



Washtenaw Community College
Richard W. Bailey Library

I. LIBRARY MISSION STATEMENT

Aligned with the College's mission and strategic directions, the Bailey Library is committed to its mission of being an integral part of the teaching/learning landscape, where users' critical information literacy leads to transformative knowledge and behavior as lifelong learners.

II. LIBRARY OBJECTIVES

The Bailey Library aims to play two complementary roles: as the physical hub of a vibrant learning community, and as the portal of choice for access to knowledge resources. To achieve these objectives, the Bailey Library:

- A.** Provides a community space where the dialogic process of learning can take place.
- B.** Provides an appropriate, organized and readily accessible collection of print and non-print resources and supportive equipment to meet the institutional, instructional and individual information needs of students, faculty and staff. The Library collection's primary focus is the College curriculum.
- C.** Supports institutional research which relates to present or future curricular issues in higher education, and specifically community colleges.
- D.** Instructs users in critical information literacy for life-long learning.
- E.** Provides services which support the above objectives.

III. LIBRARY CLIENTELE

The students registered for WCC courses as well as the faculty, administrators and the support staff of the institution are the primary clientele of the WCC Bailey Library for whom the collections are developed.

Understanding the needs of these library users is the basic premise in the philosophy of collection development. Resources selected should fill a current or foreseeable need for some faction of the library's clientele.

Service will be extended beyond this defined group, but resources will not be specifically acquired for individuals or groups whose needs do not overlap with those of the above defined clientele.

[See Also - Library Support for Distance Education \(Appendix II\)](#)

IV. COLLECTION DEVELOPMENT STATEMENT PURPOSE

The purpose of this Collection Development Statement is to provide the basis for the systematic development of the Richard W. Bailey Library collections at Washtenaw Community College. This statement sets forth the criteria to be met in selecting books, serials, media, electronic products, and other forms of research materials.

This codification of policies will serve to inform the Library staff of the aims of the Collection Development Program and to help them understand selection and acquisition procedures. It will enable the faculty to conceptualize Library objectives and to cooperate in developing strong and balanced collections. It will provide the college administration with a definitive plan for Library acquisitions policies so that the role of the Library can be clearly determined in the master plan for the campus.

The library is a growing and evolving institution. Therefore, the librarians and other library professionals must be responsive to change and seek to keep the statement current with College educational policies, changes in the formats and delivery of information, and characteristics of our College populations. Regular review of this **Collection Development Statement** will occur and will involve College staff as appropriate.

V. COLLECTION OVERVIEW

In the decades that the Library has served Washtenaw Community College, its professional staff have adhered to selection principles as set forth in the original Collection Development Statement and its appendices and addenda. We have attempted to maintain an optimum size of most individual collections that make up the whole.

The Library's collections have included a general, circulating book collection, a non-circulating reference collection and several limited-access collections of media and closed reserve materials.

In the years 2000 and 2001, we began to downsize the circulating book collection to 60,000 volumes in preparation for our move to a new Library facility in 2002. The new Library has less shelf capacity for books. Maintaining the size of a smaller book collection will require even more stringent adherence to book selection and deselection criteria. In particular, the collection development statement must now work in concert with a new, more exacting system of assigning funds to the various subject areas within the book collection. And the statement must also allow for the acquisition of electronic books and databases.

The pamphlet, microform, media, and periodical collections were likewise being downsized in preparation for the move to the new Library facility. We recognize the need to be flexible in our approach to developing all collections so as to best accommodate them within our new space.

A. Media Collection

The Library will maintain a media collection that includes DVDs, Videos, Audio Cassettes, Audio CDs, and CD-Roms. The media librarian, in conjunction with the faculty, will select materials for the collection. The breadth of coverage focuses on WCC course offerings, but might include other subjects as well.

See Also:

- Selection Criteria
- Criteria for Media Materials

B. Reference Collection

The Library will maintain a reference collection that is current, authoritative, and well balanced with resource materials in all major fields of knowledge. The breadth of coverage in this collection focuses on WCC course offerings, but might include a representation of other subjects.

It will be the reference librarians' responsibility to select materials for the reference collection, based on their knowledge of resources available and on the needs generated by their daily contact with Library users.

Evaluation of the reference collection will follow the three-year deselection cycle of the general collection. On occasion, superseded editions will be retained along with the new edition, or transferred to the general collection if some contents of the former have research value.

See Also:

- Bibliographies
- Periodical Indexes and Abstracts
- Serials

C. Reserve Collection

The Reserve Collection is a selection of Library and instructor-owned print, audio or video materials which are placed on on-site reserve or electronic reserve as specified by the instructor.

Guidelines to determine which materials are candidates for the Reserve Collection:

1. Material is required for a course currently being taught.
2. Material is not generally available otherwise.
3. Photocopies must comply with copyright regulations. It is the responsibility of the faculty member to request permission of the copyright holder.
4. The use of items placed on reserve will be reviewed regularly based on copyright and other considerations, and items which do not meet the copyright threshold or did not circulate will be removed. Instructors' copies will be returned to them.

VI. RESPONSIBILITY FOR THE SELECTION OF LIBRARY MATERIALS

A. Librarians' Role

1. Selection Guidelines

The librarians have the responsibility for the overall development of the Library collections to be as curriculum-driven as possible. The librarians will select or recommend the selection of materials in all disciplines.

The primary collection development tools are: WCC Master Syllabi; circulation reports; faculty recommendations and patron requests; peer institution comparisons on WorldCat; Choice Reviews online; and other considerations.

Intrinsic in this responsibility are the following functions:

- Making judgments as to the completeness of the holdings;
- Considering every order in light of the needs of the college curriculum as a whole;

- Determining the relative importance of monographs, serials, periodicals, and media materials;
- Selecting, with or without faculty consultation, such materials as the writings of specific authors, studies of the contemporary culture and other student interests that the librarians become aware of through their public service and reference contacts.

See Also:

- Collection Development Tools (Appendix I).

2. Selection Division

Within the framework of the Collection Development Program, the librarians will be assigned to certain LC subject areas to work in conjunction with faculty in the selection of current and retrospective materials. The librarians will review the selection of titles requested by faculty

members and may question the appropriateness of orders. Librarians will select materials for their assigned subject areas, concentrating on retrospective and current titles. It is essential that the librarians establish and maintain a climate of cooperation with faculty members.

The dean's office will maintain a current list of the librarians assigned to specific LC call number ranges. In addition, librarians are responsible for the collection development of their assigned LC call number range for the Reference Collection.

See Also:

- Library Liaisons to Academic Departments

(http://www.wccnet.edu/resources/library/forfaculty_liaisons.php).

3. Evaluation of the Collection

Due to shelf space restriction and the need to maintain a collection of optimum usefulness, the librarians will engage in continuous evaluation of the Library collection for deselection based on a three-year cycle. This process requires the same attention to quality and authoritativeness as the original selection of materials. The librarians will study circulation reports, examining the holdings for their currency, validity, and usefulness, comparing their assessments against the standard subject bibliographies for academic libraries and especially for community college libraries. The concurrence of faculty representatives in the subject disciplines evaluated will be sought, as necessary, before withdrawing any questionable materials.

Under no circumstances will materials be removed from the shelves because of partisan or doctrinal disapproval.

