

Slide 1: ABLE Course 2: Collection Development Policy

Original content created by the staff of the Idaho State Library. Content updated 2011 by Erin McCusker.

This course has been paid for in part with funds from the federal Library Services and Technology Act (LSTA), administered by the Institute for Museum and Library Services (IMLS).

Slide 2: WELCOME!

This course is designed for members of the library community who have no formal library training. You will learn about the fundamental principles of the library profession. Other courses in this series include collection development basics, building a collection, collection maintenance and presenting the collection.

This course is divided into four sections, which include information, links to explore and a self-evaluation test. The course takes approximately 1 1/2 hours to complete. You can stop and re-enter the course at anytime.

During the course you will be prompted to explore links to external websites. If you click on one of these, a new window will open. When you are ready to return to the course, just close that window.

After you complete the final examination, you will be prompted to access a course survey which will allow you to print your own certificate of completion for the course.

Slide 3: Unit 2 – Collection Development Policy

Course Objectives

In this unit, you will learn:

- The purpose of a collection development policy
- The elements of a collection development policy
- How to set collection goals
- The steps in writing a collection development policy
- The relationship of your collection development policy and collection development activities

Slide 4: Quote: James Madison

“A popular government without popular information, or the means of acquiring it, is but a prologue to a farce or a tragedy, or perhaps both. Knowledge will forever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives.”

James Madison (1751-1836)

American Politician and Political Philosopher

Slide 5: Overview

The Collection Development Cycle

An overview of the Collection Development Cycle was introduced in Unit 1 – Collection Development Basics. That unit discussed the importance of focusing on the customer as the basis of collection development. At this point in the cycle, the customer has been researched. Now it is time to look at the library’s mission, vision and strategic plan to determine the collection development policy.

Slide 6: Course Sections

This course contains the following sections:

- The Collection Development Policy
- Writing the Collection Development Policy
- Selection Policy
- Acquisitions, Gifts, Challenges and Review

Use the links to navigate to the next section you need to complete. Once you have successfully completed all four sections, then click on “Complete Final Survey and Print Certificate.”

Slide 7: Section 1. The Collection Development Policy

The collection development policy will guide all of the library activities that involve the collection and access to the collection. A good policy provides a strong foundation for the staff, the governing board and the public.

Slide 8: Elements of a Collection Development Policy

Introduction

Refer to the library’s mission, vision and goals as well as discuss the overall philosophy of librarianship, including statements supporting intellectual freedom.

Idaho Commission for Libraries

Community Profile

Describe the service area and provide a history of library. This information can be taken from the community needs assessment.

Community Needs Assessment Results

The assessment should have identified target audiences with the greatest information needs and established service priorities to meet these needs.

Collection Evaluation & Assessment

Discuss the history of the collection, as well as strengths, gaps and distinguishing features. Include a brief description of the collection in its current state.

Collection Goals

The goals for the library collection should take into account the target audiences and service priorities discussed earlier. Establish how the collection will support these targets and priorities.

Selection Responsibility

Who is the authority in charge of selection procedures? Identify the decision-makers in the library.

Selection Criteria

What types of resources will be included in the collection? Provide guiding principles for making choices, including preferred formats.

Idaho Commission for Libraries

Acquisitions

Offer guidelines for purchasing and outline the process of acquiring materials.

Gifts

The library will doubtless receive gifts from library users. Establish a policy for handling donations.

Maintenance

While the library must select new resources for its collection, it must also evaluate the usefulness of older items in the collection. Create guidelines for managing, weeding and discarding materials.

Reconsideration of Library Materials

What to do when someone objects to an item in the collection? The library should establish specific procedures for handling challenges to library materials.

Policy Adoption, Review and Revision

Establish a timeline for creating and approving the collection development policy as well as the process for updating the policy.

Slide 9: The Purpose of a Collection Development Policy

A library should have a collection development policy for any and all of the following reasons:

Planning
Budgeting
Selecting

Weeding
Decision-making
Public Relations

Slide 10: The Purpose of a Collection Development Policy

The purpose of a collection development policy is to guide the creation of a collection of library materials that supports the library's mission. All decisions about the materials to be collected or accessed should be made with the mission statement as the focus.

