

Collection Development Policy

Nash Community College Library

Scope of Collection

The Nash Community College (NCC) Library has an Instructional Support Level collection as defined by the Library of Congress (see appendix) which supports the curriculum, programs, and services of Nash Community College for students, faculty, staff, and community patrons.

Policy Review

The Associate Library Director will review this policy annually and revise content as needed for new college programs or changes to existing programs. Collection development recommendations will be gathered from faculty with priority given to programs up for reaccreditation. Final policy approval is made by the Associate Vice President of Transfer Initiatives.

Location and Dissemination of Policy

This policy is available on the library's web page.

Collection Locations

The NCC Library is located on the NCC campus at 522 N. Old Carriage Road in Rocky Mount and holds the primary print book, journal, newspaper, and DVD movie collections. An Automotive Collection of print books, print journals, and DVD movies is housed at the Automotive Technology Services facility located eight miles from the NCC campus. The collection for the Center for Industry, Technology, and Innovation (CITI) High provides print books that support the curriculum of this partnership with the Nash-Rocky Mount School System. CITI High is located 8 miles from the NCC campus.

Intellectual Freedom and Censorship

Staff in the NCC Library support the positions on intellectual freedom and censorship of the American Library Association (ALA) as stated in the Library Bill of Rights and the Freedom to Read Statement, and the Association of College and Research Libraries' Intellectual Freedom Principles for Academic Libraries (see appendix). ALA maintains a list of banned and challenged books. The NCC Library collects these and other banned books that support the mission of the college.

Faculty Recommendations

All NCC faculty members are encouraged to take an active part in the recommendation of material for library collections that support NCC academic disciplines and student success. The Associate Library Director contacts faculty at least once annually to invite them to submit requests for books, periodicals, and films. Requests may be submitted via the Library's online form for review. Lists of materials will also be accepted.

Selection Priorities

Materials shall be acquired in accordance with the following priorities:

1. Materials to support the curriculum programs of the college.
2. Material in major fields of knowledge that are of such importance that they would be expected to be in the collection of an academic library in a community college.
3. Material to support the professional development of the faculty and staff to assist college personnel in the effective performance of their duties.
4. Material that is frequently requested through interlibrary loan or for which there is high popular demand.
5. Award winning material.
6. Material by prominent authors (local and national).
7. Appropriate varieties of recreational library materials.

Gifts

The Library welcomes gifts that meet the criteria of this collection development policy. Donors should understand that some gifts may not be added to the collection. Selection will be based on guidelines in this policy and professional judgement. NCC Library staff will not appraise gifts for monetary value or tax purposes. These organizations may help donors locate appraisers in their area:

American Society of Appraisers

11107 Sunset Hills Road, Suite 310
Reston, VA 20190
Phone: (800) 272-8258 or (703) 478-2228
www.appraisers.org

Appraisers Association of America
386 Park Avenue South, Suite 2000
New York, NY 10016
Phone: (212) 889-5404, ext. 10
www.appraisersassoc.org

International Society of Appraisers
303 West Madison Street, Suite 2650
Chicago, IL 60606
Phone: (312) 981-6778
www.isa-appraisers.org

College Profile

Nash Community College is a comprehensive community college with academic programs that lead to a degree, diploma or certificate. Included are two-year technical and college transfer programs which give students the knowledge and expertise required for challenging careers or successful transfer to four-year colleges or universities. Vocational, occupational, business, and industry related programs are also offered which prepare students for jobs and provide a skilled workforce for the area. Additionally, the College offers Adult Basic Education, High School Equivalency, and adult high school classes to meet the diverse needs of the citizenry in Nash County and surrounding area.

College Mission Statement

The mission of the college is to provide an educational environment that meets students where they are and prepares them for successful college transfer and rewarding careers in a global and diverse society. Through quality instruction, support, services, technology, workforce development, research, and community partnerships, Nash Community College fosters lifelong learning opportunities by addressing the needs of individuals, communities, and organizations.

Library Purpose

The NCC Library provides collections, resources, and services to students, faculty, staff and others in our community to support education, research, professional development, and lifelong learning.

