

# Lila D Bunch Library

## Collection Development Policy

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### I. Introduction

#### A. Purpose and scope

The purpose of this document is to set forth Lila D. Bunch Library's collection development policy and act as a planning tool to guide the selection of materials.

#### B. General Description of the institution and clientele served

##### Description of the Institution

Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith. Committed to being a leader among teaching universities, Belmont brings together the best of liberal arts and professional education in a Christian community of learning and service. The university's purpose is to help students explore their passions and develop their talents to meet the world's needs.

##### Clientele Served

Belmont has close to 7,000 undergraduate and graduate students pursuing their education in more than 75 areas of study, 20 master's programs and 4 doctoral degree programs. Belmont also has more than 400 full-time and adjunct faculty.

Belmont alumni and patrons from the general public are also served by Belmont's library. For more information on services offered to this clientele, please see the [circulation policies](#) on the library's website.

#### C. Vision/Mission statements

##### University Vision Statement

To be a leader among teaching universities, bringing together the best liberal arts and professional education in a Christian community of learning and service.

## **Library Vision Statement**

To promote lifelong learning in a dynamic environment, inspiring critical thinking, inquiry and discovery.

## **University Mission Statement**

Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith.

## **Library Mission Statement**

The Library supports the University's mission to provide an academically challenging education by:

- Developing comprehensive collections that support the University's curriculum
- Delivering course-integrated information literacy instruction
- Providing materials and assistance to support student and faculty research
- Collecting and preserving historical materials related to the University
- Creating an inviting atmosphere for research and study
- Making resources and assistance available to Belmont students and faculty on and off campus

## **D. Goals of Collection Management and Development**

The library seeks to build its collection in direct relation to its users. The library provides access to essential literature to support study and class assignments in each of the University's curricular fields for undergraduate and graduate programs. Recognizing that some graduate curricular needs are met through the same materials acquired for undergraduates, the first emphasis of collection development is toward undergraduate programs. The second emphasis is toward graduate programs, which are supported with separate allocations of funds. The third emphasis is faculty research, with the expectation that some undergraduate and graduate material addresses the independent research needs of faculty. It should be understood that faculty who need esoteric materials that fall outside of the undergraduate and graduate curricular scope should rely mostly on the library's interlibrary loan and online search resources. As resources are available, the library endeavors to purchase materials for the recreational, cultural and general information needs of the University community.

## **E. Intellectual Freedom**

Bunch Library supports the free exchange of materials and seeks to build a collection that represents multiple points of view. The library does not practice censorship, but rather selects materials on the basis of overall content. In addition to the [Intellectual Freedom Principles for Academic Libraries](#) (Appendix A) and the [Freedom to Read Statement](#) (Appendix B), the library subscribes to the tenets of intellectual freedom as expressed in the [Library Bill of Rights](#) of the American Library Association, amended by the ALA Council on January 23, 1996, as follows:

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

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Challenges to an item in the library's collection are reviewed by the library director and the appropriate liaison.

## **F. Collection development**

The library faculty works in conjunction with a committee of order coordinators representing the various schools/departments of the university to determine the continuation and firm order materials to be added to the library's collection.

For a complete list of the Order Coordinators and Liaisons, please see the Order Coordinators list available on the [Faculty Information Guide](#).

## **G. Funding and Responsibility for Building the Collection**

The Library Director requests acquisition funding through the Provost. The method of allocating acquisition funds for undergraduate programs is based on a formula recommended by the Library Committee and approved by the Library Director and Provost. Acquisition funds are then allocated accordingly to each undergraduate academic program, with the expectation that faculty make requests through their program's order coordinator. Acquisition funds for graduate programs are allocated according to a formula determined by the Graduate Library Council, which consists of a faculty representative from each of the graduate programs.

An acquisition allocation is also made to purchase general and reference materials that do not fall into a departmental discipline, or which encompass multiple disciplines. The Coordinator of Research Services facilitates selection of general and reference materials, popular reading and media materials. All classroom and library faculty are encouraged to recommend reference and general items. The Library Director may also select general materials as well as review requests to purchase general materials.

Undergraduate and graduate programs are encouraged to send their material requests as early as possible after the start of the fiscal year. Allocated acquisition funds that are not encumbered by January 31 are reallocated to the general acquisition fund. All subsequent purchases for the remainder of the fiscal year are subject to the library director's approval. For specific deadlines and information about ordering procedures, please see Ordering Instructions for Faculty on the [Faculty Information Guide](#).

Selection of library material is the responsibility of library faculty, in collaboration with classroom faculty, in support of Belmont's curriculum. Select library faculty serve as library liaisons to the various order coordinators. Order coordinators are classroom faculty who work with their library liaisons and select materials for the collection. Library liaisons and order coordinators use professional journals, publisher announcements and reputable review sources to help develop the collections in the subject areas of their responsibility.

