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LIS 4321: Collection Management

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Comparative Analysis of Collection Management Policies

Library	Type	Link to CM Policy
Beaverton City Library (BCL)	Public	Collection Development Policy
Portland Community College (PCC)	Academic	PCC Library Collection Development Policy
Hillsboro School District (HSD)	School	Library Media Services - Collection Development Resources

Mission/Purpose

BCL	This policy describes the purpose and goals of the collections of the Beaverton City Library and gives guidance and direction to library staff for collection development and maintenance. The library's mission, vision, values, and strategic directives inform this collection development policy and an equity lens was used in its creation.
PCC	This collection development policy establishes rationale and priorities for the selection of Library materials and the criteria for withdrawal of materials. In addition to these general guidelines, policy statements for specific formats and areas of the collection are presented.
HSD	<p>N/A</p> <p>In lieu, here is the mission of the library collection, as stated in the policy:</p> <p>In Hillsboro School District, we strive to offer inclusive library collections that are:</p> <ul style="list-style-type: none"> - authentically representative of our students and the world - linguistically diverse

	<ul style="list-style-type: none"> - explore various perspectives including counter-narratives for marginalized voices
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Community Statement/Intended User Community

BCL	Everyone in the City of Beaverton and portions of unincorporated Washington County as defined by Washington County Cooperative Library Services (WCCLS)
PCC	College community: students, faculty, and staff
HSD	Parents, students, and interested District patrons

Responsibility

BCL	<ul style="list-style-type: none"> - Library Director - manages library - Library Advisory Board - offers advice and counsel to Library Director - Library Team Managers - oversee librarians - Librarians - manage collections
PCC	<ul style="list-style-type: none"> - Library faculty and staff - primary responsibility of the collection and its policy - Library faculty, staff, and broader college community - selection and withdrawal of materials - Librarians and subject area committees - instructional support materials - Library Technology Services Manager - oversees weeding activities - Reference and instruction librarians - collection evaluation and weeding
HSD	<ul style="list-style-type: none"> - Board - Retains the authority to approve District instructional materials adoptions - Superintendent - Develops and implements administrative procedures governing how selections are determined

	<ul style="list-style-type: none"> - District - Reviews instructional materials in accordance with the State Board of Education adoption cycle - Library materials are selected by the District Teacher-Librarian, with support from the Library Media Assistants. Library Media Assistants may elicit feedback from staff, students, parents and/or community members - Final purchase lists are approved by building administrators - Teachers, principals, librarians, students, and parents - select supplementary materials and library resources
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Subject Areas and Collecting Levels/Depth

BCL	<ul style="list-style-type: none"> - [BCL has a] wide range of materials to provide for the informational, educational, and recreational needs of community members. - Materials are available for all ages in a variety of formats and include the World Languages collections - Policy includes that neighboring library branch (BCL at Murray Scholls) provides popular materials for adults, teens, and children, with an emphasis on children's materials
PCC	<ul style="list-style-type: none"> - Resources and materials that support the curriculum and instruction programs of Portland Community College - General information resources in subject areas not covered by classroom instruction
HSD	<ul style="list-style-type: none"> - supporting curricular and language needs, as well as recreational reading

Selection Criteria

BCL	<p>The library will generally use the following factors when selecting materials:</p> <ul style="list-style-type: none">- Community needs, interest, and demand- Representation of Beaverton's diverse population- Quality, accuracy, and clarity- Positive professional reviews and awards- Authority of the item's creator- Timeliness of information- Existing subject coverage in the collection- Number of copies elsewhere in the cooperative- Value in relation to cost- Variety of formats that may change in response to evolving technology- Self-published books that include local content that meet the selection criteria- Self-published books by a local author* that meet the selection criteria <p>*The library defines "local" authors as those living in the Portland Metropolitan Area</p>
PCC	<p>Guidelines for selection materials:</p> <ul style="list-style-type: none">- Relevance to students' learning needs- Relevance to instructional needs of the faculty- Relevance to existing and new PCC programs- Accuracy and objectivity, currency, interest level- Academic level primarily appropriate for community college students and/or general readers- Reviews and reputation of the author, publisher, and/or producer

	- Captioned or visually-described resources are preferred over non-accessible choices
HSD	Utilizes the F.R.E.S.H. method developed by Jennifer LaGuard (2013) F: Does it foster a love of reading? R: Does it reflect your diverse population? E: Does it reflect an equitable global view? S: Does it support the curricula? H: Is it high-quality text

Diversity Indicators

BCL	Materials are provided for all ages in a variety of format and include the World Languages Collection – collection containing materials written in languages other than English and reflect significant population groups that live within the library’s service area
PCC	PCC library strives to meet the needs of its diverse student body, and recognizes that diverse authors and viewpoints are not always equitably represented by mainstream publishers. Selectors are also encouraged to seek out small and/or alternative press and self-published content as needed to create a collection that reflects the cultures and life experiences of PCC students. Within the constraints of available funds, facilities, and staffing, the library will acquire and make available materials in various formats.

