

Collection Development Policy 2007-2012

INTRODUCTION

Yarra Plenty Regional Library's purpose is to *inform, educate, inspire and connect*.

The Library services a diverse community ranging from the green-belt areas of Nillumbik to the older established suburbs of Banyule to the large pockets of culturally diverse populations in Whittlesea. The communities of these three areas represent a diversity of age, background, religion, ethnicity, culture, education, socioeconomic level and lifestyle.

One of the most important tasks for libraries is to maintain relevancy in the community. We aim to support the social, economic and cultural development of our communities by providing printed and electronic resources, expertise, programs and facilities.

The Collection Asset Plan, adopted by the Board in October 2006, addresses the mismatch between supply and demand and we have started the process of re-shaping the collection to better match demand. We do this by careful analysis of statistical information, surveys and community consultation.

Scope of the Collection

Our collection supports the informational and recreational needs of the community by

- providing a range of resources in various formats
- providing popular, bestselling material as well as enduring works
- meeting the changing needs of the communities of Banyule, Nillumbik and Whittlesea
- providing equal and equitable access to information for all
- being accountable and relevant.

Principles of Selection

We will purchase items that our borrowers want

We respond to community demand by focussing our purchasing on new and popular adult fiction and non-fiction, picture books, junior fiction, audio-visual and online material. Item turnover (loans divided by the number of available items), customer suggestions and holds levels are monitored closely, triggering purchase of new items and additional copies of high demand items. In addition to user demand, selections based on detailed specifications provide depth to the existing collections.

We will provide a collection which reflects the spectrum of community view points.

YPRL has a right and a duty to include in the collection a representative selection of materials which meet selection criteria on topics of interest to its readers, including items covering controversial subjects, providing they are not prohibited by law. YPRL is guided by relevant legislation including the Office of Film and Literature classification guidelines.

YPRL supports and appreciates each individual library user's right to access information though the content may be controversial or unacceptable to others.

Parents and caregivers are responsible for their children's use of the library

Materials for children and young people are intended to broaden their vision and widen their interests, support recreational reading, encourage and facilitate reading skills, supplement their educational needs and stimulate their love for literature and reading. While the library takes every care in allocating resources to appropriate areas of the library, the reading and viewing activities of children and young people under 18 are the responsibility of their parents or care-givers who can guide the selection of appropriate materials in overseeing their own children's development.

We provide informational, recreational and cultural materials in the media of the day

In a world increasingly without borders where people have 24/7 access to information libraries are embracing technologies that enable our communities to interact and create content. Blogs, wikis and other web 2.0 technologies promote social connectedness and build shared understanding.

User created content, virtual worlds such as Second Life and educational gaming and downloadable media such as books and films will become part of our collection.

Assistive technologies and alternative format materials will be sought to ensure people with disabilities and special access requirements have reasonable equity of access to the collections.

WHAT ARE OUR COLLECTIONS?

Non-Fiction print

The overall picture of demand in the non-fiction collections indicates the collection is being used for enjoyment and recreational reading, life-long learning pursuits, information provision and to a lesser extent educational support.

Dominant growth areas in this collection across all demographics include health and wellbeing; leisure pursuits; gardening; cookery; parenting; sports; biographies; world histories; culture and countries; travel. Children and young people are using non-fiction collections to explore areas of interest in subjects such as trucks, cars and dinosaurs; and mythology and world history to support their gaming interests.

Fiction print

Fiction collections consist of high interest, popular, bestselling and enduring works in all genres and formats to involve all ages and encourage the love of reading for pleasure.

Fiction publishing is becoming more cross-generational, in particular between young adult and adult materials. We will monitor this trend and assess whether there is a need for a separate Young Adult fiction collection in the future. We collect graphic novels and comics for young people.

The importance of maintaining the integrity of fiction series will be continued and where possible, replacement copies will be procured.

Picture books

Picture books, board books for babies and toddlers and books for beginner readers are one of our most important collections. Learning about and enjoying books from a very early age leads to improved literacy skills and encourages the pleasure of reading.

Languages other than English

LOTE collections are developed by user demand with the supply of popular, high interest books, magazines and audio-visual resources.

The following determinants are used for establishing new LOTE collections:

- a population size of more than 1,000
- availability of funding and library space
- availability of materials to build a viable collection
- literacy needs and demands of a particular ethnic population
- literacy culture of a particular ethnic population.

Where it is deemed not viable to establish a collection, other print resources such as newspapers may be offered as well as promoting relevant online resources.

Magazines

Magazine collections are carefully tailored to the community needs at each branch and are assessed annually. They comprise general interest magazines and journals that provide insight into popular culture, news, and current trends eg. home improvement, sports, arts, crafts, collectables, music, travel and business. Popular children's and young peoples' magazines are also provided. These print collections are enhanced by access to thousands of online journals via databases to which the Library subscribes.

Newspapers

The Library provides print and electronic newspapers. Daily and weekly print newspapers are kept for the current month. All issues of the Region's local newspapers are kept as a local history/archival resource.

