadena format is the clearest and the one followed in the Revised SJPL Collection Policy Statement.

While explicit descriptions of the collections exist in the Weeding Guidelines by Subjects section of the SJPL Weeding Guidelines (see Revised SJPL Policy: Appendix H, p. 11), the SJPL Collection Policy (2000) contains no similar descriptions (see Part IV, References, p. 9). A detailed analysis of the collection in terms of the subjects collected and a determination of the levels of density collected would become Sections 16 and 17 (p. 4-7) of a Revised Policy. I begin with the SJPL Collection Organization Chart, a tool used for cataloging, (see Revised SJPL Policy: Appendix C, p. 11) for a basic description from which I made lists of the collections (see Revised SJPL Policy, Section 16, p. 4). The Collection Organization Chart describes the major division and subdivisions: Adult Collection, Special Collections, Language Books & Media Collection, Biblioteca Latinoamericana, Young Adult Collection, and Juvenile Collection.

I made use of the Northwest Missouri user needs categories discussed earlier to determine the level of density or the subject strengths being collected in the various subdivisions as outlined on the SJPL Collection Organization Chart (see Revised SJPL Policy: Appendix C, p. 11). The levels of density at which these subdivisions are maintained is determined in part by the demand for that portion of the collection, by the priorities of the SJPL Collection Development Advisory Team (CDAT), and by financial constraints. The CDAT Memorandum, Priorities for Collection Development for FY 05-06 state, "the over-riding factor in creating these priorities was to be as proactive and customer-driven as possible" (see Revised SJPL Policy: Appendix D, p. 11).

The Weeding Guidelines by Subjects section (see Revised SJPL Policy: Appendix H, p. 11) breaks down the collections into two basic categories—Reference and Circulating—and further subdivided into the major Dewey classifications and sub-classifications. The discussion, which focused on intensity of weeding for each Dewey class and sub-class, provided some help in determining the expected level of density maintained in each area. Any conclusions I could draw, however, are based on an assumption that an area that is vigorously weeded, such as topics like cancer and AIDS in the Medicine and Health subsection being weeded after 2 years, implies that this area has a high user demand and is collected at a more comprehensive level. Yet, I have no facts to back up this assumption.

A useful strategy would be to combine the collection guidelines with selection sources and weeding guidelines into one document by using the rubric designed by the Memorial Hall Library, Andover, MA and used in their Collection Formats section (see Part IV: References, p. 9). The rubric is organized into four categories—Dewey Subclasses, Collection Guidelines, Selection Tools, Weeding Guideline, and Action Items—that are filled out first for the Dewey

## Research Proposal for Collection Development Policy Statement for SJPL

subclass as a whole, then for each Dewey subclass. For example, one Major Subclass is Technology, Applied Sciences (600s) which would be first, then the subclasses Medicine and Health, Engineering, Gardening/Farming, Pets and farm animals, Cookery, etc. You fill in what you collect in that subclass, what tools you use, how you weed that subclass, and specific action to take for that subclass. When finished, you have a handy collection management tool that addresses your collection, selection, and weeding policies for your entire collection.

This method could make use of the Collection break down provided in the Weeding Guidelines by Subjects section (see Revised SJPL Policy: Appendix H, p. 11) as given below:

### **General Reference Materials**

Atlases  
Continuations (almanacs, annuals, directories)  
Dictionaries  
Directories  
Encyclopedias  
Other Reference Tools (superseded editions)

### **Circulating Materials** (with many of these having more subdivisions)

Generalities, Philosophy, Psychology, Religion (000's, except computers, 100's 200's)  
Social Sciences (300's)  
Literature and Language (400's and 800's)  
Natural Science (500's)  
Technology, Applied Sciences (600's)  
The Arts (700's)  
History and Geography (900's)  
Computers  
Juvenile and YA Nonfiction  
Adult Fiction  
Juvenile Fiction  
YA Fiction  
Languages  
Media

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. 10).

## **Part IV: References**

*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.*

## Research Proposal for Collection Development Policy Statement for SJPL

Publisher?? (Librarian, Phoenix Public Library).

