

Library

Collection Management Plan

UM-HELENA COLLEGE OF TECHNOLOGY

A. INTRODUCTION

1. **Mission:**

The mission of the Library at UM – Helena College of Technology is to support student success by maintaining a collection of reading and resource materials in a variety of formats and by providing knowledgeable staff to help users with their information needs. The Library also exists to foster the broader educational ideals of life-long learning and intellectual freedom to the college and to the greater Helena community.

2. **Purpose of the Plan:**

This plan shall serve as a basis to guide the development of a Library collection that will serve the learning needs of students and the curricular needs of instructors. It will also provide a system of accountability to the institution, will describe how the collection serves its users, and will establish guidelines for Library operations.

3. **Community and User Groups Defined:**

UM-Helena is a two year college located on two campuses in Helena, Montana. The primary users of the Library are the students, faculty and staff of the college. Currently there are 978 FTE students, and approximately 34 faculty, 65 adjunct instructors, and 41 administrative and support staff. Secondary users are any Montana Library patron. As a member of the Affiliated Libraries of the University of Montana and the Montana libraries OCLC network, the Library shares its resources with all libraries in Montana. As a Library funded by taxpayers, individuals in the general community may also use the Library's resources directly.

4. **Patron Needs and Services/Programs Defined:**

In accordance with its mission statement, materials purchased for the collection support the college's educational programs in Technical Education, Trade and Industrial Technology, Health and Protective Services, and General & Transfer Education.

Technical Education: Accounting & Business Technology; Electronics Technology (in moratorium); Computer Technology; Office Technology, Water Technology

Trade & Industrial Technology: Automotive Technology; Aviation Maintenance; Construction Technology; Diesel Technology; Machine Tool Technology; Welding Technology; Interior Space Planning and Design

Health & Protective Services: Nursing; Fire & Rescue

General & Transfer Education: Associate of Arts; Associate of Science

Various Library services supplement the collection, including online electronic databases, interlibrary loan services, course reserves, reference service, and referrals to other local libraries. The Library makes limited purchase of items for faculty education or research, and primarily attempts to meet these needs through electronic databases and interlibrary loan.

5. Brief General Statement Describing the Collection:

The Library collection encompasses the following items, most at a level appropriate for undergraduate and technical education:

- 8,000 books and audio-visual materials
- 2 Print newspaper subscriptions
- 97 print periodicals with most archived for 2 years issue
- 85 electronic reference and journal databases accessed via website
- 56,000 electronic books, indexed in the Library's online catalog

While the collection has grown at an average of 500 items per year since 2003, it is still deficient in many areas. A recently adopted student Library fee will provide funding to increase purchase of materials and improve the coverage of the core collection.

6. Cooperative Collection Management and Interlibrary Loan:

As a member of the Affiliated Libraries of the University of Montana, UM-Helena heavily supplements its resources by borrowing from other libraries in the system. In addition, the holding of the other units are always considered before the purchase of any item, though this does not necessarily preclude the decision to purchase. At present, the UM-Helena Library has formal cooperative agreements with six other libraries in town including Carroll College, Montana Office of Public Instruction, Helena High School Library, Lewis & Clark Public Library, The University of Montana Mansfield Library, and the Montana State Library. Following interlibrary loan protocols as developed by the Montana Library Association, the Library makes interlibrary loan requests on behalf of its students, faculty and staff. Additional resources are available from the other units of higher education in Montana, other libraries in Montana, and other libraries nationally through the OCLC network of lending.

B. GENERAL PRIORITIES, LIMITATIONS AND POLICIES

1. Chronological Coverage:

The Library attempts to make available current information in areas pertaining to UM-Helena's technical, occupational, and academic programs. Approximately 60% of the books/media in the collection have been purchased within the last 6 years. Few materials are kept for historical or research purposes, with volumes in the literature and history collections being the exception. Perhaps 5% of the collection is outdated and needs to be weeded. Each semester an area of the collection is weeded in consultation with the corresponding faculty. Relying primarily on electronic journal databases for back files, only 2-3 years of back issues of journals are retained in hard copy.