The concern for the librarians in evaluating and, in some instances, removing materials will be:

- Books containing obsolete or inaccurate data or facts;
- Superseded editions of books currently held by the Library;
- Incomplete sets of books, the continuity of which is not maintained;
- Incomplete holdings of journals for which there is no adequate indexing service;
- Multiple copies of titles for which there is no adequate justification;
- Worn or badly marked or mutilated volumes;
- Circulation use statistics.

See Also:

- Faculty Participation in Materials Selection Program

- Deselection Guidelines (Appendix VI)

B. Faculty Participation

Determination of the educational resources of the WCC Library is a professional consideration of great magnitude, requiring the cooperative efforts of librarians, teaching faculty and the dean of the Learning Resources Division.

Any WCC faculty member may recommend the purchase of books, serials, and media materials in his subject area or curriculum to a librarian. For book recommendations, the recommended titles will be reviewed by the librarian selector in that subject area and sent to the order department (Technical Services) if considered an appropriate addition. If the title cost is excessive, the dean of the Learning Resources Division and the Director of Library Systems will be consulted.

Designated librarians in charge of the serials collection will review all serials requests in consultation with the dean of the Learning Resources Division. Few new serials titles are ordered annually without corresponding elimination of other current subscriptions. (Exceptions are made for curricular support in new program areas).

The librarians encourage the active participation of faculty members in the selection process. They encourage regular consultation regarding Library support of course assignments and changed or new curricula.

See Also:

- Criteria for Consideration of Media Material

C. Students' Role

Students, as prime users of the Library, should be encouraged to contribute to the development of the collection by suggesting new titles and by identifying weaknesses in the holdings.

D. Acquisition Funds

Beginning in fiscal year 2001/2002, the Library has allocated its book funds by LC classification ranges so as to ensure a solid foundation for a collection serving a variety of users in a variety of disciplines, while allowing some freedom of choice among disciplines in meeting immediate and sometimes unanticipated needs. Fund allocations are based on a formula comprising three weighted factors. They are:

- Circulation statistics (as a % of total circulation) = 0.45 (45%)
- Course enrollment (as a % of total enrollment) = 0.35 (35%)
- Average cost of publications (as a % of total cost) = 0.2 (20%)

Other than fund accounts by LC classification ranges, there may be other funds that are not part of the allocation formula:

- A Replacement Fund for purchasing replacement titles.
- A Discretionary Fund for augmenting an existing collection in a subject area or for starting up a new collection to support curriculum initiatives, etc.
- A Reference Fund for ordering firm-order reference collection titles.

The librarians and the director of Library Systems will review the allocation as needed.

E. Approval Plans

Owing to the unique nature and scope of the WCC curriculum, approval plans generally do not bring the most appropriate materials into the Library. Therefore, the Library will base its acquisitions on such factors as: curriculum content, circulation data, course enrollment, historical acquisition patterns, faculty

and student recommendations, etc. Exceptions are made occasionally for media items if preview copies or evaluative reviews are not available. In this event, media items on approval may be accepted. General selection guidelines are detailed in this section.

F. Final Responsibility in the Collection Development Program

The responsibility for the development of the Library collection rests ultimately with the dean of the Learning Resources Division

VII. SELECTION CRITERIA

A. Criteria for Book Materials

The following criteria are observed by librarians in the selection of books for the collection:

1. Relevance to WCC's curriculum and instructional needs
2. High standards of quality in content, format, and/or literary merit
3. Appropriateness for undergraduate use in general education and/or occupational programs
4. Possibility of use for one or more courses
5. A gap in a particular subject area
6. Student interest if subject matter is of general or contemporary nature
7. Author's reputation in the subject field
8. Positive review evaluations in one or more of the accepted reviewing media and/or citations for the book in specialized bibliographies or indexes
9. Permanence or timeliness of the book
10. Assessment of the translator if book is a foreign language work
11. Reputation of the publisher
12. Only available treatment of a new or obscure subject

B. Criteria for Media Materials

The purpose of the Media collection is to support the instruction and research needs of the Washtenaw Community College faculty and students. In addition, the collection supports present and future teaching needs in all fields of study offered at WCC. Emphasis is placed on faculty requests in support of the curriculum.

The media librarian solicits recommendations from faculty. Faculty can request a preview copy of any media format when available. The media librarian will help facilitate any preview copy orders or rentals for one-time use with the assistance of Technical Services. Approval to order is the responsibility of the media librarian.

It is not the Library's practice to reimburse faculty who have ordered and paid for media material without first consulting the media librarian. (All orders must stem from the media librarian).

Formats Collected:

The Media collection includes videocassettes in the 1/2" VHS format; DVDs; audiocassettes; audio compact disc; and CD-ROMS. Although the library did purchase at one time 16mm films, laser videodiscs, slides, and records, the Library will no longer purchase these formats. Exceptions will be made for titles that are only available in the above formats. The Library will continue to purchase VHS, DVDs, audiocassettes, audio compact discs, and CD-ROMS.

The media collection covers all subject classifications in support of all academic programs at the college. However, it is not possible nor is it desirable to evenly divide the collection among the subject areas.

Description of Materials Collected:

- **Audiocassette Collection** - The media collection includes audiocassettes. The Library will continue to purchase audiocassettes upon the recommendation of the faculty and the media librarian, only when an Audio CD is not available.
- **Audio CD** - The media collection includes audio CDs. The Library will continue to purchase audio CDs upon the recommendation of the faculty and the media librarian. Audio CDs are the preferred format over audiocassettes.
- **CD-ROM** - The media collection includes CD-ROMs. The Library will continue to purchase CD-ROMs upon the recommendation of the faculty and the media librarian.
- **Digital Videodisc (DVD)** - The media collection includes DVDs. The Library will continue to purchase DVDs and will consider replacing current VHS formats available in DVD format. Although the industry is slow to produce educational material in DVD format, the media librarian will continue to review new material in DVD format for future purchases. DVDs are the preferred format over VHS.
- **Videocassette Collection** - The media collection includes educational videocassettes and feature films. Popular feature films will only be purchased upon the request of an instructor to support classroom instruction. DVD's are the preferred format.

The media librarian, in conjunction with faculty recommendations, selects media material for purchase from a number of sources: reviews, previews, and publisher catalogs. The media librarian will purchase any faculty or librarian request that falls within the collection development guidelines and for which adequate funds exist. Items selected for purchase will be further evaluated according to the following specific criteria:

- Accuracy/authoritativeness
- Timeliness of information
- Format
- Level of treatment
- Technical quality
- Aesthetic appeal
- Compatibility with Library owned equipment
- Cost

C. Criteria for Academic Web Sites

1. Purpose

As the world-wide-web increasingly becomes a medium of publishing and transmitting information, it grows exponentially both in breadth and in coverage. No existing popular search engine or online subject directory can hope to span the immensity of this universe. Recall rather than precision, characterizes information retrieval on the Internet.

In support of the College's curriculum and pedagogical developments whereby Internet research becomes an integral part of every course, old and new, the Library staff seeks to add value to students' educational processes by bringing to bear their collection development experience and expertise on the selection of websites. The Library selects academic websites based on the actual courses as detailed in the current college catalog for academic disciplines, thereby capturing the dynamics and nuances of the College's curriculum. Pinpoint precision, rather than expansive recall, characterizes the Library's selection efforts.

2. Selection Responsibility

The selection of web sites rests primarily with the Librarian selectors, who are responsible for their respective subject areas of the curriculum. One librarian may coordinate the update of these web sites on a regular basis.

