

## Saint Paul College Library | Resource Collection & Development Policy



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### Objective

This policy exists to direct the growth, scope, level, size, and location of the Library’s resources, which are curated to reflect the nature of our institution as a community and technical college. **Library resources are selected to support the [mission, vision, values, and strategic plan](#) of the College**, and the instructional, research, and service activities of the community in which it resides.

## Responsibility

Ultimate responsibility for developing and maintaining library resources rests with library faculty, who work in consultation with a highly qualified library staff. All members of the Saint Paul College community are encouraged to recommend materials for purchase or access in their fields of interest and/or expertise.

## Scope

Saint Paul College Library offers a collection of over 220,000 books, 158 periodicals, 45,000 streaming videos, 1,000 DVDs, 600 graphic novels, hundreds of serials, 122 electronic databases, 40 graphing calculators, and 3 permanent full-time staff members with a combined 36 years of service to the Library. While Saint Paul College Library is a member of the [MnPALS consortium](#), which provides access to 60 other affiliated libraries, SPC Library maintains its own distinct collection of resources, and therefore, has a distinct resource development policy.

The subject areas collected are those that support the curriculum and program areas, and those that supplement curricular subjects to support an anti-racist, trauma-informed learning environment (ARTI), and create a well-rounded, adaptable, and culturally literate collection.

## Definition of ‘Resource’

Any physical or electronic item or access to an electronic item acquired by the Saint Paul College Library available for the purposes of supplementing curricula, promoting information literacy, or creating a welcoming and accessible physical space for the college community is considered a resource as referenced in this policy.

## Considerations for Selection

Budget, space, and staffing limit the ability to purchase all items available that fall within our scope. In order to prioritize purchases, Library faculty consider the following:

- Relevance to curricula in scope and quality
- Expected future use
- Service to the information needs of the community
- Accuracy of information
- Authority of author and publisher
- Enhancement of learning or professional growth experiences
- Cost, including purchase price and maintenance or subscription
- Physical space availability
- Format or method of access with prioritization given to Open Educational Resources
- Availability of a resource through the MnPALS consortium or via interlibrary loan
- Uniqueness of resource to collection or value it adds to the diversity of the collection
- Support of Saint Paul College Mission, Vision, and Values
- Relevance to program or College accreditation

## Equity & Inclusion

The Saint Paul College Library aims to create a collection of resources that meet the information needs, abilities, and interests of our diverse community, a process which includes:

- Providing an equitable basis for purchasing resources and program materials.
- Deliberately seeking content created by and representative of marginalized and underrepresented groups.
- Continually evaluating how collection resources are cataloged, labeled, and displayed.

- Recognizing the modern-day publishing system’s significant impact on students’ ability to purchase textbooks and responding by both prioritizing Open Educational Resources whenever possible and allowing departments to purchase and deposit textbooks in the library, where they are reserved for student use.
- Working in dialogue with our community, including staff, faculty, and students, to assess the collection’s effectiveness and accessibility.

The Library adheres to the [Diversity Standards: Cultural Competency for Academic Libraries](#).

### Campus Initiatives & Strategic Priorities

The Library values its position as the center of campus information, and as such, strives to support campus initiatives and strategic priorities whenever possible. Saint Paul College administrators and faculty are encouraged to discuss new initiatives and strategic priorities with Library staff in an effort to embed information and digital literacy skills into College programming. When contributing to campus initiatives and strategic priorities, the Library considers the following:

- Alignment with the [ACRL Framework for Information Literacy for Higher Education](#)
- Alignment with the College and Library strategic plans
- Alignment with our standing as an Anti-Racist Trauma-Informed (ARTI) institution
- Financial cost to the Library
- Potential for increased Library usage
- Capacity of staff to provide service
- Intricacy and timespan of the initiative

### Donation Policy

The Library accepts donations of current, undamaged works, particularly those created by and representative of marginalized and underrepresented groups. **Books must be brought to the Library by appointment.** To make arrangements, please contact the librarians at [librarians@saintpaul.edu](mailto:librarians@saintpaul.edu) with a list of titles to be donated. Donations can be rejected if they do not meet the criteria presented within this document or at Library staff discretion.

### Collection Assessment

To assure that the Library’s resource collection meets the needs of the College community, Library staff regularly assess materials. Collection assessment projects are performed in consultation with appropriate faculty members and are published in Library Department Annual Reviews. Collection assessments are also done during program accreditation audits. Collection assessments are data-driven and analyzed by Library staff and the Dean of Academic Effectiveness and Innovation. Example questions considered during assessments include:

- What is the cost per use of this resource?
- How does the size of the Saint Paul College Library collection compare to those of other community and technical colleges in the Minnesota State system?
- How many resources in our collection could be considered “anti-racist?”
- Which subject area’s research guides have the highest number of visits per semester?
- Is the resource out of date or not used by the related program anymore?

### Deaccessioning

Deaccessioning is conducted as needed to maintain the relevancy and usefulness of available resources. It may be undertaken in response to a collection assessment, changes in curriculum, or due to physical space constraints. In

subject areas that confer degrees with licensures or programs with special accreditations, library faculty will consult with program faculty before removing materials.

A resource may be deaccessioned in the event it:

- No longer supports the curriculum or program area.
- Is no longer reliable, relevant, or current.
- Has declining usage statistics when assessed.
- Is physically damaged beyond repair, including but not limited to: warped, stained, mildewed, bug infested, malodorous, missing or sticky pages, written in, poorly bound, or yellowed with age.
- Contains statements/information that have been retracted by the author or publisher.
- Is part of an incomplete set.

## Exclusions

The Library does not collect outdated resources or formats, or resources that do not fall under the scope of Saint Paul College's programming or the interests and information needs of the academic community.

## Intellectual Freedom Statement

The Saint Paul College Library subscribes to principles expressed in the [Library Bill of Rights](#):

*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.*

*VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.*

Because the Library strives to represent a diverse community, Library users may encounter material that challenges their established viewpoints in ways they find controversial or objectionable. Library staff encourage patrons in this position to examine [The Freedom to Read Statement](#), of which Section 1 is paramount:

*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.*

Objections to Library resources will be referred to the Reconsideration & Removal section of this document.

## Reconsideration & Removal

Any person requesting reconsideration must email [librarians@saintpaul.edu](mailto:librarians@saintpaul.edu) and include their name, the title, format, and author of the work to be reconsidered, and their contact information including email address, phone number, and, if applicable, the organization they represent. The body of the email must clearly address the following questions:

- To what in the work do you object? Be specific, cite page numbers and quote exact passages; cite specific scenes and their location in the video; or specific tracks of a CD.
- If the work purports to be a work of nonfiction, what inaccuracies in the text, pictures, or content did you observe? Be specific as to dates, persons, historical content, legal, medical information, etc., citing specific examples and page numbers.
- In your opinion, what do you feel might be the result of reading, watching, or listening to this work? On what do you base this opinion?

The reconsideration request will be reviewed by the appropriate subject liaison librarian and the Dean of Academic Effectiveness & Innovation. The requester will be notified as to the decision regarding the materials within three months. All reconsideration decisions are final.

## Works Cited

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