For example, if an elementary school library's mission is to support the curriculum, it will not be interested in collecting adult fiction. However, if the library also has a mission to be a resource for teachers, it will collect professional materials on educational theory and methodology. Similarly, a public library with a mission to provide popular materials will not collect materials suitable for a university level physics course.

Slide 11: The Purpose of a Collection Development Policy

The collection development policy sets service priorities and goals for the collection that reflect the library's mission. The collection development policy provides information to the library's stakeholders about how the collection materials are chosen and explains who is responsible for making decisions about the collection.

Your collection development policy provides information for people who are interested in the library's collection. These people include:

- the staff who have responsibility for selecting and maintaining the collection under the guidelines set by the governing body,

- members of the public who may want to know why certain material is or is not included in the collection, and
- the library's governing body (for example, the public library board or school board), which wants to have a consistent position regarding the library's collection.

Slide 12: Staff Responsibility

Both the staff and the library's governing body have responsibilities when creating a collection development policy.

The staff is responsible for providing information to the governing body about the use of the collection and the kinds of requests that are being made from the library's clientele. The staff may also do some of the footwork in finding out how other libraries have responded to particular collection development issues. It is not unusual for the staff to create drafts of a policy for the governing body to consider.

Once the policy has been approved by the governing body, the staff creates the procedures necessary to implement the policy.

Slide 13: Governing Body's Responsibility

The library's governing body may draft the policy itself, or it may respond to the drafts of the policy from the staff. The governing body must consider the internal and external implications of the policy for the library. It may want to check how the policy will affect major stakeholder groups of the library, either by talking to representatives of the stakeholder groups or by holding a public hearing on the policy.

The governing body makes all final decisions about the policy. It must approve the policy before the policy goes into effect. After approving the policy, the governing body should periodically review the policy so that it addresses new issues as they arise.

Please complete the following quiz and proceed to the next section.

Slide 14: Quiz: The Collection Development Policy

Slide 15: Section 2. Writing the Collection Development Policy

As with a strategic plan or any library document, it is important to not only have a clearly written document for the public, governing board and staff, but also to have a document that is usable. A collection development policy is more than just a document about policy; it is a document that all staff are to utilize as they go about the business of the library.

Some elements of the collection development policy may already be in effect under the general policy manual of the library and the library's strategic plan. The collection development policy should align with the strategic plan.

The following slides will discuss the sections of a typical collection development policy.

Slide 16: Introduction

The opening section of the policy should include the following:

Library mission

What is the library's reason for existence and its role in the community?

Purpose and philosophy of the policy

How will the policy be used for library planning, management and accountability to the governing organization and library users?

Our philosophy emanates from the library's beliefs about its customers.

Include a statement on intellectual freedom.

Personal biases are checked at the door.

Vision

What is the library's vision for the future?

How will the development of the collection fit with this vision?

Goals

State the general goals of the library in relation to mission, vision and strategic plan.

Slide 17: Community Profile

This section includes:

- A description of the service area, which is the community that the library primarily serves, such as town, district, county, school, business, etc.
- A general history of the library

Slide 18: Community Assessment Results

From the community needs assessment information (see Unit 1), the key service priorities can be determined for a primary target audience and any important secondary audiences.

Who does your library serve?

Slide 19: Respond to Audience Needs

When the target audience for the library has been determined, the staff and board should think about the library needs of the clientele identified. Are some of those needs being met by other libraries in the community? What role can or should the library have in meeting these needs?

For example, let's say that a public library has a mission to meet the needs of children. What are those needs? Certainly, they have a need for materials to help them do their school work, but perhaps there is a good school library that meets this need. They also have a need for recreational reading materials. Many children are very interested in electronic information and games. Based on this, your library may

choose to focus its collection development goals for children's materials on recreational reading and electronic information for children.

Once you have listed the audiences and which of their needs your library will try to meet, you should evaluate how well your library is doing in meeting these needs.