3. Selection Tools

The following tools, though not exhaustive, may be consulted in the selection process:

- American Libraries
- College & Research Libraries News
- Choice

4. Evaluative Guidelines

In selecting websites, the overriding evaluative guideline is the alignment between curriculum developments and website content. In general, the following evaluative processes, as outlined in Alison Cooke's *Authoritative Guide to Evaluating Information on the Internet* (1999), may take place:

- Identifying the purpose of a source
- Assessing coverage
- Assessing authority and reputation
- Assessing accuracy
- Assessing the currency and maintenance of a source
- Considering the availability of a source
- Evaluating the presentation and arrangement of information
- Assessing ease of use
- Making comparisons with other sources
- Assessing the overall quality of a source

In addition, the selecting librarian will choose a free website over one that requires a paid subscription, a login id, or a password. Further, the librarian will take into consideration the hardware and software requirements of the resource, as well as the relative availability of other resources in a particular discipline.

The above guidelines do not cover electronic full-text databases, journal indexes, or reference resources.

D. Materials Selection Aids

See Collection Development Tools (Appendix I)

The following resources are consulted in the process of evaluating media and computer programs:

1. Review publications, especially *Booklist* and Library journals
2. Publishers' catalogs and advertising materials
3. Professional organizations' catalogs
4. Software guidebooks such as *Software and CD-ROM Reviews on File*

Preview of media material is suggested when possible with publisher's permission before purchase of the title.

See Also:

- Bibliographies
- Collection Development Tools (Appendix I)

VIII. SELECTION GUIDELINES FOR SPECIFIC PUBLICATION FORMATS

A. Bibliographies

Bibliographies of standard sources appropriate for academic libraries will be maintained in the reference collection for the collection development use of librarians. All other bibliographies will be selected as needed and placed in either the reference collection or general collection as determined by the librarian/selector.

B. Campus Archival Materials

The WCC Archives is a special collection within Records Management; it contains materials that document the College's history. These original resources, dating back to the mid 1960s, include such items as Board of Trustees Minutes, student and staff publications (*The Voice* and *The Student Voice*, *Northern Spies*, *Link-Up* and more), commencement programs, college bulletins and course schedules, press releases, department files, photographs, slides, videos, scrapbooks, biographical materials and other college records.

C. Children's Books

A representative collection of children's books will be maintained to provide students of children's literature with the best examples of books published for children. The well-known classics in literature and the award-winning books of each year will constitute the holdings. It is not the Library's intention to offer a full and comprehensive collection of children's books. The reading interests will span the pre-school ages through the junior high level and will include picture books, fiction, poetry, and biographies. In selecting juvenile and young adult materials, the librarians rely upon the recommendations of the Children's Literature instructors, notable book lists, reviews, and announcements of award winners and honor books. The Newbery, Caldecott, and Coretta Scott King award books, for example, are routinely purchased.

D. Commercially and Privately Sponsored Materials

Commercially or privately sponsored books, pamphlets and media materials will be acceptable for the Library if they fulfill the following obligations:

1. The materials will supplement or enrich the curriculum
2. The materials can meet the same high standards for selection as applied to regular purchases
3. The amount of institutional advertising will be kept to a minimum

See Also:

- Free Materials
- Controversial Issues

E. Easy Reading Books

Books will be maintained for those students who need adult content but do not have the reading skills necessary to comprehend materials intended for a college audience. Such students may be those taking developmental classes or those enrolled in classes of ESL (English as a second language). These books will be selected by the librarian/selector for literature. Assistance in selecting these titles will be sought from the Academic Skills instructors and the ESL instructors, especially the latter.

F. Electronic Books

Electronic books (eBooks) will be selected as needed, based on the librarians' assessment of usage patterns of the current eBook collection and the extent to which the eBook format seems either preferable to the print format or a valuable additional format for particular titles. Price will also be a major factor in the selection decision. Previously, very reasonable book prices were available from the netLibrary

Company through our membership in the Midwest Collaborative for Library Services. Subsequently, netLibrary became a part of Ebsco, and we will judge this partnership as it evolves.

G. Encyclopedias

Because of the high cost of sets of encyclopedias, the Library will schedule such purchases over a period of years, replacing the oldest, well-used sets in the collection as funds permit. Encyclopedias will be maintained in the reference collection. Superseded sets will be placed in the general collection as needed. The specialized encyclopedias of various disciplines are sought for acquisition as helpful survey material in those areas.

H. Federal Government Documents

Documents represent compilations of information prepared by agencies of the federal government.

The Library is not a government depository library. All publications of the Government Printing Office needed for the collections must be individually selected according to the potential usefulness of the document and the general criteria for library materials.

Selective ordering from the *Vertical File Index* and recommended lists appearing in the professional journals will enable the Library to acquire the most useful government publications. Many government (federal, state and local) publications are available in full-text on the World Wide Web. Use of such websites as the University of Michigan Government Documents Center (<http://www.lib.umich.edu/government-documents-center>) will provide access to government agencies, departments, and offices publications and records.

Government documents that are acquired in print will be cataloged for the collections.

See Also:

- Regional Materials

I. Belles Lettres

The Library will not buy belles lettres with anticipated short term interest among readers but will attempt to select new works of promise in the literary field, especially those works which would support literature course offerings. As part of the selection process, librarians will evaluate curriculum needs, award listings, as well as the work in terms of the author's earlier writings and current reader interest.

J. Foreign Language Materials

The majority of the books in the Library will be written in the English language. Limited acquisition will occur, however, of literary titles in foreign languages which are taught at the College, and for identified groups of foreign language students. The Library will subscribe to at least one foreign language periodical per language credit course taught at the College.

K. Free Materials

The acquisition of free materials should be considered with some degree of realism and restraint. Free pamphlets, reports or books should only be acquired if they can be expected to fulfill a curriculum need; otherwise, they create problems of processing, control and space consumption.

Furthermore, considerable caution should be taken to determine that any free materials sent to the Library or ordered by the Library do not contain strongly biased statements, distorting or misleading statements, or extensive commercial messages. In cases where strong views are presented, an attempt will be made to provide materials on all viewpoints.

See Also:

- Commercially and Privately Sponsored Materials

- Gifts

L. Gift Books and Periodicals

The Library maintains a small collection primarily of recent publications, and therefore can only accept contributions that fill existing gaps and support the curriculum. The collection is not archival and is only minimally retrospective. Gifts are evaluated by the same standards as are purchased items so that the total collection maintains high quality, consistency, and relevance to the needs of the college.

Because of space limitations and the cost of processing, many gifts cannot be accepted. Gifts of periodicals, duplicate titles, large sets, and textbooks will not be added. Other factors, such as condition, age, or subject content, may eliminate items from consideration. In order to determine if a gift is appropriate for the collection, a librarian will make a determination based on information provided by the donor.

The donor must provide a list (including format and quantity) that describes the gift. Based on this description, the gift librarian will decide whether or not the contribution can be accepted. In most instances, Library gifts qualify for a federal income tax deduction. The Library, however, cannot place a monetary value on gifts; a professional book appraiser or the donor must do that. The official acknowledgment of the gift is a thank you letter from the WCC Foundation.

All gifts will be integrated into the Library collections. Materials will not be accepted if a donor requires that they be kept together. Once a gift is accepted, the Library reserves the right to catalog, display, or dispose of items as appropriate within the context of collection development guidelines.

