

Collection Development Policy

Provincial Literacy Resource Centre, Literacy BC

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2.1 Purpose of Policy

The main purpose of this Collection Development Policy is to serve as an official statement of the policies and procedures governing the selection and maintenance of materials at Literacy BC's Provincial Literacy Resource Centre (hereafter referred to as the Resource Centre). To this end, this document provides foundational principles on which staff can rely to make deliberate and informed decisions in the development and management of the collection. This document communicates the principles of collection development in their relation to the mission statement of the Resource Centre to the public, funders, and other libraries. The Resource Centre acknowledges the need to reassess and adapt current policies and procedures in order to reflect changes in user needs, budgetary constraints, and space limitations. As such, this document is to be reviewed annually and some sections of this document may be modified at a later date.

2.2 Mission Statement

2.2.1 Literacy BC

Literacy BC is the provincial literacy organization that promotes and supports literacy and learning in British Columbia. Founded in 1990, Literacy BC is a diverse network of individuals and groups involved and interested in literacy in B.C.

At Literacy BC we believe that literacy is a human right; that literacy is everyone's business and that we all have a part to play. To this end, we are dedicated to:

- Promoting literacy and learning
- Supporting adult learners and families
- Providing training and professional development for the literacy field
- Offering information, consultation, and resources about literacy
- Developing partnerships
- Presenting a united voice on literacy issues

2.2.2 Mandate of the Resource Centre

The Resource Centre is a specialized collection of literacy materials and resources with a focus on adult and family literacy.

The Resource Centre provides access to these materials, including borrowing privileges, to everyone in B.C., including: people involved in the literacy field, organizations involved in literacy-related projects or activities, researchers, scholars, policymakers, and the general public. Although the Resource Centre is primarily focused on serving the B.C. community, privileges are not necessarily restricted to those residing in British Columbia.

The goals of the Resource Centre are to:

- 1) House and develop an exemplary collection of literacy materials, with special attention to materials produced in B.C.
- 2) Provide users with information and consultation about literacy resources, and provide access to the Literacy BC collection.
- 3) Disseminate information about literacy and related topics through newsletters, personal, and electronic communication in order to increase awareness of current literacy information and resources.
- 4) Explore methods for increased access to the Literacy BC collection for both literacy professionals and the general public.
- 5) Promote the Resource Centre and advertise new acquisitions through the Literacy BC Newsletter, the Hub, the Literacy BC website, and other methods.

- 6) Develop relationships with other specialized libraries in B.C. and participate in the development of a system for resource sharing among literacy organizations across Canada.

2.2.3 Primary Purposes of the Resource Centre

1) *Collect*

- a. The first priority of the Resource Centre is to provide a “one-stop” collection of exemplary literacy materials and resources with a special emphasis on adult and family literacy materials developed and produced in B.C. These include, but are not limited to, locally developed instructor and student materials, the products of the B.C. literacy cost-shared program (now the Community Adult Literacy Program of B.C.), and electronic and internet resources.

2) *Archive and Preserve*

- a. The Resource Centre archives and preserves relevant adult literacy materials. The collection includes both a core of current literacy materials, historical materials, limited editions, and unpublished materials.
- b. The Resource Centre maintains 2 copies of all Literacy B.C. publications, of which 1 is a reference copy. The exception to this is the Literacy B.C. Annual Report, which is archived by the Office Manager. (Note: This policy is effective as of April 2007.)

3) *Disseminate Information*

- a. The Resource Centre disseminates information and communicates about literacy related resources via newsletters (FYI: Current Literacy Information & Resources bulletin, the New Resources List, etc.), email, website, the Hub, and by providing research assistance directly to patrons.
- b. A parallel purpose is to provide information to persons and organizations outside of the literacy field, but who have a need for, or an interest in, literacy materials. Such organizations may include, but are not limited to, the following fields: healthcare, social sciences, legal services, immigrant services, business and labour sectors. Members of the general public are also supported.