## **H. Collection Maintenance**

A primary goal of the library is to maintain an active, useful collection that reflects the overall mission of the library. As an integral and ongoing aspect of collection management, the library in consultation with the faculty evaluates the collection periodically. The library continuously evaluates the general reference and serial collections.

## Weeding and Discarding

Weeding is the withdrawing of damaged or obsolete materials from the collection. The primary purpose of weeding is to withdraw superseded editions, damaged and badly worn items, duplicate copies of esoteric items and materials containing outdated or inaccurate information, unless an item contains information that may be important to keep for historical purposes. Some criteria to be used to determine the suitability of deselecting materials include:

- The importance of the work: its inclusion in standard subject and comprehensive bibliographies or rare book lists
- The appropriateness of the subject matter to the curriculum
- The quantity and currency of patron use
- Interlibrary loan use
- The physical condition of the publication
- Number of copies in the collection
- Language of the publication
- Outdated, inaccurate information
- Availability in more current format (e.g. as an e-resource)
- Potential future use

In most cases weeding is done in conjunction with the faculty of the appropriate academic department. Various members of the library faculty/staff work in tandem in the weeding process.

Materials that have been withdrawn are disposed of through a book sale, sent to another library, given to individuals, or discarded.

## Replacement of Lost, Missing or Damaged Items

Lost, missing or damaged items are replaced in the collection if they are needed to support the University's curriculum or to prevent a lack of coverage of the subject within the present collection. The purchase of replacement items is charged to the library's Lost Fund instead of the regular acquisitions budget.

### I. Equipment Purchases

No equipment is purchased with library acquisition funds.

## **J. Recommendations for changes**

Recommendations for changes in this policy statement should be made to the Director of Library Services. The entire policy will be reviewed at least once every three years.

## **II. Collection Development Policy**

### **General Selection Criteria**

The primary goal of collection development at Bunch Library is to support the curriculum. Other materials may be added to the collection after this goal has been met. The library collects both print and electronic copies of books and journals depending upon availability and cost. Some materials are better suited to electronic formats (e.g. encyclopedias), but many others are either not available in non-print formats or more appropriate for print formats (e.g. art monographs), so the library will continue to collect print materials. In the case of journals and reference materials, electronic access is favored when available. The library collects non-book media supported by current technologies (e.g. DVD and CD formats) and is actively working to phase out media supported by fading technologies (e.g. VHS tapes).

The materials that the library collects are complementary to the materials used for classroom instruction. College level textbooks, instructional non-book media, workbooks, and consumable materials are outside the scope of the library's collection. The library cannot assume administrative or departmental responsibilities for providing classroom instructional resources for the teaching faculty because such demands would preempt funds meant to develop the library's material collection. Such equipment and materials are most appropriately requested of department chairs, academic dean, or campus administrators.

All materials the library collects should

- a. Be relevant to the university's teaching and research needs
- b. Meet a broad user demand
- c. Be affordable in the broad scope of the library's acquisitions budget

For collecting levels related to specific curriculum areas, please see the Collecting Levels appendix (Appendix C).

## A. Types of Publications

### 1. Books

The library collects both print and electronic copies of books, recognizing that the preference for and usage of the print format may vary by discipline. A paperback edition is purchased if a hardback edition is not available; a paperback may be purchased if a faculty member has a strong preference for the paperback.

Paperbacks are bound except gift books or when the library expects to replace the item within a year or so. If the cost of the paperback plus binding is less than the hardback, the paperback is purchased.

**Popular Reading Materials:** The library selects popular reading materials in order to highlight new fiction and literature. A designated research librarian is responsible for selecting these books and reviewing requests made from students, faculty, and staff to add to this collection. The books are shelved temporarily on the first floor in the reference area as each arrives. Depending on the number of new books arriving, they are then rotated into the regular circulating collection accordingly.

**Criteria for selection of popular reading materials:** In order to ensure the selection of quality materials while meeting the needs of our users, books are chosen mainly from the following lists. Also, requests made by students, faculty, and staff are considered on an individual basis.

- ALA's Notable Books list
- National Book Award Winners
- Pulitzer Prize Winners
- Nobel Prize Winners in Literature
- Man Booker Award Winners
- New York Times Book Review & Best Seller list
- NPR Best books

### 2. Periodicals

Magazines, newspapers and journals are selected, with some general interest periodicals rounding out the collection for personal enrichment. Electronic formats are favored when available.

### 3. Monograph serials

Publications issued in successive parts with no planned termination point are usually set up as standing orders. These consist of materials such as yearbooks,

annual reports, annual reviews, almanacs, directories, etc. Like periodicals, monograph serials are selected to support the curriculum.

#### **4. Textbooks**

Textbooks and other materials adopted for Belmont classroom use are normally not purchased, since the purpose of the library collection is to supplement the curriculum, rather than to provide basic classroom materials.