Distance Education

The NCC Library supports distance learning for Nash Online with electronic books and databases of full text journal articles, films, and videos. When possible, access to electronic resources will be available to students on campus and remote locations.

Material Formats

Material will be collected in formats desired by and appropriate for NCC students, faculty, staff, and community patrons.

Language

Most library materials collected will be written in the English language. Books in Spanish are collected to support English as a Second Language and Spanish courses.

Books

Books are purchased from vendors approved by the State of North Carolina. The NCC Library primarily collects books in print to support NCC programs of study. To promote a culture of reading, the NCC Library also collects award winning books and best sellers with a balance of fiction and nonfiction in various genres. Some textbooks are purchased to support students in need. For electronic and audio books, see the section on Electronic Resources.

Early Childhood

The Early Childhood Collection supports the NCC Early Childhood Education program. All NCC students, staff, faculty, and community patrons are encouraged to borrow books from this collection to read to children or reconnect with childhood memories. This collection contains literary children's books as well as early childhood education books.

Teaching and Learning Collection

The Teaching and Learning Collection promotes scholarship, professional development, and in-depth reading on pedagogy. Faculty will find material for improving the craft of teaching. Students may benefit from material that supports academic success. All patrons can grow from material that promotes lifelong learning.

North Carolina Collection

In addition to books of scholarship, this collection features works of fiction by North Carolina authors as well as books with characters or settings in our state. Topics include local history, genealogy, folklore, sports, cooking, travel, education, and politics in North Carolina. This collection contains many award winning books.

Young Adult Collection

Ranging from series like *The Hunger Games* and *Harry Potter* to award winning books like John Green's *A Fault in Our Stars*, young adult novels are written about and for young adult readers, ages 12-18. These books appeal to adults as well for plot, character development, and writing quality. Students in the Early College program, dual enrolled high school students, and students learning English will benefit from this special collection.

Graphic Novels

This collection of sequential narrative art features pop culture fiction and renditions of classic literary tales such as *The Odyssey*, *Macbeth*, and *Alice in Wonderland*. Genres range from comic book superheroes to science fiction, fantasy, horror, humor, and history. Graphic novels are now found in many academic libraries.

College Archives

The NCC Archives contains catalogs, brochures, newsletters, reports, scrapbooks, and other material relating to the history of the college. Several NCC scrapbooks are available online from the NCC Library web page which links to DigitalNC, sponsored by the North Carolina Digital Heritage Center, UNC Libraries, the University of North Carolina at Chapel Hill.

Little Free Library

Little Free Libraries are a global phenomenon. These miniature libraries are found around the world from Iceland to Tasmania to Pakistan to Rocky Mount, North Carolina. The *Little Free Library* at Nash Community College is provided to bring people together and create a community of readers. It is located in front of the Betsy B. Currin Child Development Center. The *take a book, leave a book* model creates a dynamic collection with choices for everyone. The NCC Little Free Library is stocked with books donated to the college.

Seed Library

The card catalog has been repurposed to store a variety of vegetable, fruit, herb, flower and ornamental seeds. NCC students, faculty, staff, as well as members of the community are encouraged to participate in the seed lending program. Seeds are available for “check out” and patrons are asked to save some seeds from the produce for return to library to be “checked in” for others to enjoy. The Seed Library supports the NCC Culinary program and promotes homegrown sustainable food; decorative planting for homes, gardens and landscapes; and the preservation of plant biodiversity.

Periodicals

Journals, magazines, and newspapers support NCC areas of study, topics in higher education, and current events. Some recreational titles are included in this periodical collection. For digital periodicals, see the section on Electronic Resources.

Electronic Resources

Most electronic resources are provided via NC LIVE (Libraries for Virtual Education) a statewide consortium service coordinated by academic and public librarians. NC LIVE contains ebooks, audiobooks, videos, magazines, newspapers, journals, language-learning tools, and other online materials. Additional resources are provided by the North Carolina Community College System Office, the State Library of North Carolina, and Nash Community College. Open access resources sponsored by educational and research organizations are also available from the NCC Library web page.

Films

An expanding collection of films in DVD format supplements classroom learning as well as recreational use. The emphasis is on supporting curricular requests, books with movie tie-ins, and award nominated and winning films.