Slide 20: Don't Forget the Non-Users

You should not forget those people in your community who could use the library, but who at present do not doing so. There are many reasons why people might not use a library:

The library may not be open when they can use it

They may have had a bad experience with a library in the past

The library may not have the materials or collection services that they need

For example, if a library is in a community with a large number of Spanish speakers but does not provide materials in Spanish, English-as-a-second-language materials or materials about Hispanic culture, the Spanish-speaking community members are not likely to use the library. Similarly, if the library's collection is made up largely of materials that are of interest to women, it is not likely that men will use the library very often.

As you create your collection goals, you should consider whether the collection keeps some potential users away. If it does, then changes should be made.

Slide 21: Key Service Priorities

Focusing on the mission of the library and the target audiences' needs, create two to three key service priorities. Some libraries prefer to use Strategic Planning for Results by Sandra S. Nelson and the library service priorities listed in that resource as the guide to identifying their service priorities. Some libraries create their own.

A word of caution – public libraries in particular can have a very difficult time narrowing the focus of their library's services. Public libraries generally try to meet any and all needs in their communities. However, resources are finite, and a library should focus those limited resources in a way to best meet the primary needs of the community.

Slide 22: Collection Evaluation & Assessment

This is a brief description of the collection in its current state including strengths, gaps and distinguishing features. A concise history of the collection is also helpful.

- In general, how would you describe the collection?
- What is the size (in volumes or titles)?
- What are the varieties of format collected?
- How much does it grow each year?
- What reading or information levels are collected?

Slide 23: Collection Goals

Mission Statement and Goals

The goals for the collection will be driven by and relate directly to the library's mission.

A school library whose mission is to support the school curriculum will use "relationship to curriculum" as a primary criterion for selecting materials.

A hospital library will collect many more materials in the health sciences than the public library down the street.

A college or university library will normally collect more technical material than a public library.

However, this may vary from community to community. For instance, a public library that includes in its mission the support of university programs should collect more technical material than a similar public library that does not have such a mission.

Slide 24: Goal Analysis Exercise

Before going on, read your mission statement.

Then, using the mission and the needs assessment information, make a list of all of the groups who are the primary audiences for your library. Primary or target audiences are those groups on whom the library focuses its attention. For example, the medical staff may be the primary audience for a hospital library.

Then list secondary audiences – groups that can use the library, but who are not the primary focus of the library's services. For the hospital library, a secondary group may be patients or patients' families.

After you have listed the audiences for your library, write down the most important library needs for each group. If a group has a library need that is met by another library in your community, make a note that this need is being met.

Now for each library need, rate how well your library is meeting the need.

Finally write a goal for the collection.

The next slide provides an example of a Goal Analysis Exercise.

Slide 25: Goal Analysis Example

Please read over this slide as an example of a goal analysis exercise that might be included as part of a typical collection development policy.

Once finished, please complete the following quiz and then proceed to the next section.

Slide 26: Quiz: Writing the Collection Development Policy

Slide 27: Section 3. Selection Policy

Who is the authority for selecting the materials?

Typically, library staff is responsible for selecting materials because they are most aware of the needs of the community regarding library materials. In smaller libraries, the director may do all of the selection. In some school and college libraries, faculty departments may also have some responsibility for selecting materials. In other libraries, it is the collection development librarian or the head of public services that is the authority. Whatever system is used should be clearly defined by the collection development policy.

Slide 28: Selection Criteria

This section should include guidelines for making choices about the types of materials that will be collected in order to meet collection goals, including the preferred formats. No matter how impressive an item might be, if it does not meet the description of the kinds of materials collected by the library, it should not be acquired. In addition to selection guidelines, the conditions for making decisions about various collection issues should be detailed in the policy.

Slide 29: Selection Criteria

The following are some selection criteria to consider.

- General Criteria
- Scope of the Collection
- Formats
- Age of Materials

- Languages
- Special Collections
- Multiple Copies
- Interlibrary Loan (ILL) Options
- Cooperative Collection Development
- Funding Considerations

Now we will discuss each of these selection criterion in detail.

Slide 30: General Criteria

What are the typical reasons, provided in the policy, for selecting an item for inclusion in the library's collection?