2. Formats:

The Library collects information in the following formats: books, periodicals, paperbacks, newspapers, videotapes, audiotapes, CDs, and DVDs. Access to additional resources in electronic format via the internet supplements the collection.

3. Multiple Copies & Textbooks

In most instances only a single copy of a book or other material is purchased. Duplicates are placed in the collection under certain conditions if high demand warrants this. Textbooks and other classroom materials are not usually added to the collection, either through purchase or donation.

4. Languages

Nearly all materials in the Library are in English, with a small collection of books in Spanish to support course offerings.

5. Funding Considerations

Institutional funds for the UM-Helena Library are obtained through biennial state legislative appropriation. This money is allocated to the Montana University System and then to the college based on enrollment. The funding for the Library program is then budgeted annually by the college's Budget Committee, with participation from administration, department chairs, and all directors, including the Director of Library Services. At this time the Library receives \$20,000 - \$25,000 annually for collection development. Beginning fall 2009, the Library began accruing revenue from the Student Library Fee to be used for the purchase of materials.

6. Collection Responsibilities and Selection Procedures

Students, faculty, administration, and staff are encouraged to suggest items for purchase at any time throughout the year, though periodicals are usually only purchased annually in April. The Director of Library Services provides final authority for selection of purchases and a committee consisting of the Associate Dean of Academics, staff representation, student representatives, and the Director of Library Services will review any complaints or concerns with the selection process.

Any materials used mainly in the classroom will not be purchased with the Library budget and are the responsibility of the instructional program. All materials purchased with Library funds will be added to the collection and will be accessible to students, faculty, staff, and the general public.

While access to many electronic resources is acquired through consortia arrangements, they still will be selected under the same principles as used when selecting print resources.

Selection criteria:

- a. Relevance of the subject matter to the collection, curriculum, and Library mission
- b. Balance in the collection; scarcity of material on the subject
- c. Accuracy and objectivity
- d. Professional reviews and recommended bibliographies
- e. Authoritativeness, literary merit, or author's reputation
- f. Timeliness or permanence of the materials
- g. Price

Selection aids will include:

- a. Recommendation of other professionals/instructors in the field
- b. Reviews and/or endorsements from recognized professional publications such as Library Journal and Choice
- c. Preview and examination of professional copies
- d. Recommended lists from recognized authorities
- e. Requests by patrons
- f. Standard Catalogs such as Resources for College Libraries
- g. Literary awards
- h. Electronic bookstores such as Amazon.com, and Baker & Taylor which have reviews of items.
- i. Publisher descriptions

7. Gifts:

The Library accepts only unconditional gifts. Gifts will be judged by the same criteria as other acquisitions and will be added to the collection at the discretion of the Director of Library Services. Gifts that cannot be used will be discarded,

passed on to other libraries, schools, students, etc., without the donor's permission. Receipts for gifts shall indicate only the number and type of items donated, not the value, as the federal Internal Revenue Service's regulations forbid the appraisal of donations for tax purposes by the Library.

8. Collection Maintenance (Weeding and Withdrawal):

1. All items in the UM-Helena Library that are outdated, severely worn, or no longer relevant to the curriculum will be considered for withdrawal. Faculty will be involved in the process. Worn or missing items shall be considered for replacement and multiple copies of a title may be pulled if they are not sufficiently used.

9. Complaints and Collection Review

The Library Bill of Rights (American Library Association), Freedom to Read Statement (American Library Association and Association of American Publishers), Freedom to View Statement (American Film and Video Association) and An Affirmation of the Right to Information (Montana Library Association) will be supported by the UM-Helena Library (see Appendix).

Materials included or excluded from the collection can be reviewed by the following procedure:

1. Contact the Director of Library Services.
2. Submit a request in writing, including name and address, description of item to be reviewed and reason for request.
3. A committee consisting of the Associate Dean of Academic Affairs, staff representation, student representatives, and the Director of Library Services will review any complaints or concerns.