#### **5. Dissertations and theses**

Two print copies of each Belmont student thesis are acquired (with the exception of Honors theses): one copy is placed in the Special Collections Room and one copy is placed in the circulating collection. For Honors theses, one copy is placed in the Special Collections Room.

Two copies of each Music student thesis are acquired: one copy is placed in Music Special Collections and one copy is placed in the circulating collection. Any media associated with music theses are placed in the Media Center.

Upon acquisition of an Electronic Thesis and Dissertation system, the library will collect electronic editions of student theses and make them available online.

#### **6. Microform**

Primarily for archival purposes, the Library collects and maintains back runs of selected periodicals on microforms. On rare occasions, some sets of materials may also be purchased in microform.

#### **7. Electronic formats**

Electronic resources collected by the library follow the same guidelines as outlined in the rest of this document. Electronic resources (e-resources) collected by the library include subscriptions to full-text and abstract and index databases as well as subscriptions to individual e-journals, e-books, streaming media and e-book collections. In addition, the following special considerations should be taken:

##### **1. Authentication**

- a. IP authentication and use of proxy server preferred over username and password used for access.
- b. Hardware and software compatibility.
- c. The resource should be compatible with the library's existing hardware and software.

- d. The resource should also be compatible across multiple platforms and browsers.
- 2. Functionality and reliability
  - a. Preference is given to reputable, reliable vendors with long-term viability.
  - b. The interface should be user-friendly and intuitive.
- 3. Vendor support
  - a. Trial access is available.
  - b. Provides responsive customer service and technical support that is available during library working hours.
  - c. Availability and quality of training programs for library staff and patrons.
  - d. Documentation is thorough and clear.
- 4. Licensing
  - a. Standard agreement with clear, concise language.
  - b. Authorized users defined as students, faculty/staff and walk-ins.
  - c. Fair use should be explicitly allowed. Preferably, the fair use provisions should include printing, sharing and downloading within copyright requirements. Ideally, provisions should be made for Interlibrary Loan privileges.
  - d. Realistic expectations concerning the Libraries' ability to monitor and detect abuse.
- 5. Availability of usage statistics
  - a. COUNTER compliant usage statistics are preferred.
  - b. Usage statistics should be easily collected by the library staff.

## **8. Computer software**

Due to copyright and licensing restrictions, the library does not purchase computer software for the collection. Requests for software installation on the library computers are handled on a case-by-case basis through the library's systems unit.

## **B. Special Collections**

The mission of the General Special Collection is to collect and preserve an historical record of Belmont University and its forerunners: Cumberland University, Tennessee College for Women, Ward Seminary for Young Ladies, Belmont College for Young Women, Ward-Belmont School and Belmont College, and to make that record available to researchers. As such, it functions as an archive of Belmont University history.

The General Special Collection is housed on the first floor of the Lila D. Bunch Library. It contains publications such as yearbooks, catalogs, bulletins and student newspapers, both historical and current. Copies are kept of award-winning papers,

Master's theses and Honors theses by Belmont University students. In addition, scrapbooks and memorabilia donated by alumni are included in the collection.

Acquisitions are of several types:

- Regular publications by university entities, news and notices of university events and programs of special events
- Donations of memorabilia from former faculty and students, or their families
- Donations of memorabilia and publications from current faculty

For inclusion in the General Special Collection, the following criteria must be met:

- No more than a total of two (2) copies of an item will be housed.
- The material must have a substantive connection to the University's history.
- The material must be in a condition such that it can be handled and used by researchers.

Donations are accepted at the discretion of the librarian in charge of the General Special Collection, and must follow this procedure:

- Donors, including Belmont University faculty and staff, must consult with the librarian as to the suitability of the donation(s) for inclusion in the collection. This consultation must take place before any items are sent/delivered to Bunch Library.
- Belmont University faculty and staff should not accept donations themselves, but should direct the donor to the librarian in charge of the General Special Collection.
- Donors must sign a Deed of Gift Agreement. One copy of the agreement is kept on file in the General Special Collection Room, and one copy provided to the donor. Donors will receive letters of acknowledgement of donations.

Research assistance and use of the collection are provided upon request by appointment. All materials must remain either in the General Special Collection Room or on the first floor of the library. Requests for copies or scans of material are considered on an individual basis, determined in part by the condition of the material to be copied/scanned and its planned use. Any commercial use of materials requires the filing of Belmont University's Artistic Works License, a copy of which is provided to the requester by the librarian in charge of the General Special Collection.

## **C. Music Library/Media Center**

The Music Library exists to support the Belmont University School of Music, Department of Theatre and Dance, and, in part, the Department of Visual Arts and the College of Entertainment and Music Business. It provides resources for faculty, staff and students interested in the study, performance, and business of the performing arts. The Music Library is not, nor should it seek to become, a conservatory or purely performance library. Rather, its primary mission is to support the undergraduate and graduate curricula of the College of Visual and Performing Arts. The library houses the music reference collection, music scores, books on music topics, subject-specific journals and trade publications, and Music Special Collections.