4) *Provide Access to and Circulate Materials*

- a. The Resource Centre provides all patrons with access to its collection of physical and electronic and online resources. Most resources are available for loan. Please refer to the Resource Centre Circulation Policy and Procedures for further details.

2.3 User Community

2.3.1 Description of the Community

The Resource Centre is located in Vancouver, British Columbia. B.C. has an estimated population of 4,327,400 including the greater Vancouver area. B.C. is also home to several universities, many colleges, and many non-profit organizations and associations.

The mandate of the Literacy BC Resource Centre is to serve British Columbians. Non-B.C. residents may also use the Resource Centre with certain restrictions. (See Section 1.2 Out of Province Users in Circulation Policy and Procedures for further details.)

2.3.2 Resource Centre Users

Most of the Resource Centre users are from various communities throughout British Columbia and are primarily distance users who contact Literacy BC by telephone, mail, fax, email or other similar communication means. The Resource Centre users include people from the following sectors:

- 1) Individuals providing service in literacy and adult basic education (ABE), such as Regional Literacy Coordinators, practitioners, instructors, literacy workers, teachers, program administrators, and volunteers.
- 2) Organizational service providers and administrators in literacy and ABE including programs in family literacy, community-based literacy, community colleges, school districts, the labour and workforce training sectors, and organizations providing programs that respond to people with particular needs and interests, such as people with disabilities, seniors, immigrants, women, and others.
- 3) Adult literacy learners and adult English-as-a-second-language (ESL) learners.
- 4) Networking, coordinating, and advocacy groups concerned with adult literacy and immigrant language training including, but not limited to, library associations, national organizations, special interest groups, and other provincial organizations.
- 5) Researchers and scholars, independent or working on behalf of literacy and/or ABE organizations, and students of adult education.

- 6) Libraries, including public libraries, First Nations libraries, school district libraries, community college libraries and special libraries.
- 7) The general public including anyone who might have a general interest in adult, workforce, and/or family literacy.

In response to a survey executed in 2006, users identified their main needs as services increasing current awareness, such as FYI and the New Resources List, and personal information services. Users stated that they were most interested in the topics of adult literacy, instructional methods, and learner assessment.

2.3.3 Community Needs Assessment

A community needs assessment should be completed periodically in order to most effectively identify the information and resource needs of the user community. Such assessments should provide guidance in the selection of materials by determining the types and formats of information and materials desired by the community, by identifying current gaps in the collection, and by identifying needs for additional resources or services and possible redundant resources or services.

The Resource Centre surveys users using questionnaires in order to assess the needs of the community. Questionnaires should be distributed to an adequate sampling of the wider literacy community in B.C. and not restricted to current library users.

2.4 Statement on Access

2.4.1 CLA Statement on Intellectual Freedom

The Resource Centre supports the Canadian Library Association's Statement on Intellectual Freedom which states:

"All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society.

Libraries have a basic responsibility for the development and maintenance of intellectual freedom.

It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials.

It is the responsibility of libraries to guarantee the right of free expression by making available all of the library's public facilities and services to all individuals and groups who need them.

Libraries should resist all efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Both employees and employers in libraries have a duty, in addition to their institutional responsibilities, to uphold these principles."

2.4.2 Statement of Copyright Principles

The Resource Centre adheres to and informs users of the principles stated in the Copyright Act of Canada. Most of the materials, including but not limited to text, visual, audio-video recordings and digital works, within the Resource Centre are protected by copyright law. The Copyright Act of Canada governs the use of copyright protected materials. Works protected by copyright may be copied only if authorized by:

- 1) The Copyright Act for the purpose of fair dealing or under specific exceptions set out in that Act;
- 2) The copyright owner;
- 3) A license agreement between this institution and a collective society, such as Access Copyright, or tariff, if any. The Copyright Act provides for civil remedies for infringement of copyright.

It is the responsibility of each individual user and not the Resource Centre to ensure compliance with copyright law. A consolidation of the Copyright Act is made available to users at the Resource Centre upon request. Users are also advised that more information can be found at: <<http://laws.justice.gc.ca/en/C-42/>>.