Replacement of Materials

Material is not automatically replaced when lost or damaged. Factors considered for replacement include:

1. Extent of adequate coverage of the field/subject in the collection.
2. Importance to collection.
3. Usage.
4. Availability of purchase.
5. More recent publications.
6. Alternate formats.
7. Cost of replacement.

Multiple Copies

Generally, only one copy of an item is selected for the collection. Multiple copies may be necessary due to high demand in NCC courses for a particular resource or for special programs such as the annual Nash Reads. Decisions to purchase multiple copies depends on several factors:

1. Curriculum offerings.
2. Demand and usage patterns.
3. Availability of funds.
4. Program and accreditation requirements.
5. Requests from NCC faculty or leadership

Revised October 31, 2019 RJ/DG

Appendix

1. Collecting Levels
2. Library Bill of Rights
3. Freedom to Read Statement
4. Intellectual Freedom Principles of Academic Libraries

Collecting Levels

[Acquisitions Home](#) | [Frequently Asked Questions](#) | [Donations/Exchange of Books, Other Materials](#) | [Overseas Operations, Cooperative Acquisitions](#) | [Surplus Books Program](#) | [Transfers from Federal Agencies](#) | [Collection Development, Policies](#)

The Research Libraries Group (RLG) was founded in 1975 by the New York Public Library and Columbia, Harvard and Yale universities. RLG grew to over 150 research libraries and worked to provide information discovery services, develop and operate collaborative programs, and create and promote relevant standards and practices. RLG developed a system of collecting levels (see listing below), known as the RLG Conspectus, intended primarily for the uniform evaluation of collections in research libraries. The use of these collecting levels evolved from a tool for evaluation into a meaningful set of descriptors employed in library collection policy statements. Updates to the RLG Conspectus ended in 1997, and RLG became a part of OCLC in 2006.

In 2015 the Collection Development Office (CDO) undertook a long-term project to update the Library's Collection Policy Statements, most of which incorporated use of the RLG Conspectus. After reviewing the current use of the RLG Conspectus among several academic libraries in the United States and the collection development policies of national libraries in several foreign countries, and after consultation with several Library of Congress recommending officers, CDO decided to retain use of these collecting levels in the Library's Collection Policy Statements.

It should be noted that these collecting levels are aspirational in nature. That is, they are goals for guiding our collecting policies. Changing resources in, for example, budgets or human capital, may require adjustments in collection building, especially at the comprehensive level.

0. Out-of-Scope: The Library does not collect in this area.
1. Minimal Level: A subject area in which few selections are made beyond very basic works. For foreign law collections, this includes statutes and codes.
2. Basic Information Level: 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 will serve the purpose. A basic information collection is not sufficiently intensive to support any courses of independent study in the subject area involved. For law collections, this includes selected monographs and loose-leaf titles in American law and case reports and digests in foreign law.
3. Instructional Support Level: A collection that in a university is adequate to support undergraduate and most graduate instruction, or sustained independent study; that is, adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs, complete collections of works of more important writers, selections from the works of secondary writers, a selection of representative journals, and reference tools and fundamental bibliographical apparatus pertaining to the subject. In American law collections, this includes comprehensive trade publications and loose-leaf materials, and for foreign law, periodicals and monographs.
4. Research Level: A collection that 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 wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Older material is retained for historical research. Government documents are included in American and foreign law collections.
5. Comprehensive Level: A collection which, so far as is reasonably possible, includes all significant works of recorded knowledge (publications, manuscripts, and other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is one that maintains a "special collection." The aim, if not achievement, is exhaustiveness. Older material is retained for historical research. In law collections, this includes manuscripts, dissertations, and material on non-legal aspects.

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.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#).

The 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

Association of College & Research Libraries
Intellectual Freedom Committee

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for Academic Libraries

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.

T*he 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.*

T*he 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.*

T*he 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.*

P*reservation 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.*

L*icensing agreements should be consistent with the Library Bill of Rights, and should maximize access.*

O*pen 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.*

F*reedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.*

L*ibrary 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.*

W*henever 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.*

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.*

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.*

Approved by ACRL Board of Directors: June 29, 1999