M. Maps and Atlases

Atlases of the world, of the United States, and of the region will be acquired and maintained. Selection decisions such as the type of atlas needed, e.g. physical, commercial, space, etc. will be made by the librarians.

Attempts will be made to acquire special maps, such as typographical, required to support the geology courses.

It will be the responsibility of the librarians to replace any maps that are no longer accurate. Outdated maps should only be retained if they are of political or historical value.

N. Materials for the Visually Handicapped Student

The Library will attempt to provide adequately for visually handicapped students. Because it would be impossible to acquire a vast cross disciplinary collection of large-print books or books on tape or in Braille format, the librarians will work with individual students and with WCC Learning Support Services in obtaining these specialized materials, such as through the Michigan Service for the Blind and Physically Handicapped and its regional Washtenaw County Library for the Blind and Physically Disabled located at Ann Arbor District Library.

O. Microforms

35mm silver halide microfilm is the microform of choice for the collection; equipment to view it will be maintained. As a last resort, microfilm will be purchased when it is the necessary means of providing back issues of journals and newspapers for which we retain index access especially when retrospective digital holdings are not available.

In the case of newspapers, the microfilm format is particularly important as a way of avoiding the storage problems inherent with the bulk and potential deterioration of the paper format. Even so, only those newspapers that are indexed will be considered for microfilm subscriptions. Only those newspapers for which we provide retrospective indexing will be retained in microfilm back files.

In the case of journals, only those journals that are indexed will be considered for microfilm subscriptions. Likewise, back files of journals on microfilm will be retained only if retrospective indexing is available and if usage warrants them.

Exceptions to the above statements will be considered on a title by title basis by the periodicals librarian.

See Also:

- Serials

P. Musical Scores

Musical scores or songbooks will be acquired only as necessary to support the curriculum and represent areas such as musical or cultural history and will not be purchased as performance materials.

Q. Newspapers

The Library will seek to provide a representation of national, regional, and local publications. The choice of foreign language newspapers will be correlated primarily with those languages taught in the WCC curriculum. A diversity of political and social viewpoints should also be represented in the selection of newspapers.

Certain major newspapers, offering national or local coverage, will be maintained on microfilm, provided that full indexing is available. Other newspapers are not kept permanently but are discarded according to a retention schedule which is reviewed periodically by the librarians.

R. Paperbound Books

In general, a hardbound book is a preferable acquisition to a paperbound book. If a significant price difference exists between a hardbound edition and a paperbound edition, the paper edition may be selected and a durable cover will be formatted by the book vendor.

S. Periodicals

A periodical is defined in the CONSER Cataloging Manual as "a serial appearing or intended to appear indefinitely at regular or stated intervals, generally more frequently than annually, each issue of which normally contains separate articles, stories, or other writings." The common understanding of the term periodical includes magazines, journals, and newspapers.

Periodicals will be evaluated and selected based on the following considerations:

- The periodical collection should represent the various subjects taught at WCC in an equitable manner. The librarian's judgment must be based on the same multiple criteria employed in book selection.
- A periodical's content should serve the student's course and informational needs as determined by the college curriculum and by Library reference service.
- A small number of general interest periodicals should relate to the recreational needs of WCC students or should support campus activities not directly a part of the academic curriculum.
- A periodical's content should serve the faculty's informational needs as they pertain to subjects taught at this institution.
- A new periodical will not be ordered unless it is highly recommended by subject specialists or other librarians or unless the periodicals librarian has examined a copy of an issue.
- A high priced periodical must be found to demonstrate superiority in terms of high demand or intrinsic worth before its purchase is approved.
- Periodicals concerned with specific subject content should present that content accurately, objectively, and with documentation.
- Objective criteria such as curriculum needs, use statistics, overlap with electronic coverage, and cost will be considered in determining whether a periodical subscription will be continued.

- A periodical should not violate the philosophies endorsed by the Library Bill of Rights which pertain to Library materials.

Other considerations for the development of the periodicals collection include:

- **Budget:** Since periodicals are subscribed to on the assumption that the Library will continue to receive them for the foreseeable future, the cost and handling problems inherent to periodicals require special care and caution in their selection.
- **Indexing:** Periodicals not included as full text additions to electronic databases should be scrutinized as to whether they are at least indexed in such electronic databases or in other indexing services available through the Library.

If periodicals are not indexed in any of the indexing services - print, electronic, or otherwise - they should draw special attention from users through their timeliness, excellence of subject coverage, or reliance on by faculty members for the completion of particular assignments.

- **Research:** The Library will not attempt to play the role of a research facility, relying instead on four year college libraries' resources for strength in this area. In this respect, subscriptions deemed more appropriate to advanced research support than to curriculum support will not be ordered.
- **Longevity:** Retention periods for individual periodical titles will be determined by the periodicals librarian after inspecting issues of the serial and after consultation with Library colleagues. The acquisition of back runs of periodicals will be considered on a title by title basis. If acquired, such back files will generally consist of microforms or digitized formats.
- **Collection Additions:** New periodical requests may be made by faculty, staff, or students. Such requests will be reviewed by the periodicals librarian who will seek consultation with librarian colleagues as necessary and will then forward recommendations to the dean.

See Also:
- Serials

T. Periodical Indexes and Electronic Databases

Because access to print and online periodical holdings and to microfilm holdings is possible primarily through the use of indexes and electronic databases, it is imperative that the Library maintain a full range of these services, representing the curriculum and demonstrated patron use.

Print periodical indexes will be retained to the extent they are not duplicated or replaced by electronic databases and to the extent they provide access to periodicals or microfilm in a way not available electronically. An example of the latter might be a print index that provides access to microfilm files that predate the coverage of electronic databases. Print periodical indexes will be retained either as current subscriptions or as back runs that are not current subscriptions, depending upon need. Several print index subscriptions may be continued as backups to electronic databases, to be relied upon when electronic systems are malfunctioning.

Because of the shift from print to electronic format in the indexing of periodicals, newly acquired indexing products will primarily be electronic. Also, because many electronic databases include abstracts, with or without accompanying full text, the concept of abstracts as a separate format will not be discussed here. It will be assumed that some electronic databases will have the word abstracts in their titles but that other electronic databases will include abstracts without mention of such in their titles.

The decision to add new electronic databases to the collection will consider the following:

- Curriculum needs

- Ease of use
- Coverage of periodicals appropriate for our patrons
- Inclusion of subjects not already covered
- Extent of full text coverage
- Extent of duplication with existing electronic databases
- Extent of duplication with existing print products
- Available funds
- Possibility of off campus licensing

Electronic databases under consideration for purchase will first be tested by the librarians through usage trials sponsored by the vendors.

See Also:

- Reference Collection
- Serials

U. Prints and Posters

Prints - flat pictures, photographs, or framed art - will not systematically be acquired by the Library. Posters and display materials will be acquired for Library displays and weeded periodically.

V. Rare Books

The Library will not purchase rare books, those materials that may be defined as being so old or scarce that they will seldom appear in the book markets, examples of which would include incunabula, sixteenth and seventeenth century imprints, American imprints before 1820, first editions, specially illustrated editions, books in fine bindings and other unique materials.

W. Regional Materials

Adequate materials on the subject of Michigan, southeast Michigan and Washtenaw County, to support curriculum needs and instructional research, will be collected. Emphasis will be on current, not retrospective sources. These materials will include reports and documents from governmental agencies and departments, statistical compilations, current and historical studies of the state, maps and atlases, and other substantive publications.