The Media Center supports all departments on campus and provides resources for both academic and nonacademic use but primarily houses musical sound recordings and the popular media collection. Additionally, the library supports a collection of streaming audio and video databases that enhance the Media Center's holdings.

For more details on the specific types of materials and guidelines for the collection of those materials, please see the Music Library/Media Center Collection Development Policy.

## **D. Curriculum Lab**

The Curriculum Lab (also known as the Education Library) provides the resources that faculty and students need to prepare lesson plans, assignments, and materials for use with K-12 students and to meet the requirements for certification. It is not the intent of the Curriculum Lab to duplicate materials found in Bunch Library, but rather to provide a collection that complements those. In its collection development the Curriculum Lab strives to provide materials that assist students in preparing lesson plans, thematic units, assignments, and materials for use with K-12 students. Resources collected in this area follows the same general guidelines outlined in the Library's Collection Development policy. For more details on the types of materials and guidelines for the collection of those materials, please see the Curriculum Lab Collection Development Policy.

## **E. Foreign Language Materials**

Foreign-language materials are selected to support the curriculum in literature and language studies. The library collects books in languages that correspond to those offered as part of Belmont's Foreign Language department. These languages include: Chinese, French, German, Italian, Classical Greek, Japanese, Latin, Russian, and Spanish. Foreign language materials are subject to availability and may not be available for rush

ordering. For foreign language media, materials are collected according to availability with the following criteria:

- The library collects VHS tapes and DVDs in NTSC region 1 or region-free formats. When available, DVD is the preferred format due to ease of use; however, VHS is collected and maintained as needed. Foreign films are collected primarily with English subtitles, unless approved by the library liaison or Collection Management Librarian.
- Foreign Language films that cost more than \$200 are not placed in the regular circulating Media Center collection. Videos that cost more than \$200 are purchased at the discretion of the library liaison.

As a general rule, the library does not purchase public performance rights; therefore most videos are for individual viewing only. However, all videos may be shown to classes following the provisions of the TEACH Act. For any other type of group screening, it is the responsibility of the presenter to obtain necessary permissions.

## **F. Faculty/Staff/Alumni Publications**

The library collects publications by Belmont University faculty and staff as it is made aware of them. The library also collects alumni publications as it is made aware of them and if they meet the selection criteria.

## **G. Multiple Copies**

Bunch Library only acquires one copy of an item. Exceptions include theses/dissertations where two copies are acquired – one circulating, one archival – and Special Collections items where up to two items of a copy may be present in the collection. Other exceptions may be made at the library's discretion or by faculty request.

## **H. Reserve Material**

Items to be put on reserve may be requested by faculty through their order coordinators. For specific ordering instructions for Reserves, please see the Ordering Information section of the [Faculty Information Guide](#).

## **I. Reference Works**

The Coordinator of Research Services acquires reference works which adhere to the general selection criteria of their material type(s) and have a high projected future usage rate. Preference is typically given to works of broadest scope and most recent edition. Preference is also given to items available electronically. The Coordinator of Research Services reserves the right to (a) remove from the reference collection

materials that are deemed no longer current or useful and (b) to move into the circulating collection any reference work that is frequently consulted for cover-to-cover reading rather than for bibliographical and factual information.

Types of reference materials include, but are not limited to, dictionaries, encyclopedias, atlases, directories, biographical resources, catalogs, concordances, guides, manuals, indexes, bibliographies, summaries, almanacs, handbooks, glossaries, lists, collected works and series.

## **J. Acquisition procedures affecting collection policies**

### **1. Standing orders**

Monograph serials, both physical and electronic, can be set up to be received as standing orders, meaning that, from the date of order, the library receives each edition of the serial as it is produced. Standing orders are usually set up on faculty request.

### **2. Approval plans and blanket orders**

Though there are exceptions, the library generally does not order items through approval plans or blanket orders. Faculty and library liaisons play an active role in collection development, reducing the need for the library to utilize such methods of acquisition.

### **3. Gifts and exchanges**

The library welcomes gifts of materials or donations to purchase materials. Donated items are referred to the Circulation Manager, who then presents them to the Library Director for final review. Donation proposals (offers to donate items or money) should be sent directly to the Library Director for review.

Gifts given to a specific area (such as Special Collections, Music Library, or Curriculum Lab) of the library should be directed to the appropriate subject specialist and are handled according to the collection development policy for that area.

Not all gifts of materials or services are suitable for the collection. The library accepts donated items with the understanding they are placed in the collection only if they: (a) meet the stated selection criteria for their material type (b) enhance the existing collection and (c) support the teaching and research programs of Belmont University. Donated items are checked against the library's holdings; duplicates are usually not added. Periodicals are generally not accepted, except to replace missing items where the back file is in hard copy.