C. SUBJECT AREAS COLLECTED

1. Subjects

The Library collection contains material in all Dewey areas but focuses mainly on areas pertaining to instructional programs offered at UM-Helena. The following table provides an overview of the collection.

000's- Computer technology -- at the basic level with many resources in programming languages. Due to rapidly changing information in information technology, this area is weeded and updated frequently.

100's- Psychology -- at the minimal level but an area of emphasis for purchases because of growing course offerings in psychology and mental health.

200's- Religion -- at the minimal level, with intent to collect only basic references and materials for the support of arts, humanities, and social science courses that reference topics in religion.

300's- Social Sciences -- a strong area for this collection with focus on economics, law, social issues, study aids, extensive job & college search information, issues in higher education and many reference books.

400's- Language -- at the minimal level, with a very small Spanish language collection.

500's- Natural Science & Mathematics – at the minimal level but an area of emphasis for purchase because of the growing course offerings in physical and biological sciences.

600's- Technology (Applied Sciences) -- largest section of the collection. The circulation in this area is significant due to institution emphasis in nursing, business and accounting. The nursing collection is weeded and updated on an ongoing basis as currency is particularly important in this discipline. 700's- The Arts -- at minimal level, with largest portion on carpentry and design. This is an area of emphasis for moderate growth with the addition of the Interior Space Planning & Design program and with an increase of Continuing Education program offerings in applied fine arts.

800's- Literature – at minimal level, but growing in areas of British, Comparative, and American Literature. Emphasis will continue for growth in these areas.

900's- Geography & History – at minimal level but a strong area for this collection, with largest portion on American History.

Fiction – at minimal level, for popular leisure reading with most items acquired under a McNaughton book lease plan.

2. Future Acquisition Levels or Goals

The size of the Library collection should continue to build since it is still minimal. With increased enrollment, programs and budget will grow. Concentrated efforts are needed in physical and natural sciences, social sciences, arts and humanities, and applied technology.

3. Evaluation and Weeding the Collection

The Director of Library Services, with input from appropriate instructional staff, will look at the collection and evaluate in this manner:

- a. Evaluate each item as a separate entity
- b. Evaluate the total Dewey classification system
- c. Evaluate all formats including print and non-print

D. POLICY IMPLEMENTATION, EVALUATION AND REVISION

1. This plan will be effective January 1, 2010 and will be reviewed prior to January 2013.
2. It will be the responsibility of the Director of Library Services, with input from the Associate Dean for Academic Affairs, to periodically review this Collection Management Plan so that it serves as a tool to continuously re-evaluate the collection. The Library Advisory Board reviewed this plan November 25, 2009.

Director of Library Services

Date

Associate Dean for Academic Affairs

Date

Appendices

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 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.

Amended February 2, 1961; June 28, 1967; and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

THE FREEDOM TO READ

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to 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; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

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

FREEDOM TO VIEW STATEMENT

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the **First Amendment to the Constitution of the United States**. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

AN AFFIRMATION OF THE RIGHT TO INFORMATION

Adopted: April 25, 1995

The Montana Library Association affirms the right of every Montanan to freely and confidentially access information and ideas, and to be afforded the opportunity to select from a variety of materials relating to the widest possible spectrum of issues and points of view.

- The cornerstone of a viable democracy is an informed citizenry.
- Libraries serve as neutral arenas in which all point of views are made available to all citizens.
- It is no coincidence that all governments which have attempted the suppression of individual rights have restricted access to information in libraries.
- Libraries take no position on issues of controversy; rather they collect and provide access to information and points of view so that citizens can freely determine their own thoughts on critical issues.
- Efforts to censor or restrict access to information are on the rise both nationally and in Montana.
- The Montana Library Association supports free access to information for all citizens. The Association supports the American Library Association Library Bill of Rights.