

# **SCCC Libraries Collection Management Policy**

# COLLECTION MANAGEMENT POLICY STATEMENT

## INTRODUCTION

The library facilities of Suffolk County Community College are located at the Grant, Ammerman, and Eastern Campuses. The SCCC Libraries are responsible for providing the print, media and electronic resources needed to support the College's instructional goals.

The College offers programs in liberal arts and sciences as well as accounting, business, communications, computer science, criminal justice, culinary arts, education, electrical technology, engineering, fine arts, fire protection technology, graphic design, health, hospitality, human services, HVAC, interior design, manufacturing technology, nursing, occupational therapy assistant, paralegal studies, performing arts, physical therapy assistant, and veterinary science. Also offered are career programs which prepare students to immediately enter the workforce.

It is the purpose of the Collection Management Policy to provide guidelines for the SCCC Libraries to acquire, develop and maintain educational resources and collections that support the College's curriculum.

## MISSION

Suffolk County Community College promotes intellectual discovery, physical development, social and ethical awareness, and economic opportunity for all through an education that transforms lives, builds communities, and improves society.

## MISSION OF THE LIBRARY

The Suffolk County Community College libraries advance the mission of the College by teaching information literacy, providing access to academic collections, promoting student success and encouraging life-long learning. The libraries provide easy access to diverse print, electronic and media resources. The libraries foster an educational environment enabling all members of the college community to analyze information needs, locate, evaluate and effectively use information resources. The libraries promote intellectual freedom, the ethical use of information and academic integrity.

## INTELLECTUAL FREEDOM

The SCCC libraries adhere to the principles set forth in the "Library Bill of Rights" and the "The Freedom to Read," the American Library Association's statements on intellectual freedom. (Appendices C & D).

## STANDARDS

The SCCC libraries are committed to maintaining the standards for collection development recommended in the Association of College Research Libraries' "[Standards for Libraries in Higher Education](#)."

## SELECTION CRITERIA

Material is selected on the basis of its appropriateness to the academic, technical, vocational, and cultural needs of students, and the professional interests of faculty and administration. The following additional criteria are also used in the selection process:

1. Support and supplementation of the college curriculum
2. Correlation to the existing collection
3. Timeliness
4. Presentation of opposing sides of controversial topics
5. Consideration of the diverse reading levels of users
6. Centralization of collections whenever appropriate
7. Accessibility to periodical literature through indexes
8. Specialized collections of each campus library
9. Budgetary considerations

## AWARD AND GRANT FUNDING

Grants or awards for collection development activities follow the guidelines and criteria stipulated in the grant documentation. The NYS Coordinated Collection Development Award (CCDA) monies will be spent on circulation items in the areas of health and nursing, business careers, and environmental technology. Items purchased using CCDA funds must be available for loan through inter-library loan.

## RESPONSIBILITY FOR SELECTION

The primary responsibility for selection of print and non-print materials is that of the library faculty and Campus Head Librarians. Selection is made through the utilization of professional journals, catalogs, and a variety of other bibliographic resources. In addition, classroom faculty, students and administrators are encouraged to participate in the selection process by:

1. Recommending the purchase of specific books, periodicals [hard-copy and online] and media materials and ensuring compatibility with our systems.
2. Ascertaining that all subject areas are sufficiently represented in the circulating and reference collections
3. Assuring the timeliness of the collection in the subject areas
4. Previewing media materials and ensuring systems compatibility

## COLLECTION MAINTENANCE

The library collection is continually evaluated by library faculty against current bibliographies and institutional requirements. Classroom faculty are encouraged to participate in the recommendation of new titles and the withdrawal of materials that may no longer be useful. Replacement of lost or damaged material is considered during regular maintenance (Appendix C). Recommendations for purchases can be made online through the library homepage.

## GIFT POLICY

Gifts are accepted by the SCCC Libraries. Gifts such as books, audio visual materials, grants, and endowments will be used to fulfill the Libraries' mission on the respective campuses. These gifts will be added to the collection at the discretion of the library faculty and Campus Head Librarians. Gifts in the form of monies will be used to purchase library materials. Periodicals in hard-copy form will not be accepted as gifts.

The library faculty does not appraise gift materials. If requested by the donor, the Campus Head Librarian will provide a written acknowledgement of the gift.

## APPENDIX A – ELECTRONIC COLLECTION MANAGEMENT GUIDELINES

### MISSION

The SCCC Libraries will provide students, faculty and staff access to electronic resources needed to support the mission of the College. Whenever possible, resources will be accessible from anywhere on the campuses, as well as from any computer that is connected to the Internet.

### CRITERIA

The following criteria will be used when evaluating a database for possible addition to the collection:

1. Coverage and scope
  - Is this resource needed to support the academic programs and services offered at SCCC?
  - How many students and faculty are involved in the program?
  - Do we subscribe to other databases that adequately cover the same material?
  - How much full-text information is available in the database? If full-text is not available, do we have access to the materials indexed in the database? Is there an embargo?
2. Stability of the content and/or vendor
  - Is the database provided by a reputable vendor? Is the database available from more than one vendor? Is there a commitment from the vendor to maintain a back file?
3. User interface
  - Is the resource easy to access, navigate and print from?
  - Are there any browser or software compatibility issues?
  - What impact will it have on the networks in the college?
  - Do we have products from the same vendor that have similar interfaces?
4. Licensing:
  - Will the vendor allow both college wide access and off site access?
  - Are there flexible pricing plans to accommodate usage? Are there any consortial purchase options for this electronic resource?
5. Relationship to the print collection:
  - Do we have similar information in print? If so, can the print be eliminated?
  - Is the online version archived? (See periodical weeding guidelines)
6. Cost
  - What has the percentage increase in price been over the past couple of years?
  - What is the projected impact on the library budget ?
  - How will access to this database affect printing costs?

## PROCEDURE

1. Requests for database trials are sent to the Electronic Resources Committee (ERC)
2. The ERC will do an initial evaluation of the database. If warranted, the Central Technical Services Acquisitions Librarian and/or the Electronic Resources Librarian will contact the vendor, get pricing, and set up the trial. The Systems Librarian will announce the trial under “What’s New” on the library homepage.
3. Librarians should contact their classroom liaison to notify them of the trial and ask for specific feedback on the item(s). The Systems Librarian will make an announcement on the SCCLIBS listserv. Comments and recommendations can be made to any Electronic Resources Committee member.
4. The Electronic Resources Committee will use the criteria listed above to evaluate the database and make a recommendation to the library administrators on whether to purchase the database. The library administrators will report back to the committee on the purchase or denial.
5. The Electronic Resources Committee will periodically evaluate the database subscriptions.
6. Usage reports will be generated centrally by one of the Central Technical Services librarians and passed to the Campus Head Librarians for use in the annual library reports and IPEDS. The Campus Head Librarians will pass these reports to the full-time librarians to utilize in program reviews and other assessment documents.

APPENDIX B – MEDIA COLLECTION MANAGEMENT GUIDELINES  
(in progress)

## APPENDIX C - LIBRARY BILL OF RIGHTS

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

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

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

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

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

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

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

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

## APPENDIX D- FREEDOM TO READ STATEMENT

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

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

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

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

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

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

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

We therefore affirm these propositions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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