Favorable reviews of the item -- Reviews may be from library related periodicals, such as Library Journal, Booklist or VOYA, or may come from online blogs, databases, newspapers or periodicals.

Recommendations from customers -- A certain number of requests may lead to consideration of purchasing materials. It should be noted how many requests trigger a purchase, whether it is just one or if more are required.

Faculty recommendations (for school and academic libraries) -- To support faculty members, school and academic libraries will often purchase materials based on their recommendations.

Reputation or popularity of the author -- Some authors are so popular that public libraries automatically purchase their books. For example, many public libraries will purchase the new novels by popular authors regardless of the quality of the reviews.

Reputation or popularity of the material -- Libraries may purchase DVDs based on the reputation or popularity of the material when it came out as a movie. Some reference materials are purchased primarily on their reputation for high quality.

Slide 31: General Criteria

Other selection criteria may include:

The need to balance the collection. When a library has material in support of one side of a controversial subject, it may seek to purchase materials supporting other views.

Special criteria for certain subject matter -- For example, there may be certain types of materials collected or excluded for different Dewey Classifications. For the 200's (Religion), for example, a library may place special limits on gift materials so that no religion is over-represented in the collection.

Community interest in the subject matter -- There are some subject areas that are of particular interest to the library's community. This would include materials about the local area or by local authors.

Special selection processes -- In almost all libraries, there are some specialized selection processes. For example, most libraries purchase magazine subscriptions, rather than purchasing periodicals issue by issue. Libraries may enter into licensing agreements with vendors so their cardholders can use certain

electronic databases. Libraries may also have standing orders for some items, such as general almanacs that they purchase each year or series that they are collecting. If the library is using specialty services, address it in the policy.

Slide 32: Scope of the Collection

The scope of a library's collection depends on whom it is serving. For example, it is appropriate for a university library to have a collection geared toward the needs of experts in a subject field for which the university has a major or a graduate program. Children's materials that give the most basic explanation of the subject matter would normally not be appropriate.

An elementary school library, on the other hand, will not need to have expert level materials written for adults.

Public libraries must try to determine the expertise level of likely users of the collection, although small or medium-size libraries normally will not have many materials at the expert level. If they do have some materials at this level, their collection will normally not be as broad-based as would be found in a university library.

Moreover, the scope of the collection may vary from subject area to subject area. Some libraries may have especially strong collections in some subjects while having more basic collections in other subject areas. These differences will depend on the needs of the community, and they should be explained in the collection development policy.

For example, when considering your collection goals, ask if the collection will meet the needs of the average user or the expert user?

Slide 33: Collection Levels

The chart on the following slides provides an example of how the scope of the collection can be explained in the collection development policy.

However, before reviewing the chart, you should know the definition of “Collection Levels.”

The policy should include definitions of the collection levels. The following is an example of standard collection level descriptions, though your library may choose to use different descriptions:

- **Out-of-scope:** The library does not collect in this subject.
- **Minimal level:** The library has a few titles.
- **Basic level:** The library has an up-to-date collection that will introduce readers to the subject area and indicate the varieties of information available elsewhere.
- **Study level:** The library has a collection adequate to support undergraduate instruction and sustained independent study. The collection includes material at all appropriate reading levels.

- Research level: The library includes all the major published source material required for dissertation research.

Slide 34: Collection Level Example

Review this and the next slide for an example of how a typical collection development policy might address the scope of its collection.

Slide 35: Collection Level Example

Slide 36: Format Decisions

The following are some important questions to ask regarding formats as you are evaluating your selection criteria.

- What kinds of materials will be collected?
- Will the collection be primarily print materials or non-print materials?
- What kind of non-print materials will be included?
- How will the library decide to add new formats?
- How will the library choose online services?
- Will the library collect hardware to circulate or only the digital content?

Slide 37: Formats

Formats are changing very quickly. Because of this, libraries are experimenting with formats that have not been traditionally used. Libraries might include the following and more:

Books

Periodicals

DVD

Blu-Ray

Audiobooks – CD or PlayAway

Online databases

Digital materials – ebooks, e-audiobooks, digital video, etc.

