



UNIVERSITY OF  
PROVIDENCE

**Collection Development and Library Use Policy**

November 13, 2024



University of Providence Library • Great Falls, Montana

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# Collection Development and Library Use Policy

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## Mission

In accordance with the University's mission and the University's Strategic Plan, the mission of the University of Providence Library is to enrich the educational experience by providing access to information for students, faculty, and staff. With a focus on supporting the University's curriculum, the Library aims to empower students to not only succeed in their careers but also to make a living and truly live.

## Goals of the Library

- Supply accurate information with efficient service and creative solutions
- Empower patrons to development life-long learning skills
- Foster a friendly, caring atmosphere

## Statement of Purpose and Audience

The collection development policy is designed as a guide for the selection of print, non-print and electronic resources for the University of Providence Library. It informs the administration, faculty, staff, students and public of the goals and plans of the Library. This policy is also designed to aid the Senior Librarian in the allocation of budgets funds for the various academic programs. Additionally, it assists other libraries in understanding the scope of the library's collection plan.

## Patron Needs and Services

The focus of the materials collected corresponds to the subjects taught by the University, but the collection also includes materials in all standard subject fields. Emphasis is on educational and research needs related directly to the programs and courses offered rather than on recreational reading.

The Library is open to the public, but services are generally limited to current University students, faculty, and other campus personnel. In support of campus educational and research needs, the Library offers Interlibrary Loan via OCLC, internet access, and various online databases, as well as conventional paper reference and indexing materials. Faculty may place materials on reserve for student use. The Library provides study spaces for both individuals and groups.

The Library participates in several reciprocal interlibrary loan groups to provide materials beyond the scope of the UPROV Library's collection to the constituents of the University. In return, most of the materials in the Library are made available to other library members of these consortia.

The Librarians are available to provide bibliographic instruction to individuals and in conjunction with regularly scheduled classes.

## General Priorities and Limitations

Chronological coverage varies in accordance with subject. English language materials are purchased unless specific foreign language editions are requested to support specific courses. The primary format of the collection is books either online or print with supporting materials available in journal. The Library's online resources include full-text journal databases, electronic book collections and streaming video. With the exception of local publications, all journal subscriptions are indexed in an online database or via PRIMO.

While the Library does not usually purchase textbooks used in current classes, recreational books, entertainment videos, or purchase and retain multiple copies of materials, the Library will sometimes add donations of these materials to its collections.

## Censorship, Intellectual Freedom and Confidentiality

In accordance with the ALA Bill of Rights, the Freedom to Read Statement, the Intellectual Freedom Statement, and the ALA Code of Ethics (see appendix), the University of Providence Library attempts to facilitate the free exchange of ideas. No materials are excluded from the collection because of race, sex, or nationality of the author(s) or the political, moral, or religious views expressed therein. All sides of controversial issues are represented. In areas where there is disagreement concerning the truth of wisdom of particular ideas, issues, or beliefs, the Library attempts to see that views of the best or major spokesperson are represented.

Because opinions do differ, the Library's materials may be questioned or challenged. The procedure for review is:

1. The Senior Librarian or designee interviews the patron making the complaint. In many cases, after the selection policy and the various intellectual freedom statements are understood, the patron may not wish to pursue the complaint.
2. If the patron wishes to make a formal complaint, s/he must submit a signed *Request for Review* form.
3. The Library Committee will consider the *Request for Review* based on the following criteria"
  - a. The item is in accord with the established University Collection Policy.
  - b. The item is relevant to the current curriculum.
  - c. The item must be judged as a whole, not on individual sections or words.
4. Based on the Library Committee's decision, the materials will either be retained or removed. The person lodging the complaint will be informed of the committee's decision.

While the Library can provide statistical information on the usage of an item, the Library keeps all personally identifiable patron information strictly confidential. Library staff, including student workers, cannot provide information about a specific patron's borrowing record.

## Acquisition Policies

### Responsibility

The Senior Librarian has the responsibility for all library acquisitions with guidance from faculty, library staff, students, the Library Committee, and administrators. An adequate university library can function and grow only through the active interest of all scholarly constituencies. The librarians rely on the faculty for recommendations in specific disciplines and program areas. The Library Staff is responsible for general areas and e-resources.

### Criteria

1. Selection of materials depends on the following factors:
  - The institutional needs for curricular support
  - The library holdings in the specific field
  - The individual merit of the requested title
2. The selection of materials must complement the overall educational goals of the institution. As new fields of study are added, materials will be selected to support those areas.
3. Materials recommended for purchase by the library will be evaluated in relation to the library budget and the library collection. Titles recommended for purchase should contribute to the balanced development of the total collection.
4. Titles recommended for purchase by the library will be evaluated in accordance with the following:
  - What is the relation to current or proposed curricula?
  - Is the material accurate and up-to-date?
  - Does the material duplicate content already available? If so, is it sufficiently superior to warrant supplanting the older items?
  - Do professional reviews recommend the title for a library of this level?