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>

Contra Costa County Library. (2005). *Collection Development Plan.* Retrieved April 13, 2007, from <http://www.ccclib.org/aboutus/ThePlan2.pdf> Also available at: <http://www.ccclib.org/policies/policies.html>

Denver Public Library. (2006). *Collection development policy.* Retrieved February 23, 2007, from <http://www.denver.lib.co.us/about/collection.html> Also available at: [http://www.denver.lib.co.us/assets/pdf/cdo\\_policy1006.pdf](http://www.denver.lib.co.us/assets/pdf/cdo_policy1006.pdf)

Futas, Elizaeth (ed.). (1995). *Collection development policies and procedures, 3<sup>rd</sup> 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.* Retrieved April 2, 2007, from [http://acqweb.library.vanderbilt.edu/acqweb/cd\\_policy.html](http://acqweb.library.vanderbilt.edu/acqweb/cd_policy.html)

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

Pasadena City Library. (n.d.). *Collection development policy.* Retrieved February 23, 2007, from <http://cityofpasadena.net/library/collection.asp#Art-Works>

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)

Sara Hightower Regional Library. (1995). *Collection development policy.* Retrieved April 2, 2007 from <http://www.georgialibraries.org/lib/collection/shrl.pdf>

San Jose Public Library. (2000). *Collection Development Policy.* Retrieved April 2, 2007, from [http://staff.sjlibrary.org/service/coll\\_mgmt/sjpl/colldev\\_policy.doc](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.*

### 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](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 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.

## Research Proposal for Collection Development Policy Statement for SJPL

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>

### *Structures of Model Policy Statements*

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

#### Table of Contents

Mission Statement

Purpose of Collection Development Policy

The Community

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

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>

Table of Contents

1. Mission Statement
2. Purpose of Collection Development Policy
3. Philosophy of Selection
4. Scope of the Collection
5. Scope of the Central Library
6. Scope of the Branch Libraries
7. Scope of the Online Collection
8. Special Collections (lists collections with descriptions)
9. Responsibility for the Collection
10. Selection Criteria
11. Priorities for Selection
12. Customer Recommendations
13. Requests for Reconsideration
14. Gifts
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.

5. minimal level -

**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:

## Research Proposal for Collection Development Policy Statement for SJPL

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 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

## Research Proposal for Collection Development Policy Statement for SJPL

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 at 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	<p>Regularly purchase attractive new editions of classics</p> <p>Buy multiple copies of classics and items in heavy demand</p> <p>General guidelines - at least one copy for every 4 reserves</p>	<p>Kirkus, LJ, NYT, PW, Boston Globe, popular media, Booklist Previews</p> <p>Online sources - Amazon, B&amp;N, Powells</p> <p>Various bestseller lists</p> <p>Bibliographies</p> <p>Patron suggestions</p>	<p>Weed classics by condition, weed pop fiction when demand subsides, replace worn items still in demand</p> <p>Generally, weed items with no circs in 3 yrs</p> <p>Weeding must be frequent to keep collection shelved!</p>	<p>Continually make decisions as to whether to add To Go items to the regular collection after one year of circ</p> <p>Continually weed as space is short and we buy Fiction heavily</p>

Research Proposal for Collection Development Policy Statement for SJPL

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  Format: hardcover or trade paper	Demand	Discard or make regular circ when demand ebbs	
Adult Paperback	Very popular New pop titles go	NEMB Gifts	Weed by condition	Evaluate Paperbacks to Go

Research Proposal for Collection Development Policy Statement for SJPL

PB/A  Paperbacks to Go	to Paperbacks to Go  When demand subsides, recatalog PB/A if needed  Format: mass market paperback	Previews, ads, advances, best seller lists		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 laymen  Select up-to-date career and examination books. Purchase multiple copies of heavily requested material	Standard sources  Publishers' catalogs  NEMB  Book suggestions	Timeliness very important for manuals, exam books, career, disease books  Check at 5-7 yrs	

Research Proposal for Collection Development Policy Statement for SJPL

	Some classics and authoritative works in subject areas. Most usage is by adults.		Others weed by condition and usage	
Medicine 610-619	<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>	
Engineering 620-629	<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 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>	Update electronics
Gardening/Farming 630-635	<p>Collect gardening books from beginners to advanced</p> <p>Maintain small collection on farming</p>			Integrate gardening books from the 700s and weed this section

Research Proposal for Collection Development Policy Statement for SJPL

<p>Pets and farm animals 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 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>			<p>Concentrate on low carb cooking until the "fad" runs its course</p>
<p>Household 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>			<p>Update sewing 646</p>
<p>Childrearing 649</p>	<p>Current works by well-know authors</p> <p>Modern guides on particular aspects, ages</p>			
<p>Business 650-659</p>	<p>Collect practical and theoretical works at various levels of expertise - resume writing, small/home business startup &amp; management, secretarial and</p>	<p>Wall Street Journal, NYT, Time, Newsweek, AMACOM, Broadway,</p>	<p>Keep most titles no more than 10 years</p> <p>Update practical</p>	<p>Weed entire section by use, condition, and date</p>

Research Proposal for Collection Development Policy Statement for SJPL

	<p>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>Dearborn Financial, Harper Business, JIST, Prentice Hall, Warner, Harvard Business School</p>	<p>manuals</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>	