Gifts are accepted with the proviso that the library becomes the sole owner of the donated material and therefore determines the initial and ongoing retention, location, cataloging procedures, preservation format, and conditions for access and/or publication of the item(s) or service(s). As owner of the material, the library reserves the right to make these decisions without notifying the donor.

For tax purposes the donor has full responsibility for appraising the value of materials donated to the library. Upon request, the library will provide the donor with a receipt indicating the number of items donated.

## **K. Expensive Purchases**

The Director of Library Services reserves the right to review all purchases that are of a significant expense. Consideration is given to such purchases based on the following criteria: current and anticipated need, cost, availability of funds, and other sources that might fulfill needs.

## **L. Access and Ownership Policies**

Bunch library strives for an appropriate balance of materials owned and resources accessed to meet the needs of library users. The library is committed to providing quality resources for the user community in the most effective and efficient way possible and to sharing resources with other libraries when it is practical to do so. Taking advantage of electronic access to information and the ability to share resources between libraries enhances the collection and provide users with access to a wider variety of resources. The library strives to gain subscriptions to electronic resources that allow remote access, and access within the library that is not limited by the number of patrons using the resource. Electronic resources with full-text content are preferred. Materials that are requested frequently through interlibrary loan are considered for purchase.

## Appendix A:

### Intellectual Freedom Principles for Academic Libraries

#### *An Interpretation of the Library Bill of Rights*

- Adopted by ACRL Intellectual Freedom Committee: June 28, 1999
- Approved by ACRL Board of Directors: June 29, 1999
- Adopted by ALA Council July 12, 2000

*A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to provide an interpretation of general intellectual freedom principles in an academic library setting and, in the process, raise consciousness of the intellectual freedom context within which academic librarians work. These principles should be reflected in all relevant library policy documents.*

1. The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services should be in place.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.

8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.
9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.
11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

## Appendix B:

### 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 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.

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.*

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.

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.

A Joint Statement by:

- American Library Association
- Association of American Publishers

Subsequently endorsed by:

- American Booksellers Foundation for Free Expression
- The Association of American University Presses, Inc.
- The Children's Book Council
- Freedom to Read Foundation

- National Association of College Stores
- National Coalition Against Censorship
- National Council of Teachers of English
- The Thomas Jefferson Center for the Protection of Free Expression

## Appendix C:

### Belmont University Library Collecting Levels

#### Levels of Collection Intensity

The library collection is subdivided into thirty-five sub-groups identified by their specific subject interests and the corresponding general Library of Congress classification number. A collecting level is assigned to each sub-group according to the college programs that the subgroup supports. The collecting level is determined by the degrees, majors, emphasis and minors a given sub-group supports within the college program, and the depth and comprehensiveness of the information required by the curriculum in that area. The LC classification designation, collecting level, the programs supported for each sub-group is given in the Library of Congress Classification Profile.

The collecting levels are:

**0 - Out of scope.** The library does not collect in this area.

**1 - Minimal Level.** A subject area where few selections are made beyond very basic works.

**2 - Basic Information.** A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, selected editions of important works, historical surveys, bibliographies, handbooks, a few major periodicals, in the minimum number that serves the purpose. A basic information collection is not sufficiently intensive to support any courses of independent study in the subject area involved. Classic or standard retrospective materials may be retained. This level answers basic student inquiries in this subject through the first two years of college instruction and support the information needs of the non-student patron in the community.

**3 - Study and Instructional Support Level.** A collection that is adequate to impart and maintain knowledge about a subject in a systematic way, but at a level of 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, an extensive collection of general periodicals and a selection of representative journals, access to an appropriate collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc. A significant number of classic and retrospective materials should be retained. This collection is adequate to support the needs of an undergraduate program and baccalaureate degree in the subject and through beginning graduate instruction.

**4 - Research Level.** A collection that imparts and maintains knowledge about the primary and secondary topics of the subject area. It includes the major published source materials required for dissertations and independent research, including materials 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 very extensive collection of general and specialized monographs, as well as a very extensive collection of general and specialized journals and owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, and major indexing and abstracting services in the field. Older material is retained and systematically preserved to serve the needs of historical research. This collection supports a Master's Degree program as well as doctoral study and advanced independent study.