### Procedures

All purchase requests are to be submitted to the Senior Librarian. It may be in the form of a marked publisher's catalog, e-mail, or written note. The request should contain the following information:

- Author(s)
- Title
- Publisher and date of publication
- ISBN
- Price

After reviewing each request, the librarian will order the material.

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## **Budget Allocation**

The materials budget is the responsibility of the Senior Librarian. It is generally divided to provide balanced resources for each curricular area, but the final expenditures are the sole purview of the Senior Librarian.

## **Gift Policy**

The Library encourages and accepts gifts with the understanding that materials are added to the collection only if they meet the same criteria as purchased materials. Gift materials are accepted with the understanding that they may be added to the collection, sold, exchanged, given to other libraries or discarded. Preferably, gift items are added to the general collection to avoid multiple separate collections. The Library cannot legally appraise gifts for tax and inheritance purposes. However, a letter acknowledging receipt of the gift will be sent upon request.

## **Collection Management**

Collection management involves more than acquiring additional materials. A systematic evaluation of the collection will identify materials that are candidates for removal or weeding. Library materials are removed from the collection for one or more of the following reasons:

- The material is no longer relevant to the curriculum.
- The material is no longer suitable for use due to damage or poor physical condition.
- The material contains outdated or inaccurate information and is not of historical value.
- Equipment for using the materials is no longer available.

## **Procedures for Weeding**

- The Librarians will examine a given section of the collection, looking for materials in need of repair or removal.
- The Senior Librarian will invite faculty members in the appropriate discipline(s) to come by the library and review the materials that have been selected.
- Items recommended to be kept by the faculty will be reviewed again and, in most cases, returned to the shelves or replaced. All other items will be withdrawn and discarded.

## **Repair and Replacement**

Materials are repaired, when possible, particularly if they still meet the criteria for acquisition. Materials too damaged for repair are replaced if funding is available and the item continues to meet the acquisition criteria.

## **Levels of Collection Intensity**

The Library will adhere to the following general collecting intensities as defined by the Resources and Technical Services Division of the American Library Association.

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## Minimal Level

A subject area in which a few selections are made beyond very basic works. A collection at this level is frequently and systematically reviewed for currency of information.

## Information Level

A selective collection of materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, access to appropriate bibliographic databases, selected editions of important works, historical surveys, bibliographies, handbooks and a few major periodicals. The collection is frequently and systematically reviewed for currency of information.

## Study Level

A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level less than research intensity. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals and the reference tools and fundamental bibliographic sources pertaining to the subject.

## Research Level

A collection that includes the major published source materials required to dissertation and independent research, including material containing research reporting, new findings, scientific experimental results and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as extensive collection of journals and major online databases. Older material is usually maintained for historical research and is actively preserved. A collection at this level supports doctoral and other original research.

## Subject Areas by LC Classification

<b>A</b>	<b>General Works</b>	<b>Minimal Level</b>
<b>B</b>	<b>Philosophy</b>	<b>Information Level</b>
<b>BF</b>	<b>Psychology</b>	<b>Study Level</b>
<b>BL</b>	<b>Religion</b>	<b>Study Level</b>
<b>C-F</b>	<b>History</b>	<b>Study Level</b>
<b>GN</b>	<b>Anthropology</b>	<b>Information Level</b>
<b>GV</b>	<b>Sports</b>	<b>Study Level</b>
<b>H</b>	<b>Business/Economics</b>	<b>Study Level</b>



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HM-HX	Sociology/Criminal Justice	Study Level
J	Political Science	Information Level
K	Law	Study Level
L	Education	Information Level
M	Music	Minimal Level
N	Art	Minimal level
P	Language/Literature	Study Level
QA	Math/Computer Science	Study Level
QB	Astronomy	Information Level
QC	Physics	Information Level
QD	Chemistry	Study Level
QE	Geology	Information Level
QH	Biology	Study Level
QK	Botany	Study Level
QL	Zoology	Information Level
QM-QP	Anatomy/Physiology	Study Level
QR	Microbiology	Study Level
R	Medicine	Study Level
S	Agriculture	Minimal Level
T	Technology	Information Level
U-V	Military/Naval	Minimal Level
Z	Bibliography/Library	Minimal Level

### Special Collections

The following special collections will be maintained:

- Juvenile Literature and curriculum materials K-12
- Law Collection



**Policy Implementation and Evaluation**

This policy is flexible and periodically reviewed. The total policy is reviewed every three years during Spring Semester by the Library Committee. All policy changes must be approved by the Provost.

This policy was approved on \_\_\_\_\_

Senior Librarian \_\_\_\_\_

Provost \_\_\_\_\_

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### Appendix: American Library Association

#### Library Bill of Rights

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

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

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

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

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

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

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

*Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996*

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## ALA Code of Ethics

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations. Ethical dilemmas occur when values are in conflict.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
4. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
5. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

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8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.
9. We affirm the inherent dignity and rights of every person. We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.

*Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; January 22, 2008; and June 29, 2021.*

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### Freedom to Read Statement

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

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

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

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

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

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that

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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, 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.

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.

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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 the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

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

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; and by the government whenever it seeks to reduce or deny public access to public information.*

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

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.*



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

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

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

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