Video games

Streaming video collections

Websites

Graphic novels

Slide 38: New Formats

The decisions about which formats to include in the library's collection can be some of the most challenging to make. The decision to add a new format can be expensive and might even require reallocating space in the library building. New media formats seem to be created every month. Often these formats are not compatible with each other or supersede an older format.

Libraries often wait to see whether a new format catches on with the public before adding materials in that format to their collection. Alternatively, some libraries will try out new trends with a small portion of their collection budget to build awareness in their communities. The policy should provide criteria to guide these efforts.

Slide 39: Out-of-Date Formats

Another problem is how to decide when to stop supporting a format. Because VHS and books on audiocassette are no longer available to purchase, many libraries are eliminating their collections while others are keeping what they have. Some users, particularly older community members, may be reluctant to transition to newer formats. Again, the policy should state how you will decide when to quit purchasing and how out-of-date formats are managed.

Slide 40: Formats

The policy should also state whether the library will support a new format with equipment or hardware. When a new format is released, will the library provide hardware for checkout so that those community members without this kind of equipment can still have access to the materials?

Slide 41: Age of Materials

Because libraries collect materials over time, frequently they must decide whether to collect older materials. For example, public libraries often collect fiction that is written in series. Readers who have read some of the series will likely want to read the earlier books in the series. If the library has collected a number of newer titles in a series, should it try to collect the older titles as well?

The age of materials is even more of an issue with academic libraries since their users may be interested in the historical aspects of a subject for the purposes of research. How will the library balance the need for newer materials against the need for historical materials? This should be covered in the collection development policy.

Slide 42: Languages

As the population of the United States becomes more diverse, the question of language in the library collection becomes more important and complex. Libraries that once served exclusively English-speaking populations now serve communities that include growing Hispanic, Asian and/or other non-English speaking groups.

When does the minority language population become large enough to justify a collection of materials in that language? This question should be answered in the collection development policy, along with an explanation of how people will be served if the library does not have adequate materials in the language in which they are literate.

Slide 43: Special Collections

Many libraries have special collections because there is a particular interest in the subject matter of the collection within their community.

Many public libraries, for instance, have a local history collection. They try, within reason, to collect all materials that discuss the history of their area.

College and university libraries often house special archives that include materials that have been donated by people of interest to the academic community.

If your library has special collections, these should be described in your collection development policy, along with any special provisions for adding or deleting materials to the collections.

Slide 44: Multiple Copies

The collection development policy should also address how the library will handle multiple copies. For public libraries, demand for a new, well-publicized book may be overwhelming. The collection development policy should address how this kind of demand will be handled. Will the library purchase multiple copies of such books, and if so, how will the number be determined?

For academic libraries, an issue may be multiple editions of the same book. Changes made in the editions may have an important academic meaning. Again, the library needs to identify how it will determine whether multiple editions of the same work will be acquired and retained.

Depending on their missions, libraries may have other kinds of special collection development issues that are pertinent to their collection. These issues should be addressed in policy.

Slide 45: Interlibrary Loan Options

It is impossible for a library to have everything on their shelves that a library customer may need. Interlibrary loan (ILL) is a valuable service allowing the library's collection to extend beyond the physical limitations of its own shelf space and collection budget.

Some questions to consider when developing your collection policy include:

How does the use of ILL affect collection decisions?

Are the holdings available in OCLC or a consortium considered before a title is purchased?

Slide 46: Cooperative Collection Development

Many of the challenges discussed earlier in this section can be partially solved through cooperative arrangements with other libraries. For example, if a library is not yet ready to develop its own collection for a minority language in its community, it may be able to work with other libraries to develop rotating collections of materials. This gives users access to more materials than the library could purchase on its own. The library can analyze use, while costing the library less than if it developed its own collection.

Libraries in a community may also develop a cooperative plan by which each will have a specialty in their collection. By sharing information about their collections through a shared catalog or other means, users have a wider range of choices in the materials available to them.

Slide 47: Collection Development Considerations

Does the library have cooperative agreements in effect?

Are there deposit collection arrangements with other libraries, classroom teachers, the jail, nursing homes, daycares, etc.?

Will the library collect for rotating collections with other libraries?