LC Call #	LC Classification	Collecting Level	Program(s) Supported
A	General Works (Encyclopedias, Almanacs, etc.)	2	Multi/Interdisciplinary Studies
B-BJ	Philosophy	3	Philosophy
BF	Psychology	3	Psychology
BL-BX	Religion	3	Religion, Social Sciences
C	Auxiliary Sciences of History (General Histories of Civilization, Archaeology, Heraldry, Genealogy, etc.)	2	Social Sciences
D	History: General and Old World	3	Social Sciences, History
E	History of the United States	3	Social Sciences, History
F	History of individual U. S. states and other American countries	2	Social Sciences, History
G-GF	Geography (General, Physical, Oceanography, etc.), Environmental Science	2	Sociology, Environmental Science
GN-GT	Anthropology, Folklore, etc.	2	Sociology, English, History

GV	Recreation, Leisure (Physical Education, Sports Science)	4	Sports Science, Sports Administration
H	Social Sciences	3	Sociology
HA	Statistics	4	General Business, Economics
HB-HJ	Economics, Industries, Commerce, Finance, Management	4	General Business, Economics, Finance, International Business, International Economics, Management, Marketing, Accounting, Information Systems Management, Computer Science
HM-HX	Sociology	3	Sociology, Social Work,
J	Political Science	3	Political Science, Politics & Public Law, International Politics
K-KZD	Law	0	
KF	Law (United States-- Regulation of industry and commerce, Intellectual property, Constitutional law)	3	CEMB, Political Science
L	Education	4	Education
M	Music	4	Music, Dance, CEMB
N	Fine Arts	3	Art, Art Education, Art History, Design Communication Studies, Studio Art
P-PA	Philology, Linguistics, Classical Literature	2	Classics, Communication Studies, Foreign Languages, Philosophy, Religion
PB-PG, PJ, PL	Languages and Literatures (Modern European, Germanic, English, Slavic, Oriental Languages, Eastern Asia, Africa, Oceania)	3	Asian Studies, Communication Studies, English, Foreign Languages, Religion

PN, PR, PS, PZ	Literature (General, English, American, Juvenile)	4	Communication Studies, Education, English, Motion Picture Studies, Theater and Drama
PQ	French, Italian, Spanish Literature	3	Foreign Languages
Q	Science (General)	3	School of Sciences
QA	Mathematics and Computers	3	Mathematics, Computer Science, General Science
QB-QE	Physical Sciences, Chemistry, Geology	3	Chemistry, Physics
QH-QL	Biological Sciences	3	Biology
QM-QR	Medicine—Anatomy, Physiology, Microbiology, Virology	4	Nursing, Occupational Therapy, Physical Therapy, Pharmacy
R	Medicine and Nursing	4	Nursing, Occupational Therapy, Physical Therapy, Pharmacy
S	Agriculture, Conservation, Wildlife Management, Forestry, Animal Culture (including Veterinary Medicine)	2	Biology
T	Technology and Engineering	3	Computer Science, Photography, Motion Picture Studies
U-V	Military Science; Naval Science	0	
Z	Books (General), Writing, Bibliography, Libraries, Information Resources	2	Multi/Interdisciplinary Studies

## **Music Library/Media Center Collection Development Policy.**

The Music Library exists to support the Belmont University School of Music (hereafter known as SOM), the College of Entertainment and Music Business (hereafter known as CEMB), and in lesser part the Department of Theatre and Dance and the Department of Visual Arts. It provides resources for faculty, staff and students interested in the study, performance, and business of the performing arts. The Music Library is not, nor should it seek to become, a conservatory or purely performance library. Rather, its primary mission is to support the undergraduate and graduate curricula, primarily in accordance with the standards put forth by the accrediting body of the National Association of Schools of Music. The library houses the music reference collection, music scores, books on music topics, subject-specific journals and trade publications, and Music Special Collections.

The Media Center supports all departments on campus and provides resources for both academic and nonacademic use. However, it primarily houses musical sound recordings and the popular media collection. Other types of materials found in the Media Center include DVDs, CD-ROMs, DVD-ROMs, LPs, VHS tapes, cassette tapes, accompanying liner notes, back issues of music periodicals, media reserves, and the loanable technology collection. Additionally, the library supports a collection of streaming audio and video databases that enhance the Media Center's holdings. Wherever possible, streaming media is preferred to hard copy, but physical copies are purchased on request.

The Music Librarian is responsible for collection development of materials relating to the College of Visual and Performing Arts (hereafter known as CVPA) while the liaison librarian to CEMB is responsible for selection of materials for that school. Both seek input from faculty and students for specific titles and for ideas about new areas in which to develop the collection. Because the Media Center supports departments across campus, collection development for media falls to each department and school's liaison librarian.

In reiteration of the Collection Development Policy, which asserts the Library's stance on Intellectual Freedom, the Music Library/Media Center observes and applies to its materials the principles outlined in The Freedom to Read statement, the Library Bill of Rights, and the Intellectual Freedom Statement. The Music Library/Media Center does not exclude materials from the collection or limit their use based upon an individual's personal objection to the subject matter, content, mode of presentation, etc. Rather, the format, fragility, or uniqueness of an item dictates its availability or placement in Music Special Collections.