2.5 Scope of the Collection

2.5.1 Subjects Collected

The following subjects are the primary focus of the collection at the Resource Centre:

- 1) Research materials: theory, history, and practice of literacy; issues of concern to the literacy fields and the study of literacy education; government policies related to literacy; research methodology.
- 2) Instructional materials: workbooks, manuals and handbooks, games, multi-media kits, audio-visual materials, electronic learning materials, 'how to' resources, cookbooks, crafts materials, legends, and stories.
- 3) Community and organizational materials: community development, program development and evaluation, organizational development, volunteer development and evaluation, and related social issues.
- 4) Tutoring materials: manuals and instructional materials designed to assist tutors and tutor coordinators in areas such as tutor training, tutor program design and evaluation, and volunteerism.
- 5) Learner materials: learner-written/learner-published materials and materials written for learners such as materials of general interest, fiction, non-fiction, and informative materials on topics such as citizenship preparation, and life-skills.
- 6) Training and workforce training: worker training, vocational skills development, employment seeking, and workforce training.
- 7) Intergenerational materials: parent participation, parenting skills, program delivery, best practices, assisting children with reading/ numeracy skills and learning disabilities.

2.5.2 Geographic Sources of Materials

The Resource Centre strives to acquire, either through purchase or donation, all adult and family literacy materials published in B.C. Guided by the identified interests and needs of the adult, family, and workforce literacy fields, we also seek to acquire exemplary materials from other provinces and territories of Canada, as well as other countries.

2.5.3 Materials Formats

The Resource Centre collects materials in a variety of formats including:

- 1) Books
- 2) Periodicals, journals, newsletters (serials issued at stated intervals which contain separate articles, stories, or other writings)
- 3) Serials (publications in any medium issued in successive parts bearing numerical or chronological designations and intended to be issued indefinitely)
- 4) Vertical file materials
- 5) Audio visual materials, such as audio-cassettes and audio CDs and video cassettes and DVDs including videos with closed captioning and open captioning
- 6) Maps and Atlases
- 7) Instructional materials such as games, toys, and multi-media kits
- 8) Adult educational software
- 9) Online electronic resources

Historical and current user-demands indicate that the primary need is for books, electronic and online materials, and audio-visual materials. While many literacy resources, particularly learner resources, are readily available online, the need for books remains present. The need for other material formats is secondary.

2.6 Selection of Materials

2.6.1 Responsibility of Selection

Chief responsibility for the development and maintenance of the collection belongs to the Resource Centre Librarian. The Resource Centre Librarian may seek advice and input from Literacy BC staff members, Regional Literacy Coordinators, and other members of the literacy field regarding the selection of new materials.

2.6.2 Selection Criteria

The Resource Centre seeks to be inclusive in its selection of materials in order to respond to and reflect the diversity of its user community. The Resource Centre will select materials that promote positive self-image and do not promote stereotypes. Design, content, style, readability levels, and clarity of language are factors that are taken into consideration when selecting materials. The Resource Centre will not exclude an item from its collection because of the originator's race, spirituality, nationality, gender, and social or political views and beliefs. The Resource Centre stresses that selection of an item does not constitute endorsement of any viewpoint expressed in that item.

The Resource Centre acquires its materials based on staff's understanding and knowledge of the literacy field and by soliciting recommendations from users.

The following criteria are taken into consideration when evaluating materials for selection:

- 1) Whether or not the material is B.C.-related (e.g. cost-shared projects)
- 2) Reputation and qualifications of the creators, publishers, or producers
- 3) Community needs, interest, and demands, including the recommendations of practitioners in the field.
- 4) Relationship to the collection: the Resource Centre seeks to maintain a collection that is a reasonable representation of the assortment of materials published in all areas of literacy.
- 5) Availability in other area libraries: the Resource Centre attempts to focus its limited resources on collecting materials that are not readily available elsewhere to its provincial constituents.
- 6) Price: value of material in relation to cost
- 7) Suitability for intended user
- 8) Overall quality of material: accuracy, clarity, durability, ease of use, currency, subject scope, level, format, duplication

Other factors may be taken into consideration and the importance or weight of a particular guideline will vary from one acquisition to another.