Slide 48: Funding Considerations

Libraries must always balance other criteria against the cost of the item. An item cannot be selected if there are no funds to purchase it.

Are there special funding situations that govern the collecting of certain materials? How are funds from

special sources obtained and allocated? A library may receive grants or monetary donations that are tied to purchasing specific subject areas or materials.

Complete the following quiz and then proceed to the next section.

Slide 49: Quiz: Selection Policy

Slide 50: Section 4. Acquisitions Gifts, Challenges and Review

The collection development policy should discuss how materials will be acquired by the library, what kinds of vendors will be used and how vendors are chosen, as well as how and when they are evaluated.

A clearly established policy for selecting vendors will help the library select the appropriate vendors for purchasing materials. The policy will also clarify the process for competing vendors wanting to provide services to the library.

Slide 51: Acquisitions

It is useful to state in your policy that the library will seek the best possible prices in purchasing and licensing library materials. This clarifies for stakeholders a determining factor for using particular vendors and/or services. Some of the issues to be addressed should include the following:

The use of jobbers -- Most libraries use book and media jobbers or magazine subscription services to purchase most of their materials. These vendors normally give substantial discounts (sometimes 40% or

Idaho Commission for Libraries

more) for library purchases.

Local vendors -- Libraries will often purchase materials from local vendors and stores.

Cooperative purchasing arrangements -- Libraries may work with other libraries to ensure low pricing for the whole group.

Subscriptions -- Libraries will subscribe to print or online periodicals, typically on a yearly basis. How these subscriptions will be evaluated and acquired should be addressed.

Licensing agreements -- Libraries enter into licensing agreements with vendors for use of online databases. Special considerations or requirements for licensing should be addressed in the policy.

Standing orders -- For some specialized items, the library may have a standing order. This means that each time a new edition of the work is published, the library automatically acquires a copy.

Slide 52: Gifts

Libraries are frequently recipients of gifts of materials from well-meaning people in the community. While some of these gifts may be useful, many do not fit well into the library's collection. They may be too old or in poor condition. The library may already have copies of the material, or the material may simply not fit into what the library is trying to accomplish.

When this occurs, the potential donor should be informed that the library will not be able to accept the gift for the library's collection. Some libraries will accept the gifts with the stipulation that if they are not

used in the library, they will be placed in the library's book sale to raise money for the library.

The collection development policy should state how the library will evaluate gifts for inclusion in the collection and how the library will dispose of gifts that it does not accept. Most libraries state that gift materials must meet the selection standards applied to any addition to the collection, and that any gift given to the library becomes the property of the library and will be disposed of as the library sees fit. When people offer gifts to the library, the policy can then be used to help them understand how their gifts will be handled.

Slide 53: Maintenance

This section will cover how the collection is maintained. Maintenance includes assessment and evaluation as well as weeding of the collection. The collection development policy should outline how the collection assessment process is done and how the results will be used.

The policy should clearly explain the purpose of weeding, or deselection, and explain in some detail why it is necessary. It should also explain the criteria that are used in choosing materials to be weeded, the process for weeding, who is responsible for carrying out the process and how weeded materials will be disposed.

For specific information on collection maintenance and weeding criteria, see Unit 4 – Collection Maintenance.

Slide 54: Reconsideration of Library Materials

What do you do when someone objects to an item in the collection? Include the full procedure, policy and forms used by the library within the collection development policy. The Library Bill of Rights, the Freedom to Read Statement and any other relevant policies or statements may be added to the collection development policy.

Slide 55: Handling Intellectual Freedom Challenges

Complaint

One of the most important things that a collection development policy does is to explain how challenges to library materials will be handled. The policy should explain the steps of the procedure and who will be responsible for working with the complainant at each step.

Oral complaint

A typical challenge begins with an oral complaint. Since this complaint is often made to a front-line staff member, staff training about the complaint procedure is important. It is extremely important that all staff members treat such complaints with respect. Although the staff member may not agree with the person making the complaint, the person is usually someone who cares a great deal about the community. If she or he is a parent, they are often simply trying to protect their children. Respect of the person's motives will go a long way to making the process of handling the complaint more amiable and less likely to blow up into a community controversy.