## **Selection Criteria**

The Music Library contains materials and media appropriate for the study of the various applications of the performing arts which meet the following parameters:

## General

- Geographical
  - In keeping with the current emphases of the SOM and CEMB curricula, the highest priority for collection development remains the art music and music literature of the United States and Western Europe. World music is purchased as needed and as it supports the programs of SOM and CEMB.
- Linguistic
  - Recordings, both sound and visual, are collected for their intrinsic value regardless of the language of their text and notes. Writings about music, theatre, and dance are primarily collected in English.
- Chronological
  - There is no limit on chronological periods collected; however, emphasis is placed on “classical” Western music since 1600. Popular music, musicals, and standard dance performances since 1900, as they pertain to the curricula, are also acquired.
- Editions and recorded versions
  - Printed titles - For scores, printed titles are often available in two or more editions: the urtext version, and one other with various editorial comments. It is often desirable to have more than one edition of the same work for study purposes. Along the same lines, it is often desirable to have more than one recorded version of a standard work or performance where applicable. The library makes every effort to collect more than one version of a work as long as space allows.

## Other selection criteria

- Does the item strengthen the collection?
- Is the item useful to the well-rounded education of performing arts students?
- Is the item a seminal work in relation to the particular area of study?
- Does the work represent a standard, critical, collected, revised or variant edition of a significant work?
- Is the library currently equipped to support this acquisition now and in the future?

## Materials Collected include:

- Books: Acquired in English for all relevant subject areas. Rare books are not actively acquired. Those that are acquired are housed in Music Special Collections.
- Periodicals: Acquired for the following subjects: musicology, music theory, music education, music performance, opera, dance, theatre, commercial music. Many titles are available via electronic databases.
- Periodical indexes: RILM and IIMP acquired online, others in print.

- Juvenile materials: Not acquired, except as pedagogical examples in support of the music education curriculum. Primarily housed in the Curriculum Lab.
- Reprints: Acquired only if the original was not acquired or has restricted access and/or circulation.
- Dissertations and theses: Two copies of each graduate music thesis and undergraduate honors music thesis are collected along with all accompanying material. One circulates in the general collection and one is housed in Music Special Collections. Recordings for circulating copies of theses are housed in the Media Center.
- Microforms: Not actively acquired, although the library does have some back issues of music journals in microform.
- Photocopies: Only authorized photocopies supplied by the publisher (such as errata and addenda) are added to the collection.
- Printed music: Printed music is collected in the following formats: study and/or miniature scores, performing editions, scholarly editions and facsimiles. To a lesser degree, performing parts for chamber ensembles are collected, but folios of multiple parts for bands, orchestra and/or chorus are not added.
- Audio and visual materials:
  - Audio and visual materials: Audio and visual materials are housed in the Media Center and collected according to the relevance to the curriculum, user demand, cost and availability of equipment to use the items.
  - Popular Media: The library collects sound and video recordings for the Popular Media collection that prescribe to set criteria. Sound recordings include those albums nominated for awards given by the Country Music Association, The Grammy Foundation, and the Americana Music Association. Video recordings include motion pictures nominated for the Academy Awards and the Golden Globes. Additionally, “top albums,” “top motion pictures” and highest-grossing albums and motion pictures are collected regardless of award nomination.
  - Material types: The primary focus for collection development is on digital formats including CDs, DVDs, CD-ROMs and DVD-ROMs. Blu-ray and other digital formats are collected as requested. Although the collection includes VHS tapes, cassette tapes (musical and spoken word), and LPs, they are not actively collected unless a digital version cannot be found or a copy in that format is specifically requested. Where possible, collection preference is given to a sound/video recording found in one of the library’s streaming audio or video databases.

## Music Special Collections

Located on the third floor of Bunch Library, the mission of the Music Special Collection is to house materials that are rare and unique in order to ensure their long-term preservation and continued circulation. Materials housed include scores, sheet music, books, recital and concert programs, Christmas at Belmont concert recordings and DVDs, and recordings from the original

Ward Belmont Collection, some with historical value. The Sarah and Louis Nicholas Sheet Music Collection makes up the largest portion of the collection and includes vocal scores of popular songs of the early twentieth century. Archival copies of all Graduate and Honors music theses are also included in the collection.

Use of the collection is provided upon request. All materials must remain in the Music Library. Requests for copies or scans of material are considered on an individual basis, determined in part by the condition of the material to be copied or scanned and its planned use. Any commercial use of materials requires the filing of Belmont University's Artistic Works License, a copy of which is provided to the requester by the Music Librarian.

## **Weeding and Deaccession**

The Music Library and Media Center follow the same policies and procedures for weeding and deaccessioning materials as outlined in the general Collection Development Policy for Bunch Library.

## **Gifts and Donations**

Donations are accepted as space allows and when they provide needed materials that will not duplicate items in the library. Donations are reviewed by the Music Librarian and items not suitable for accession are disposed of by some other means.