HSD	<p>[HSD] strives to offer inclusive library collections that are:</p> <ul style="list-style-type: none"> - Authentically representative of our students and the world - Linguistically diverse - Explore various perspectives including counter-narratives for marginalized voices <p>The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities (e.g., visual impairments) to receive textbooks and instructional materials free of charge.</p>
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Weeding/Deselection/Maintenance/Evaluation

BCL	<p>Weeding/de-selection considerations:</p> <ul style="list-style-type: none"> - Physical condition - Accuracy and currency of information - Usage statistics - Community needs - Space limitations - Availability of the item in the cooperative or through inter-library loan - Historical value <p>Maintenance: N/A</p> <p>Evaluation: N/A</p>
PCC	<p>Weeding/Deselection criteria:</p> <ul style="list-style-type: none"> - Outdated materials

	<ul style="list-style-type: none">- Superseded editions- Excessively worn or damaged materials- Multiple copies of items that are no longer needed to support the curriculum- Textbooks and instructional materials or previous editions of more recent texts- Titles that are no longer of value to the collection, as indicated by circulation counts and relevance to the curriculum <p>Maintenance: Items in poor condition, but still valuable in terms of intellectual content, will be considered for repair or replacement</p> <p>Evaluation: N/A</p>
HSD	<p>Criteria follows M.U.S.T.I.E. guidelines: (developed by Texas State Library)</p> <p>M: Misleading (and/or factually inaccurate)</p> <p>U: Ugly (worn and beyond mending or rebinding)</p> <p>S: Superseded (by a truly new edition or by a much better book on the subject)</p> <p>T: Trivial (of no discernable literary or scientific merit; usually of ephemeral interest at some time in the past)</p> <p>I: Irrelevant to the needs and interest of your community</p> <p>E: Elsewhere (material or information may be obtained expeditiously through interlibrary loan, reciprocal borrowing, or in electronic format)</p> <p>Procedure:</p> <p>Library Media Assistants work through the collection throughout the school year at their own pace to identify and deselect library materials at their discretion, following the M.U.S.T.I.E. criteria.</p>

	<p>Once identified, a material has its barcode and address stamp crossed out, then stamped with “WITHDRAWN” and removed from the catalog system. If reusable, LMA may offer to their school community. If not reusable, LMA disposes of item via their local recycling company.</p> <p>Maintenance: N/A</p> <p>Evaluation: N/A</p>
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E-Resources

BCL	N/A
PCC	N/A
HSD	N/A

Gifts and Donations

BCL	<ul style="list-style-type: none"> - Accepts monetary gifts - Most book and all media donations are sent to the New Friends of the Beaverton City Library, which sells donated material to provide funding for the library - In some cases, an item may be added to the collection based on the selection guidelines used for purchased materials and the library’s ability to catalog the item
PCC	<ul style="list-style-type: none"> - Accepts materials that are consistent with the collection development policy, provided that there are no restrictions attached - Donations will be evaluated by the same criteria as materials purchased
HSD	Accepted:

	<ul style="list-style-type: none">- books in excellent, like-new, or gently used condition- have been published within the last 5 years- deemed appropriate for the intended age group (K-6th grade)- in languages other than English- preference given to hardcover editions <p>Not accepted:</p> <ul style="list-style-type: none">- Encyclopedia sets- Dictionaries- Worn, tattered, or damaged books- Magazines for circulation- Outdated nonfiction- Self-published books that have not been read and reviewed by Library <p>Services</p> <ul style="list-style-type: none">- Board books/baby books/interactive (noise-making) books
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Complaint Procedures