Audio-visual collections

Technology dictates the format, currency and popularity of various media. Music, narrative and film are important genres in audio-visual collections. The ability to access these genres in a downloadable format requires us to integrate older technologies with newer forms. Games and interactive software will become important learning and teaching tools for young people.

Sustainability and the popularity of new formats will determine when these formats will be acquired. New formats are trialled to establish community demand and suitability for library collections and a decision is then made whether to include that format. Once the market determines the non-availability of a particular format, the library will deselect these items according to deselection guidelines, and the format will be discontinued within 2 years.

The Library uses the Office of Film and Literature classification guidelines for films and computer games. See Appendix 4.

Digital collections

A range of full text databases purchased through the Gulliver consortium provides a cost effective resource for all Victorian public libraries. We supplement this with additional online resources, in particular those relating to genealogy.

Criteria used when considering online resources for the collection are: ease of use; price of print versus electronic; authority; accuracy; frequency of up-dating; anticipated demand; remote access capability and licensing and usage restrictions.

We actively promote the use of Library 2.0 technologies to staff and the community. We are using these technologies to create content, promote reading and collections and build community capacity. We will explore how we can use virtual worlds to create learning spaces and provide opportunities for people to interact in new ways.

As downloadable audio-books, films, music and games become available we will add these to the collection.

Local history collections

The Library connects communities past and present with their history and heritage and plays a role in preserving the local history of its area and making this material available for research.

At least one branch per municipality houses a collection of local history materials which includes newspapers, books, photographs, council minutes, local government publications, mostly in print form. These items reflect the history of the local area (past and present boundaries) and its people.

The collection is complemented by digitised images, catalogued websites and a local history blog. There will be a local history component to a future library community wiki. In early 2006 all collections received a significance assessment via Memory Victoria, a State-wide Public Library development project.

Genealogy collections

YPRL connects communities past and present with their history and heritage. Researching family history is a very popular pastime.

Genealogy collections are held at Diamond Valley, Ivanhoe and Mill Park. Print, microfiche and CD-Rom material is supported by the Ancestry library edition database subscription and networked Victorian historical indexes and other resources including an online genealogy blog, as well as regular introductory classes on various topics. There is an emphasis on obtaining online resources rather than print resources.

HOW DO WE SELECT?

Responsibility

The Manager – Collections is responsible for developing and managing the collections. Our library suppliers select new library material using the following methods:

1. Profiles

Detailed specifications reflect the requirements of our collection and the need to satisfy known and anticipated demand. All items are ordered prepublication. The selection

process is stringently monitored to ensure the specifications are being followed and interpreted correctly.

2. Standing orders

Standing orders are titles automatically ordered prepublication in predefined quantities. Standing order lists are reviewed annually by staff and are modified to suit the demands of borrowers and budget availability.

3. Borrowers' suggestions

Requests made by library users for items not held in the collection are considered for purchase. Each request is assessed for inclusion in the collection or for borrowing through the Inter-Library Loans service. The majority of suggested requests are purchased.

4. Stock requests

Library staff identify specific titles or areas of the collection in their branch that need immediate attention. Items are then ordered and / or added to the profiles.

Selection Criteria

Together with the annually reviewed Profiles and Standing Order lists suppliers/selectors use the following criteria in choosing materials

- Relevance and current demand
- Extent of publicity and promotion
- Significance of subject matter, permanence or timeliness of subject
- Local interest (author or subject)
- Relationship and importance to the entire collection
- Availability of material electronically, on the web, or online in a subscribed database
- Quality of presentation appropriate to the content and audience
- Suitability of format
- Date of publication
- Price

Multiple copies and new editions are selected based on user demand, anticipated popularity and/or already prescribed standing orders.

Controversial material

Material is allocated to its most suitable collection and will not be withdrawn from the Young Adult or Adult collections if deemed to be unsuitable for young children. It is the responsibility of parents or care-givers to supervise the reading of children in their care.

Donations

Donations are not encouraged unless the material is particularly noteworthy or of local importance.

COLLECTION MANAGEMENT

Responsibility

The Manager – Collections is responsible for the development and implementation of collection management guidelines. The Stock Management Guidelines (August 2006) outlines how the collection is to be managed. Branch staff are responsible for maintaining the collection.

Criteria for deselection

The following criteria are used for de-selecting stock:

1. Items with Honeywell barcodes (except Local History collections)
2. Damaged or items in poor condition
3. Items where information is deemed to be out-of-date or misleading
4. Number of copies in the collection
5. Relevance to the needs and demands of the community
6. Accuracy, timeliness and frequency of use
7. Updated edition availability

Disposal of deselected items

Deselected materials remain the property of the Library until disposal decisions are implemented.

Material is disposed in the following priority order:

1. Materials still deemed to be of value to the collection (eg. Local history) will be re-allocated to the appropriate collection/branch
2. Staff will choose appropriate material to be donated to organisations within the community eg. Large Print items to Aged care facilities
3. Staff will choose appropriate material to be sold in their branch book sales
4. All deselected items that do not fit the above criteria will be disposed of through the paper recycling system

We do not remove materials from the collection for the purpose of selling them.