2.6.3 Donations

The Resource Centre accepts donations of materials with the understanding that donations will be subject to the following terms in addition to the general selection criteria:

- 1) Materials donated are to become the sole property of the Resource Centre.
- 2) The Resource Centre reserves the right to determine whether or not donated materials will be added to the collection.
- 3) Donated materials not added to the collection may be donated to other institutions or discarded as the Resource Centre deems appropriate.

2.6.4 User Requests and Recommendations

The Resource Centre encourages users to make recommendations regarding materials selection. Monitoring other requests for information and soliciting opinions provides a basis on which we make decisions in order to reflect developments in the literacy field. A Suggested Purchase form can be accessed online via the library catalogue.

2.7 Development and Maintenance of the Collection

The collection is continuously developed and maintained. As part of budget planning, annual development activities should include: planning, selection, and acquisition. Annual maintenance activities should include: assessment and weeding/de-selection.

2.7.1 Collection Development

Planning, selection, and acquisition:

- 1) Planning: developing guidelines for selection, including target setting, priority setting, budget allocation, and distribution of responsibility among Resource Centre staff members.
- 2) Selection: according to criteria in Section 6.2; ongoing throughout the year.
- 3) Acquisition: ongoing based on defined acquisition priorities and selection procedures in relation to the allowed budget.

2.7.2 Assessment

The Resource Centre will evaluate the current collection based on the compilation and analysis of data collected via user satisfaction questionnaires, acquisitions statistics, user information requests, circulation statistics, mini-collection and regional collection assessments, as well as information collected during outreach activities. Assessment of the collection will be completed periodically as resources allow.

2.7.3 Weeding and De-Selection

Materials that no longer meet the objectives of the collection will be discarded periodically according to accepted professional practices. Periodical subscriptions will be reassessed at the time of renewal for their continued relevance in the collection.

As part of the ongoing maintenance of the collection, the Resource Centre will regularly evaluate the resources in the collection and discard those items which are no longer deemed appropriate for the collection (e.g. materials that are no longer accurate or current) or no longer meet selection criteria (e.g. materials in legacy formats).

In order to best maintain the collection, the following weeding procedures are followed:

- 1) Online services or CD-ROM materials which do not meet reasonable cost-effectiveness expectations, when cost is evaluated against their relative use and value, will be discontinued.
- 2) Reference items such as directories and handbooks will be withdrawn if it is determined that they are no longer accurate. In series where later volumes entirely supersede earlier volumes, the earlier volumes may be discarded.
- 3) Materials that are in poor physical condition will be repaired. If materials are beyond repair, new copies will be purchased. Damaged audio-visual materials will be discarded and replaced.

2.8 Policy Review, Revision, and Approval

This policy is subject to review and sections may be revised, added, and/or removed as time and circumstances require.

2.9 References and Acknowledgements

A significant portion of the structure and content of this document has been drawn from the 2000 – 2001 Collection Development Policy of Ontario's Centre AlphaPlus Centre, an exemplary literacy library in the country. The staff of the Literacy BC Resource Centre wishes to acknowledge and express appreciation for AlphaPlus's guiding role in the creation of this policy.

The following resources were also consulted in the revision of this policy:

AcqWeb. Ed. Anna Belle Leiserson. 1994. Accessed January 2007. <<http://www.acqweb.org/acqs.html>>.

The Arizona State Library, Archives and Public Records. Collection Development Training for Arizona Public Libraries. 1996. Accessed January 2007. <<http://www.dlapr.lib.az.us/cdt/index.htm>>.

Canadian Library Association. "Statement on Intellectual Freedom." CLA. 18 November 1985. Accessed January 2007. <<http://www.cla.ca/about/intfreed.htm>>.