Idaho Commission for Libraries

Explain the collection development policy

The staff member who has authority to deal with the complaint should respectfully explain the collection development policy.

Written form

If the person remains unsatisfied, most libraries use a written form as the next step. The form typically asks for the person's name and address, the name of the item being challenged, and the particular reason or reasons for the challenge. In cases where materials are being challenged because it expresses a controversial opinion, the form may ask the challenger for other titles that represent his or her point of view.

Formal written response

If the written form is filled out and returned, a formal written response is made, usually by the library director in smaller libraries.

Take the challenge to the governing body

If the person is still unsatisfied, the challenge can be taken to the governing body.

Library decision

Typically, libraries do not remove materials based on challenges.

However, if the complainant shows that the material does not fit the library's collection development policy guidelines, the material may be removed. For example, if the library's policy is to provide up-to-date medical information, and a book can be shown to be out-of-date, the book may be removed and replaced with something more current.

Slide 56: Policy Approval Process

Now that you have studied what is included in a collection development policy, it is time to talk about how to go about getting a policy approved. Although the following procedure appears to go in linear steps, some of these steps may take place at the same time.

Step 1 - Establish the procedure.

If you wish to write or revise your collection development policy, the governing body should be informed. It is often useful to have a small committee do the actual work to assure that one person's prejudices do not slant the policy. The governing body can be asked to appoint a member to work with the director and perhaps a staff member to write the policy.

Step 2 - Gather information.

Read your library's strategic plan. If you already have a collection development policy, read it. Note how the policy differs from actual practice or how the policy differs from your strategic plan. If you have no current policy, try to write down the kinds of unofficial decisions that have been made about collection development. Use the overview of collection goals and selection criteria that you have already studied.

Step 3 - Discuss changes.

When you are writing or revising your collection development policy, it is good to discuss changes that you would like to make. Re-examine your strategic plan, and make sure that your collection development policy supports the plan and vice versa. For example, if the plan calls for new formats to be added to the collection, or to stop purchasing a format that is becoming obsolete, your collection development policy should be consistent with this. Make notes on the changes you wish to make.

Idaho Commission for Libraries

Step 4 - Draft the policy.

Begin writing the policy. If you have trouble finding good wording, you may want to examine other libraries' policies. Many of these are available on the Internet. It should be emphasized that these policies cannot be taken verbatim since each library's collection development policy should reflect the library's unique situation. However, the language of another library's policy may give you some useful ideas about how to write your own policy.

Here are three Idaho library websites that include their collection development policies as well as a link to WebJunction's library policy pages:

- Boise Public Library.
- Latah County Library District.
- Marshall Public Library (Pocatello).
- WebJunction - What's the Policy? Involving Staff in Policy Development

Step 5 - Present the policy to your governing body for approval.

Once you have a draft policy completed, present it to your governing board for their review. It is best to present the policy at one meeting but not to have it approved until the next meeting. This will give the members of the governing body time to review the draft and make suggested changes. These changes should be incorporated into the policy before it is approved.

Step 6 - Review the policy.

The library staff and governing body should review the policy annually. This allows the policy to change as the library's environment changes. If the library's policy is not kept up-to-date, it will lose its

usefulness. Reviewing the policy also helps educate the staff and the governing body members about their roles and responsibilities in implementing the policy.

Please complete the following quiz and then proceed to the conclusion of this unit.

Slide 57: Quiz: Acquisitions, Gifts, Challenges and Review

Slide 58: Conclusion

"Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation."

*Walter Cronkite
Broadcaster*

Slide 59: Additional Resources

For additional online resources related to Collection Development Policy, download the files provided under the Attachments tab in the upper right corner of the course window.

The next slide will be the Final Exam for this course.

Slide 60: Final Exam

Slide 61: Certificate of Completion

Click on the link to access the course survey. Completing this survey will allow you to print a personalized Certificate of Completion for your continuing education files.

Be sure to check the attachment “States Recognizing ABLE” to see if your state is on the list of recognizing ABLE as a continuing education credit for your state’s required library certification.

Thank you for taking the Alternative Basic Library Education Collection Development Policy course.