No attempt will be made to collect literary works by Michigan authors or extensive holdings of historical studies of the region or the state. Regional and state libraries specializing in Michigan history will be referred to for the satisfaction of these needs.

X. Serials

A serial is defined by CONSER as "a continuing resource that is issued in a succession of discrete parts, usually, bearing numbering, and that has no predetermined conclusion." Serials include periodicals, newspapers, journals of professional societies, and annual and biannual reference publications in all formats. However, the following criteria apply mainly to reference publications issued on a continuing basis.

Serials will be evaluated and selected based on the following considerations:

1. Will the title support and strengthen work in present or planned curricula of this institution?
2. Is the title indexed in any indexing service - print, electronic, or otherwise - available through the Library?
3. Is the content superior because of its timeliness or depth of subject coverage?
4. Will the title be heavily referred to by one or more faculty members who will be making class assignments requiring its use?
5. Is the title necessary to reference librarians in order to provide a high quality of reference service?

New serial requests may be made by faculty, staff, and students. Such requests will be routed through usual acquisition channels. Some reference publications, which the publishers expect to update regularly, may be placed on standing order. At the time of order, the librarian will determine the cycle of standing order which is the same as or different from the publication's frequency, e.g., cycle 1 (annual edition to be sent by the vendor every year), cycle 2 (annual edition to be sent by the vendor every 2 years), etc.

See Also:

- Periodicals

Y. Textbooks

Textbooks for college courses will not be systematically acquired by the Library. The high cost of textbooks, the incidence of frequent theft and student abuse of textbook loan privileges, their rapid obsolescence, and the lack of standardization in textbooks required for the curriculum offerings make purchase by the Library unwise and financially prohibitive. The Library does permit, however, that a textbook provided by the instructional area be put on reserve for student use. A small number of textbooks if determined to be the only available source and excellent general introductions to a subject, or surveys of a discipline, will be acquired.

Instructor's manuals, laboratory manuals, assignment workbooks for student use problem solvers, and other similar publications are generally not desirable materials to be added to the permanent collection of the Library and, as such, will rarely be acquired.

See Also:

- Reserve Collection

Z. WCC Affiliated Authors

The Library will make every effort to purchase print and non-print materials authored by all WCC staff. It is not the intention of the Library to collect all WCC affiliated authors' print and non-print materials.

IX. ISSUES AFFECTING COLLECTION DEVELOPMENT

A. Controversial Issues

Because the Library encourages the free exploration of ideas in the pursuit of knowledge, the Library will make available study materials that represent a broad range of thought. It shall be the right and the obligation of the librarian to select such materials.

Items selected should, whenever possible, represent equally all views of a controversial issue or should present a point of view balanced by other materials in the collection. To determine these qualities in a book, the librarians will make extensive evaluations utilizing a complete range of professional resources.

Censorship of materials held in the Library, or under consideration for inclusion therein, will be challenged by the librarians. It is recognized that censorship attempts are made by both individuals and organizations which seek to control the free dissemination of information.

There can be no attempt to censor controversial materials by placing them under special controls. (Exception: Limited numbers of books highly subject to mutilation or theft because of illustrations or subject content will be located in the circulation area. They will be accessible through the online catalog, however, and available for loan). All sides of a disputed issue should be represented in the library collections to provide students with free access to representative thought so that they may formulate their own opinions.

If controversial books are destroyed, mutilated or for any reason removed from the Library, they should be considered for replacement according to the same criteria used for any Library materials; that is, if, in

the opinion of the librarians and the faculty selector, the contents of the book are still considered important, then a replacement will be ordered.

This policy is in accordance with the Freedom to Read statement of the American Library Association.

See Also:

- American Library Association Freedom to Read Statement (Appendix V).

B. Copyright Compliance

The Library complies with the United States Copyright Law, Title 17 of the U.S. Code, in both intent and practice. The Library recognizes materials acquired by acquisition or donation must comply with the rights of copyright owner -- the exclusive rights of reproduction, adaptation, publication, performance, and display.

Library services, such as audiovisual recording and production, reserve and interlibrary loan procedures, and Computer Commons software, must comply with copyright principles, as do acquisition procedures.

All licenses or permissions granted by copyright owners to the Library will be kept on file until materials are withdrawn from the collection.

See Also:

- Reserve Collection

C. Faculty

The Library will acquire faculty research materials for the study and teaching of a subject but will carefully review faculty requests that are deemed highly specialized, excessively expensive, or inappropriate for research or teaching of a community college curriculum. In lieu of acquiring these specialized materials, the Library will make every effort to locate and borrow the needed books and serials through interlibrary loan services.

D. Interlibrary Loan

If a book or journal article is not available in the Library, it may be requested through Interlibrary Loan (ILL) or the statewide MelCat consortial system. Current students, faculty, or staff member of WCC may make ILL requests mediated by library staff through the international OCLC WorldCat system or initiate unmediated borrowing requests directly through the statewide MelCat system.

E. Multiple Copies

Requests from faculty for multiple copies of books will be individually considered but, in general, the duplication of titles should be avoided. Since the main concern of the Library is to provide support materials for the curriculum and to give all students a fair opportunity to thoroughly examine needed materials, multiple copies of certain books may be acquired in certain situations (at the discretion of the librarians and/or at the request of faculty members) vis-a-vis the Reserve Collection Guidelines.

See Also:

- Reserve Collection

- Textbooks

F. Replacement Copies

Replacements for the general collection are determined by the librarian selectors. Books in disrepair and books that have been lost may be replaced.

Replacement volumes often are not identical volumes. If a newer edition of a title is available, the newer one will be ordered. If the edition being replaced is no longer in print, a different edition of the same title

may be ordered. In a few cases when the content is popular and a title is no longer available, a different title altogether may be ordered to replace lost content.

The decision to replace is based on three criteria:

1. The title was deemed important enough for the curriculum to have been selected for the collection.
2. Available use statistics for the title indicate the need for replacement.
3. The missing title is viewed as a significant title in the field.

X. AUDIOVISUAL PRODUCTIONS

Instructors are encouraged to consult with the staff of Media Services in the development of audiovisual instructional materials to be used for teaching purposes.

APPENDIX I

WCC Bailey Library Collection and Selection Tools

While a librarian's subject area knowledge, experience in selecting for that area, and general expertise in making selection decisions are factors in collection development, for a small collection facing budgetary and special constraints to be as curriculum-driven as possible, Bailey Library selectors will use the following selection tools for collection development:

1. WCC Master Syllabi with Collection Assessment Reports

Begin examination of the master syllabi in assigned subject areas at the beginning of the fiscal year or fall semester. Online access is available at

<http://www.wccnet.edu/departments/curriculum/progdata.php?levelone=syllabi>

Consult in particular these sections of the master syllabi:

- Section B. Major Instructional Units; this section contains a broad view of the subjects covered in the course.
- Section D. Instructional Objectives and Core Elements Supported; in this section you will find Overall Course Objectives and/or Unit Objectives which detail areas of study covered.
- Section F. Equipment, Facilities, Texts, Materials, and Supplies. Useful as you may find a list of the texts to be used in the course.

Collection Assessment Reports have been done for some under utilized LC call number areas of the collection. They contain an in-depth look at circulation data, appropriate Master Syllabi, World Cat comparisons and more

2. Circulation Data

Near the end of the fiscal year (early June), selectors will get a report of circulation statistics in their areas, by LC call number ranges, for the past academic year plus part of spring semester. This will help to determine library needs and preferences when developing one's areas. Selectors can use Unicorn WorkFlows during the year to check the circulation status of titles representative of particular subject areas.