BCL	<p>If a patron objects to the presence of any material in the library collection, librarians are available to discuss the issue with the patron. Patrons may choose to submit a Request for Reconsideration of Library Material form. Upon receiving a completed form, the library will review the selection decision in reference to this policy. The library will accept Request for Reconsideration of Library Material forms from City of Beaverton residents or community members registered at one of the library locations.</p>
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	The ultimate decision whether to include or exclude material from the collection rests with the Library Director.
PCC	N/A
HSD	<ol style="list-style-type: none">1. Complainant completes the “Request for Reconsideration of Instructional Material” form.2. Teacher(s) and the person(s) responsible for selecting instructional materials review form and make a decision.3. A copy of each request for reconsideration is automatically forwarded to assistant superintendent of the office for school performance.4. If dissatisfied with outcome, complainant may contact their school principal to appeal their request.5. Principal informs the assistant superintendent of the office for school performance6. Assistant superintendent of the office for school performance arranges a review committee consisting of: an administrator, representative classroom teachers, and a media specialist (if appropriate).7. Committee must return a decision within three weeks of appointment.8. Decision is received by assistant superintendent of the office for school performance, who then communicates with complainant the disposition of the complaint.9. Assistant superintendent of the office for school performance will report the review committee’s recommendation and disposition to the Board.

Policy Revisions

	Last review/revision	Frequency of review/revision
BCL	April 2023	N/A
PCC	December 2019	As needed
HSD	April 2022	N/A

Comparative Observations**Mission/purpose statement**

Both the BCL and the PCC policy mission statements gave a clear and concise message about what the purpose of their respective policy is. HSD did not provide a collection management purpose statement, but did include a library collection mission that gave some information regarding their diversity indicators.

Community statement

BCL has a strong community statement that describes the intended user base. PCC offers a brief statement of its intended users with the inclusion or supporting the college community made up of students, faculty, and staff. Though HSD does not include a community statement, there are allusions of who the library services with a mention here-and-there throughout the policy of students, teachers, district staff, and student guardians.

Responsibility

BCL, PCC, and HSD all offer information on the responsibilities linked to collection development. BCL is a bit vague in its use of terms (i.e. manages, oversees, etc.), whereas HSD clearly states the in-depth hierarchy and associated tasks related to developing the library

collection. Like HSD, PCC also more clearly outlines the tasks associated with each library stakeholder.

Subject Areas and Collecting Levels/Depth

PCC included two statements referring to their library's subject areas and collection levels, whereas both BCL and HSD were even more brief on what subject areas and levels their collections included. None of the policies defined the depth of collecting activities.

Selection criteria

BCL offers information regarding what criteria is generally accepted during the selection process, though they leave the answer to what formats are accepted fairly ambiguous with the note that formats may change to keep up with ever-evolving technology. PCC highlights the criteria for generally accepted items as well, and also includes that "captioned or visually-described resources are preferred over non-accessible choices" (PCC Library, 2015). HSD follows the F.R.E.S.H. method developed by Jennifer LaGuard (2013). In all three circumstances, there is no outright mention of languages included within the collection.

Diversity indicators

For all three libraries, diversity indicators were all prevalent and forthright. Each policy identified the importance of including multiple perspectives, cultures, backgrounds, formats, etc. to successfully support and engage with their community members.

Weeding/deselection/maintenance/evaluation

BCL and HSD both provided key indicators for weeding and deselection, but neither provided information regarding collection maintenance or collection evaluation in their policies. PCC too had information about weeding, as well as a brief mention of maintenance in regard to materials deemed valuable in terms of intellectual content. However, this policy also skipped information about collection evaluation.

E-resources

None of the policies examined shared any information directly related to the e-resources available within their collections.

Gifts and donations

This is the most detailed area for each policy, likely because this is one of the most interactive pieces of library collection policy when it comes to direct patron involvement. Each library includes information on criteria for accepted items, with HSD also sharing information on unaccepted materials. None of the policies request a list of prospective donations prior to receiving items, and instead (one could surmise) either review donations as they come, or accept donations as they come and review later. In all donation clauses, libraries state that donations that cannot be added into the collection may be allocated elsewhere or potentially disposed of.

Complaints

This is another section where I anticipated the most detailed information due to its direct patron involvement. BCL had an informal write up of what the library as a whole will do in the event of receiving a written complaint directed at a collection material. Unsurprisingly, HSD had an articulated order of events detailing the cycle of a complaint (from written complaint to final

decision) written in its entirety. PCC did not include information on what steps will take place in the event of a material complaint.

Policy revisions

BCL and HSD both indicated their last revision date, but neither identified the frequency of a collection management policy review. PCC stated their last few reviews and revisions by month and year. Since the review/revision dates did not happen on regular intervals, I presume that these occur on an “as needed” basis.

Explanation of Missing Elements

One piece that was not available in each policy is information on the collection evaluation. The exclusion of information on the frequency of evaluation may be due to this occurring either “as needed” or on a continuous cycle throughout different areas of the collection.