## **Curriculum Lab Collection Development Policy.**

The Curriculum Lab (also known as the Education Library) provides the resources that faculty and students need to prepare lesson plans, assignments, and materials for use with K-12 students and to meet the requirements for certification. It is not the intent of the Curriculum Lab to duplicate materials found in Bunch Library, but rather to provide a collection that complements those. In its collection development the Curriculum Lab strives to provide materials that assist students in preparing lesson plans, thematic units, assignments, and materials for use with K-12 students. Resources collected in this area follow the same general guidelines outlined in the general Collection Development Policy.

The Curriculum Lab supports teacher preparation programs and courses in the School of Education as well as courses across the University. Service is also extended to graduates of Belmont University and the local community. Emphasis is on resources which have immediate P-12 classroom application. Although the Curriculum Lab also includes materials concerned with the teaching methods and classroom management, for the most part, materials dealing with the theory of teaching and with educational research are placed in the general collection.

Current standards, such as the Tennessee Standards issued by the Tennessee Department of Education, and the new Common Core standards are used as guides in selecting materials.

Donations are accepted as space allows when they provide current, needed materials that will not duplicate offerings in other areas on campus or in the library.

Not all gifts of materials or services are suitable for the collection. The library accepts donated items with the understanding they are placed in the collection only if they: (a) meet the stated selection criteria for their material type (b) enhance the existing collection and (c) support the teaching and research programs of Belmont University. Donated items are checked against the library's holdings; duplicates are usually not added. Periodicals are generally not accepted, except to replace missing items where the back file is in hard copy.

Gifts are accepted with the proviso that the library becomes the sole owner of the donated material and therefore determines the initial and ongoing retention, location, cataloging procedures, preservation format, and conditions for access and/or publication of the item(s) or service(s). As owner of the material, the library reserves the right to make these decisions without notifying the donor.

For tax purposes the donor has full responsibility for appraising the value of materials donated to the library. Upon request, the library will provide the donor with a receipt indicating the number of items donated.

The Education Librarian is responsible for collection development and seeks input from faculty and students in the process.

In reiteration of the Collection Development Policy, which asserts the Library's stance on Intellectual Freedom, and in support of the National Council of Teachers of English "Students' Right to Read" statement, the Curriculum Lab does not exclude materials from the curriculum materials collection based upon an individual's personal objection to the subject matter, content, mode of presentation, etc.

The curriculum materials collection provides resources that support the instructional programs of Teacher Education and other departments which participate in the teacher licensing process. It is expected that a larger portion of the materials in the curriculum materials collection are non-print (i.e., audiovisual, multimedia, or realia) formats than would be found in other collections within the Lila D Bunch Library.

## **Selection Criteria**

The Curriculum Lab contains media and resources appropriate for preschool through secondary education which meet the following parameters:

### **General**

- Materials collected contain content that is current in the context of Tennessee state learning standards and curriculum.
- Materials collected are designed for K-12 classrooms only, except for those that may apply to older students who are developmentally disabled.
- Materials collected include all subject areas in which the University offers teacher certification programs.
- Materials collected are in English, with the exception of materials for use in foreign language instruction.
- Materials collected reflect educational methods and approaches used in the United States.
- Online-available documents generally are not collected; however, links to online content of high value through the library web site and/or the library catalog may be appropriate.
- Materials that are more technique and strategy-based or focused on classroom management and/or student assessment (as opposed to activity-based or units of work) are more appropriate for the general collection.
- Materials that include teaching materials (e.g. reproducible activities, flash cards, etc.) are appropriate for the Curriculum Lab.

## Materials collected include:

- Juvenile literature, fiction and non-fiction
  - An attempt is made to comprehensively collect award winners and notable books for children and young adults. Examples of children's classics; beginning-to-read books; picture books; wordless picture books; mythology and folk literature; modern fantasy; poetry; realistic fiction; historical fiction; informational books; biography; and autobiography are collected.
- Thematic units
- Activity-based books and magazines
- Games and hands-on materials
- Textbooks
  - The K-12 textbook collection emphasizes materials published which have been adopted by Davidson County schools. Textbooks for the subjects that Belmont supports licensure in, grades P-12, are selectively collected. College level textbooks are not added to the collection unless they deal with teaching methods or have specific P-12 applications.
- Reference Collection:
  - Reference resources for children and young people are located in the Curriculum Lab and via the library's electronic collections.
  - Collegiate level reference resources that support the P-12 teaching professions are placed in the Curriculum Lab. Online electronic resources may also be available.
  - The Reference collections may include such items as children's literature indexes and bibliographies; children's encyclopedias, dictionaries, and thesauri; and biographical information sources on authors and illustrators of children's literature
- Periodicals, including current issues of children's magazines, teacher's magazines, and periodicals devoted exclusively to reviewing children's literature are included in the Curriculum Lab collections. A more extensive selection of periodicals may also be accessed via the Bunch Library catalog and/or research databases.
- Realia, including manipulatives, models, educational toys, charts, pictures, posters, and other similar physical resources for teaching and learning are included in the Curriculum Lab.