Likewise a report by LC call number area will be generated for selectors of MeLCat and Interlibrary Loan (ILL) requests in their respective areas for the past academic year. This will potentially indicate areas that may need attention in terms of adding to the collection. If an annual accounting is not sufficient for a selector's needs, a request may be made for more frequent reports in consultation with the director of Access Services. By the same token, a Lost & Missing Items report will also be produced to help determine replacement needs.

Selectors should also make use of Net Library's monthly usage reports maintained by the dean's office. These reports show e-book requests from our collection; selectors may want to purchase the heavily requested items for the print collection.

3. WorldCat

OCLC's *World Cat* is also an excellent tool to use in terms of determining what our peer institutions have in their collections that we may want in ours, considering relevance to our curriculum. It can also be used for retrospective selection in terms of filling gaps, etc.

4. ChoiceReviews Online

Since *Choice* is perhaps the major reviewing tool for academic libraries, it will be used in its electronic form. This selection tool will be used in the larger context of WCC's curriculum needs.

5. Faculty Recommendations and Patron Requests

6. Lists of Fiction and Non-Fiction Best Sellers and Award Winners

These lists are available in the library catalog.

7. Subject Specific Reviewing media--i.e. websites, journals, core lists, etc.

These selection tools will be used in the larger context of WCC's curriculum needs.

8. General Reviewing media--i.e. *Library Journal Online*, *Books-in-Print*, *Overbooked*, newspapers, publisher catalogs, etc.

These selection tools will be used in the larger context of WCC's curriculum needs.

In terms of general reviewing media, selectors can use the periodical *Library Journal* itself or subscribe individually to *LJ Review Alerts* which informs users of a book's review status including best seller lists and more. Go to the Review sites of Library Journal (<http://www.libraryjournal.com>) for book, reference and media reviews.

Books-in-Print (BIP) is also a popular selection source. *BIP* does pick up all of the Choice reviews as well as reviews from other media, and it can be searched by LC call number to find books in specific subject areas. *BIP* can be seen as a reasonably good complement to *Choice Online*.

Overbooked: A Resource for Readers, <http://www.overbooked.org/> also provides Annotated lists of books which received at least one starred review (indicating a work of unusual merit) from the following review sources: *Booklist*, *Publisher's Weekly*, *Kirkus*, and *Library Journal*. Fiction predominates, but selected non-fiction is included.

APPENDIX II

LIBRARY SUPPORT FOR DISTANCE EDUCATION, PHILOSOPHY OF SERVICE:

Every effort will be made to accommodate the needs of Distance Education and Extended Education students and faculty by providing services comparable to those offered to traditional, on-campus users. Traditional, on-campus library services will be insufficient to meet these needs in many instances. Innovative personalized and varied formats of information access and delivery will be emphasized.

PRINCIPLE OF SERVICE:

A. The Library will make every effort to provide and arrange for library resources and access service to students enrolled in distance education courses, such as students taking a WCC College on Demand course, an online course, a hybrid course, a course off campus, or through the Michigan Virtual University and Michigan Community College Virtual Learning Consortium. This includes, but is not limited to:

1. Providing information on authentication processes for validation and identification.
2. Providing Inter-Library Loan.
3. Providing Delivery services to distance learning students residing outside of Washtenaw County.
4. Making every effort to provide off-campus students with access to the Library's electronic databases with proper authentication.
5. Continuing to purchase electronic databases with full-text access to magazines, journals and newspaper articles.
6. Providing electronic reference such as the Ask a Librarian email service, Research Help Now real-time reference chat, and direct reference service to students, such as by phone.
7. Providing access to the Library's electronic book collection to all students off campus with proper authentication.
8. Facilitating online instruction to enhance students' information seeking skills.
9. Providing additional library information to distance education students via the World Wide Web at <http://www.wccnet.org/resources/library/>
10. Providing visiting patron privileges through MeLCat with Eastern Michigan University and continuing to explore borrowing privileges with other libraries.

B. A distance education librarian liaison will be identified to promote and coordinate programs, agreements and policies/procedures for students and faculty.

C. Inter-library loan services will be provided to WCC students currently enrolled in Distance Education courses. Students will need to provide identification and verification of enrollment.

D. Every effort should be made to make reserve materials available to distance learners. Alternative means, such as disseminating electronic materials – textual, audio and video – on electronic reserves and providing copies of relevant materials in course packets, are also available. WCC copyright policy must be followed.

E. The Library will provide Distance Education library information - via a short handout, World Wide Web, a link within BlackBoard, or other means - to be included by the instructor with the course materials for students, and publicize the availability of such information. Information regarding Internet access to the college network should be included as well as the Distance Education librarian's contact information, and inter-library loan forms. The Distance Education librarian contact will also publicize the Policy on *Library Support for Distance Education* to Distance Education instructors.

Note: These general guidelines and principles were adopted in accordance with the ACRL Guidelines for Distance Education Library Service 1998.

APPENDIX III

THE PUBLIC LIBRARY CONNECTION

A diverse clientele (students, faculty, administrators, support staff) with diverse needs (completing assignments, seeking general knowledge, preparing for instruction, studying for advanced degrees, conducting institutional research, searching for consumer information or other information of a popular nature) means that almost any book selected for our collection can find a user. However, as our student body increases while our book budget remains essentially the same, it is ever more important to maximize the funds we have. We can do this by concentrating on selecting books needed for students to learn and for instructors to teach.

We should not try to duplicate the extensive popular culture holdings of our area's public libraries. However, we do purchase some books in such traditional public library categories as sports and recreation, travel, decorating and gardening, and consumer topics such as buying a house or buying a computer. We buy in limited quantities within these and similar categories both in order to supply a selection of books for our students' leisure pursuits and consumer needs and in order to provide materials for those students writing informative essays or giving descriptive speeches on topics such as the rules of football, collecting stamps, performing magic tricks, or using tarot cards.

Beyond the above-mentioned public library categories in which we select on a limited basis are other public library categories that require special restraint on the part of selectors. Here are some of those categories along with some of the ever present exceptions that make book selection a challenge!

Self help, self-improvement, self-motivation

We can purchase some representative titles in these pop psychology categories for the general use of our patrons, and we have purchased some self-help books that are on an instructor's reading list.

However, books appropriate to support assignments generally do not focus on personal coping skills. There are books that discuss interpersonal relationships or emotional states in terms of psychological needs and motivations without pop psychology simplification. These are the titles we should purchase when possible, books such as Luise Eichenbaum's *Between Women: Love, Envy, And Competition In Women's Friendships*; James Lynch's *The Broken Heart: The Medical Consequences of Loneliness*; and S.N. Eisenstadt's *Patrons, Clients, And Friends: Interpersonal Relations And The Structure Of Trust In Society*. These books expand the discussion beyond self-help and thus fit into a college library more easily than self-help titles such as James Creighton's *Don't Go Away Mad: How To Make Peace With Your Partner* or John Powell's *Why Am I Afraid To Tell You Who I Am*.

The distinction between suitable books for a community college library and suitable books for a public library is sometimes murky. A book's catchy, pop psychology title may mask serious content, and some topics may only be covered within the pop psychology genre. It's a minefield. Selectors: Take care!