Subject areas and collecting levels/depth are nearly nonexistent in any of the policies, which may be because their selection criterias give light to what subject areas and levels may be included in the collections, though the subjects and levels themselves are not outright identified. This may also be due to libraries making the move away from subject-level/overly-specific policies in favor of more general policies that can adapt alongside the changes of a library (Levenson, 2019, p. 209), in turn requiring less CDP revisions over time.

I presume that e-resources are absent because there are oftentimes more obstacles related to collecting digital data compared to printed materials (Goswami, 2023, p. 39), and so the policies decided to forego mentioning e-resources within this policy. In addition to that, the absence does not mean there are no e-resources nor e-resource policy, but much more likely that

“the selection of resources is so sufficiently complex that it deserves to be a separate policy.” (Saponaro & Evans, 2019, p. 65). Still, I am surprised to that there was no mention of e-resources anywhere at all, not even as a general mention in the selection portion of the policies.

Strengths and Weaknesses

Though BCL had perhaps the strongest of the three policies in regard to the covering of subject areas, there was still much to be desired. As it is stated in chapter four of *Selection Management Basics*, the subject areas portion is the “heart of the [collection development] policy” (Saponaro & Evans, p.60). With that said, there was little-to-no focus on the subject areas, and no mention of the depth of the collection in any of the three policies. Though depth surely was determined using a five-level system, the collection development policy writers did not represent this information within their respective policies.

The strongest aspect of BCL’s collection development policy was their detailed selection criteria portion. This section delicately balanced the need to define criteria for material selection, while also keeping statements general enough to adhere to their public library’s ever-evolving community wants and needs.

The strongest portion of PCC library’s collection development policy was the section on diversity indicators. Not only was there a statement on meeting the needs of their diverse and ever-changing student body, but there was also the inclusion of recognizing diverse viewpoints outside of mainstream publishers. There is something to be said about an academic institution welcoming alternative press and self-published content that truly shows that their recognition of diversity and inclusion goes beyond the pages of a CD policy.

Rather than one document covering each aspect of the collection development policy, HSD instead has a collection development landing page with associated links that reference different aspects of the policy, which feels somewhat disjointed. The inclusion of a policy purpose statement would benefit HSD's policy by providing a cohesive message regarding what these collective documents aim to inform its readers of.

Another weakness with HSD's policy is the absence of a community statement. Since this is a school library, the inclusion of a community statement would be simple to add into the policy due to the restrictive nature of who may access the library collection (i.e. HSD staff, students, and student guardians, etc.). The community statement should be a stand-alone piece to inform readers of the patron-base this collection policy serves.

A weakness I noted in the gifts and donations section of their policy is that it is not clear whether each bulleted point is separate, or if a material must meet all the bulleted criteria in order to be accepted. This confusion could be avoided with a statement informing prospective donors whether each bullet point is separate or associated criteria. Additionally, the bullet point "in languages other than English" may be too broad. The policy could still keep this statement generalized, but incorporate something closer to what BCL states: "Representation of Beaverton's diverse population" (Beaverton City Library, 2023), to specifically take into consideration the languages reflected in their community, rather than broadly welcoming materials in "languages other than English" that may not serve their community, and will ultimately take up space on shelves that could otherwise be more appropriately utilized.

All three policies would also benefit from including a request for a donation list prior to a donation drop-off. To use HSD as an example, their policy indicates that accepted materials will

be sent by each school's library media assistant to the district warehouse for additional processing, and that unaccepted materials will remain with the library media assistant until they decide how to redisperse leftover donations. This strongly increases the chance of a bottleneck resulting from lack of afforded time a library media assistant has to receive, evaluate, ship, re-receive (from the resource warehouse), and disperse all donations (those added to the collection and those declined). Therefore, there should also be information on who to send this list to (i.e. each school's library media assistant?, the district teacher-librarian?, the resource warehouse manager?), to further streamline the donation process.

One final way each policy could strengthen its policy is by including clear information on how often policy is reviewed and evaluated. This should be included to ensure the policy receives adequate attention and any necessary revisions.

One of the strengths of HSD's policy is the in-depth section on the selection and deselection of materials. As stated in chapter four of *Collection Management Basics*, "a central value [of a collection management policy] for public and school libraries is the shield function of an approved policy" (Saponaro & Evans, p.57). This policy has created a strong shield, so-to-speak to protect the rights of its readers and the access to information.

One other strong area of this policy is the complaint portion, unsurprisingly. When it comes to handling a situation where a parent/guardian/community stakeholder is questioning the inclusion of a material in a school library, the strongest support a school library can have is a strong collection development policy that clearly outlines complaint procedures to ensure consistency and fair decision-making.

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