Testimonials

Books of personal experience that describe an individual's perseverance and triumph over illness or adversity are indeed heartwarming and inspirational. However, we can not justify purchasing more than a few representative titles in this area unless there is a tie-in to instruction or unless the title has literary merit aside from the subject matter. *My Breast, One Woman's Cancer Story* by Joyce Wadler is an example of the latter, a testimonial with literary merit. It originally appeared in New York magazine as a two part serial, is witty and literate, well-reviewed, and hailed by some as doing for the human voice of breast cancer what William Styron did for depression. Styron's book (*Darkness Visible: A Memoir Of Madness*) is also in our collection.

Those testimonials that we do purchase as representative titles should be those that combine a strong element of fact and advice along with the author's testimonial. For example, Nancy Brinkner's *The Race Is Run One Step At A Time* (subtitled *My Personal Struggle -- And Everywoman's Guide -- To Taking Charge of Breast Cancer*) has thirty nine pages of testimonial versus one hundred forty pages of general information on treatment and recovery. This is in comparison to *Caring, A Daughter's Story* by Diane Rubin which is an inspirational account of caring for seriously ill parents but does not offer practical advice to the reader.

An even better choice than a book that combines a testimonial with practical advice is a book that contains only the practical advice. For example, *Breast Cancer: The Complete Guide* by Hirshaut and Pressman is a handbook for women fighting breast cancer.

Case studies should not be confused with testimonials. According to *The American Heritage Dictionary, Second College Edition*, a case study is "a detailed analysis of an exemplary model of medical, psychological, or social phenomena." Although the occasional book of case studies veers into the realm of self-help literature, most follow the definition and are well-suited to our collection. Thus, we own books such as *Observing Intelligence In Young Children: Eight Case Studies*; *Bone Radiology Case Studies*; *Fathers Without Partners: A Study Of Fathers And The Family After Marital Separation*; and *The Man Who Mistook His Wife For A Hat And Other Clinical Tales*.

Personal Exposés

A personal exposé can be considered the flip side of a testimonial. Instead of describing an inspirational triumph over adversity, the author describes a hellish and defeating encounter with corruption or cruelty. Because the account is so personalized, it is unlikely to provide hard data. For example, *I Cried, You Didn't Listen: A Survivor's Exposé of the California Youth Authority* by Dwight Edgar Abbott is a personal account of child molesting without carry over to the broader subject. In contrast, *By Silence Betrayed: Sexual Abuse of Children in America* is an examination of the entire subject with references to particular cases as documentation.

Exposés of corruption in government or industry are usually fact-driven and not personalized, even if written by an insider, and should be purchased if otherwise appropriate for our collection. An example is *Acceptable Risks* in which Jonathan Kwitny exposes the needless delays by the medical community, the government, and pharmaceutical companies in bringing new drugs onto the market.

Devotional literature

We do not purchase books designed to offer spiritual guidance or to serve as a companion to prayer. We do purchase the major religions' holy books such as the Bible and the Koran, books that describe and interpret many different religions, and books on meditation in its non-religious sense.

Books on nature

We select books to support our biology and zoology classes and to support nature study. We order a limited number of books on particular species, relying as much as possible on the thirteen volume Grzimek's *Animal Life Encyclopedia* and other reference sources.

Biographies

We select biographies of political, business, and cultural leaders, both living and dead, to support the curriculum. With some exceptions, we do not select biographies of film or television stars or other figures in popular culture. Some of the exceptions are rock stars and other entertainment figures who have reached the status of legend or of pop icon. Thus, we have biographies of Marilyn Monroe, W.C. Fields, Will Rogers, The Rolling Stones, and The Beatles. As the distinction between a legend and a popular figure is not necessarily clear, choosing which biographies to purchase can be difficult.

Cookbooks

We purchase cookbooks to support our culinary arts program. In support of our nursing program, we also purchase a limited number of cookbooks featuring recipes and nutritional advice for heart patients and other patients with dietary restrictions. We do not purchase cookbooks outside these criteria.

APPENDIX IV

THE LIBRARY PRIVACY ACT

Michigan Compiled Laws Service 397.605

THE LIBRARY PRIVACY ACT

Act 455, 1982, p 1745, eff March 30, 1983

AN ACT to provide for the confidentiality of certain library records; and to provide for the selection and use of library materials.

The People of the State of Michigan enact:

§ 397.601 Short title.

Sec. 1. This act shall be known and may be cited as "the library privacy act".

History: 1982, Act 455, Act 455, EFF. Mar. 30, 1983.

Research references: 66 Am Jur 2d, Records and Recording Laws § 27.

§ 397.602 Definitions.

Sec. 2. As used in this act:

(a) "Computer" means any connected, directly interoperable or interactive device, equipment, or facility that uses a computer program or other instructions to perform specific operations including logical, arithmetic, or memory functions with or on computer data or a computer program, and that can store, retrieve, alter, or communicate the results of the operations, to a person, computer program, computer, computer system, or computer network.

(b) "Computer network" means the interconnection of hardware or wireless communication lines with a computer through remote terminals, or a complex consisting of 2 or more interconnected computers.

(c) "Computer program" means a series of internal or external instructions communicated in a form acceptable to a computer that directs the functioning of a computer, computer system, or computer network in a manner designed to provide or produce products or results from the computer, computer system, or computer network.

(d) "Computer system" means a set of related, connected or unconnected, computer equipment, devices, software, or hardware.

(e) "Device" includes, but is not limited to, an electronic, magnetic, electrochemical, biochemical, hydraulic, optical, or organic object that performs input, output, or storage functions by the manipulation of electronic, magnetic, or other impulses.

(f) "Harmful to minors" means that term as it is defined in section 4 of 1978 PA 33, MCL 722.674.

(g) "Internet" means that term as defined in section 230 of title II of the communications act of 1934, chapter 652, 110 stat. 137, 47 U.S.C. 230.

(h) "Library" includes a library that is established by the state; a county, city, township, village, school district, or other local unit of government or authority or combination of local units of governments and authorities; a community college district; a college or university; or any private library open to the public. History: 1982, Act 455, Eff. Mar. 30 1983.

(i) "Library record" means a document, record, or other method of storing information retained by a library that contains information that personally identifies a library patron, including the patron's name, address, or telephone number, or that identifies a person as having requested or obtained specific materials from library. Library record does not include nonidentifying material that may be retained for the purpose of studying or evaluating the circulation of library materials in general.

(j) "Obscene" means that term as it is defined in section 2 of 1984 PA 343, MCL 752.362. (k) "Sexually explicit matter" means that term as it is defined in section 3 of 1978 PA 33, MCL 722.673.

(l) "Terminal" means a device used to access the internet or a computer, computer program, computer network, or computer system.

History: Pub Acts 1982, No. 455, § 2, eff March 20, 1983. Amended by Pub Acts 1998, No. 7, imd eff February 6, 1998; 1999, No. 37, imd eff June 9, 1999, by enacting § 1 eff August 1, 1999.

Effect of amendment notes: The 1998 amendment made a grammatical change in subsection (a) and added to the definition of "Library record" in the first sentence of subsection (b). The 1999 amendment redesignated former subsections (a) and (b) as subsections (h) and (i), and added subsections (a)-(g) and (j)-(m).

Research references: 66 Am Jur 2d, Records and Recording Laws § 27.

§ 397.603 Library record not subject to disclosure requirements; release or disclosure of library record without consent prohibited; exception; procedure and form of written consent; hearing.

Sec. 3. (1) Except as provided in subsection (2), a library record is not subject to the disclosure requirements of the freedom of information act, Act No. 442 of the Public Acts of 1976, being sections 15.231 to 15.246 of the Michigan Compiled Laws.

(2) Unless ordered by a court after giving the affected library notice of the request and an opportunity to be heard on the request, a library or an employee or agent of a library shall not release or disclose a library record or portion of a library record to a person without the written consent of the person liable for payment for or return of the materials identified in that library record.

(3) The procedure and form of giving written consent described in subsection (2) may be determined by the library.

(4) A library may appear and be represented by counsel at a hearing described in subsection (2).

History: Pub Acts 1982, No. 455, § 3, eff March 30, 1983. Amend by Pub Acts 1996, No. 188, imd eff May 8, 1996.

Effect of amendment notes: The 1996 amendment made changes throughout the section. Research references: 66 Am Jur 2d, Records and Recording Laws § 27.

§ 397.604. Improper disclosure; liability, civil action, damages, attorney fees, costs.

Sec. 4. A library or an agent or employee of a library which violates section 3 shall be liable to the person identified in a record that is improperly released or disclosed. The person identified may bring a civil action for actual damages or \$250.00, whichever is greater; reasonable attorney fees; and the costs of bringing the action.

History: Pub Acts 1982, No. 455, § 4, eff March 30, 1983.

Statutory references: Section 3, above referred to, is § 397.603.

Research references: 66 Am Jur 2d, Records and Recording Laws § 27.

CASE NOTES

A librarian or other library personnel of a school library operated by a school district who furnish the name of the student borrower and the title of overdue books or other library materials to the school principal or classroom teacher in order to obtain assistance in securing the return of overdue books or library materials have not improperly disclosed or released library record information contrary to MCL § 397.603. Op Atty Gen, February 25, 1985, No. 6274.

§ 397.605. Selection of library materials, exceptions; regulation of use.

Sec. 5. (1) Except as otherwise provided by statute or by a regulation adopted by the governing body of the library, the selection of library materials for inclusion in a library's collection shall be determined by an employee of the library.

(2) Except as otherwise provided by law or by a regulation adopted by the governing body of the library, the use of library materials shall be determined only by an employee of the library.

History: Pub Acts 1982, No. 455, § 5, eff March 30, 1983.

Research References: 66 Am Jur 2d, Records and Recording Laws § 27.

§ 397.606. Restriction of internet access to minors; immunity from liability; exceptions.

Sec. 6. (1) If a library offers use of the internet or a computer, computer program, computer network, or computer system to the public, the governing body of that library shall adopt and require enforcement of a policy that restricts access to minors by providing the use of the internet or a computer, computer

program, computer network, or computer system in 1 of the following ways:

(a) Both of the following:

(i) By making available, to individuals of any age, 1 or more terminals that are restricted from receiving obscene matter or sexually explicit matter that is harmful to minors.

(ii) By reserving, to individuals 18 years of age or older or minors who are accompanied by their parent or guardian, 1 or more terminals that are not restricted from receiving any material.

(b) By utilizing a system or method that is designed to prevent a minor from viewing obscene matter or sexually explicit matter that is harmful to minors.

(2) A governing body of a library, member of a governing body of a library, library, or an agent or employee of a governing body of a library or library, is immune from liability in a civil action as provided by section 7 of the revised judicature act of 1961, 1961 PA 236, MCL 691.1407. (3) This section does not apply to a library established by a community college district, a college or university, or a private library open to the public.

History: Amended by Pub Acts 2000, No. 212, imd eff June 27, 2000, by enacting § 1 eff October 1, 2000.

APPENDIX V

FREEDOM TO READ

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 avoid the subversion of politics and the corruption of morals. We, as citizens 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 citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

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 need the help of censors to assist them in this task. 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.

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:

1. 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 or unpopular with 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.

2. 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.

3. 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.

4. 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.

5. It is not in the public interest to force a reader to accept with any expression the prejudgment of a label characterizing it 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 the citizen. 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.

6. 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.

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.

7. 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 citizens 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.

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; revised January 28, 1972, January 16, 1991, July 12, 2000, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by: American Library Association and Association of American Publishers

APPENDIX VI

WCC Bailey Library Deselection Guidelines

The Bailey Library at Washtenaw Community College has a curriculum-based collection which must be reviewed regularly to determine whether it meets the needs of the students and faculty. A major goal of the library is to have resources that the students use. Underutilized materials must be removed to maintain the collection's quality and vitality. Deselection or weeding of obsolete resources is an ongoing responsibility of each selector/librarian with welcomed advice from faculty members in the discipline.

PURPOSE

Scheduled deselection will work to maintain a current and quality collection by removing unnecessary items that detract the patron from more useful materials, by replacing older editions superseded by newer ones, by discarding damaged or duplicated materials, and by eliminating outdated books of low relevance and value. Weeding unneeded items will also reduce crowding and improve access to and accuracy in the retrieval of the best the collection has to offer. Pressure from internal and external funding, networking, resource sharing, digitization, and competition for space all contribute to the necessity for ongoing deacquisition.

GENERAL CRITERIA

These factors will inform your decisions in evaluating your subject collections:

- Does the scope of the subject support current curricula?
- What is the historical circulation activity?
- Does the treatment meet the needs of current students? Introductory works, surveys, study guides, chronologies, handbooks, overviews, pros and cons are appropriate.
- Is the approach contemporary or retrospective? Currency and accuracy are more important than historical nature in some subject areas.
- Does the title convey a scholarly, technical, or popular treatment?
- Does it offer an informational or opinionated content that challenges or promotes critical thinking?
- What are the reputations of the publisher and the author's credentials?
- Is there duplication in the collection elsewhere?
- What is the physical condition?

CRITERIA FOR "SPECIAL" COLLECTIONS

1. Reference:

- Age: scheduled replacement with standing orders, new editions supersede the old
- Accuracy: how valid and timely is the information especially in statistical, scientific, technological, medical, and popular sources
- Importance: research and historical value of the title
- Annuals: should keep the current year as well as retain the last two years
- Encyclopedias: should be weeded every five years, ideally every two years
- Almanacs and yearbooks: get the latest and move last year to circulating collection
- Directories: get the current and keep the last five years
- Dictionaries: get the latest edition and move others to the circulating collection. Keep all unabridged dictionaries.

2. Fiction:

- An author's endurance or a genre of substantial influence
- Ephemeral titles where demand has diminished

3. Electronic Books

Despite the fact that the physical aspects do not apply, all other criteria for weeding do. Keep in mind the currency, scope, usage, format and functionality during evaluation.

Deselection Cycle:

Taking into account the anticipated shelf space available for different subject areas, deselection will take place on a regular three-year cycle by subject area including the general, reference and oversize collections. All selectors will be responsible for weeding their respective subject areas.

2006 - 07	2007 - 08	2008 - 09
C-F	BF	BD
H-HA/HM-HV	G	BH-BX
HB-HC	HX-JV	HD-HJ
HV6001+	L	JX-K
N/NC-ND	M	NE-NX/TT
NA-NB	P-PZ4	PZ5
Q/QB-QL/S	QA	QM-QR
TR	R	UV
TX	T-TP/TS	Z

H: Recreation of Collection Development Statement 0706
Library Contact: libs1@wccnet.edu. 734-973-3429.