COMMUNITY CONSULTATION

We acknowledge the importance of having input from our communities in developing library collections. We use the following methods of consultation:

1. Focus groups: Sessions with targeted community groups identify their specific information needs and the strengths and weaknesses of collections.
2. Surveys: The annual Nexus research surveys residents of participating library services. Measures include satisfaction with the range and quality of books for adults and children and the range and quality of AV for adults and children.
3. Staff knowledge: Library staff, through their daily contact with library users, develop understanding and insight into the needs of their communities. Staff participate in selection specification reviews based on this feedback.
4. Current use/turnover: The Library Management System identifies library material that is increasing or decreasing in popularity. This is used to identify over or under invested collections.

5. Environmental scanning: In order to anticipate trends in the community, collection specifications include the monitoring of key sources which create demand eg. television and print media, forthcoming activities, films, book launches etc.

COLLECTION PROMOTION

To maximise the potential of collections, promotion and marketing is essential through:

- a user friendly, accessible homepage and catalogue
- staff trained in reader development
- booklists and new book promotions
- new collection launches
- accurate and readable shelf signage
- height appropriate shelving and face-out displays

COLLECTION EVALUATION

We evaluate the effectiveness and success of the library collections through analysis of performance data and community and staff feedback. We measure the success of the collection by analysing the following:

- Turnover statistics for all collection genres
- Circulation (loans)
- Online/digital usage
- Stock held
- Age of collection
- Acquisition and discard rates
- Delivery time from supplier to shelf
- User satisfaction through internal /external surveys
- Achieving outcomes of the Collection Asset Plan

APPENDIX 1 - Australian Library and Information Association (ALIA) STATEMENT ON FREE ACCESS TO INFORMATION

ALIA objects addressed

To promote the free flow of information and ideas in the interests of all Australians and a thriving culture and democracy.

Principle

Freedom can be protected in a democratic society only if its citizens have unrestricted access to information and ideas.

Statement

There are several different levels at which the free flow of ideas can be impeded. At the societal level, legislative bodies of all kinds are expected to consider the legal and regulatory frameworks they put in place to support the free flow of information and ideas about the interests and concerns of citizens. At the institutional level, library and information services are expected to encourage the free flow of information and ideas within the scope of their roles and responsibilities. At the individual level, citizens are expected to make informed decisions in exercising their rights and responsibilities.

The Australian Library and Information Association believes that library and information services have particular responsibilities in supporting and sustaining the free flow of information and ideas including:

1. asserting the equal and equitable rights of citizens to information regardless of age, race, gender, religion, disability, cultural identity, language, socioeconomic status, lifestyle choice, political allegiance or social viewpoint;
2. adopting an inclusive approach in developing and implementing policies regarding access to information and ideas that are relevant to the library and information service concerned, irrespective of the controversial nature of the information or ideas;
3. ensuring that their clients have access to information from a variety of sources and agencies to meet their needs and that a citizen's information needs are met independently of location and an ability to pay;
4. catering for interest in contemporary issues without promoting or suppressing particular beliefs and ideas;
5. protecting the confidential relationships that exist between the library and information service and its clients;
6. resisting attempts by individuals or groups within their communities to restrict access to information and ideas while at the same time recognising that powers of censorship are legally vested in state and federal governments;
7. observing laws and regulations governing access to information and ideas but working towards the amendment of those laws and regulations which inhibit library and information services in meeting the obligations and responsibilities outlined in this Statement.

APPENDIX 2 - UNESCO Public Library Manifesto

Freedom, Prosperity and the Development of society and individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information.

The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups.

This Manifesto proclaims UNESCO's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women.

UNESCO therefore encourages national and local governments to support and actively engage in the development of public libraries.

The Public Library is the local centre of information, making all kinds of knowledge and information readily available to its users.

The services of the public library are provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, language or social status. Specific services and materials must be provided for those who cannot, for whatever reason, use the regular services and materials, for example linguistic minorities, people with disabilities or people in hospital or prison. All age groups must find material relevant to their needs. Collections and services have to include all types of appropriate media and modern technologies as well as traditional materials. High quality and relevance to local needs and conditions are fundamental. Material must reflect current trends and the evolution of society, as well as the memory of human endeavour and imagination. Collections and services should not be subject to any form of ideological, political or religious censorship, nor commercial pressure.

The following key missions which relate to information, literacy, education and culture should be at the core of public library services:

1. creating and strengthening reading habits in children at an early age;
2. supporting both individual and self conducted education as well as formal education at all levels;
3. providing opportunities for personal creative development;
4. stimulating the imagination and creativity of children and young people;
5. promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations;
6. providing access to cultural expressions of all performing arts;
7. fostering inter-cultural dialogue and favouring cultural diversity;
8. supporting the oral tradition;
9. ensuring access for citizens to all sorts of community information;
10. providing adequate information services to local enterprises, associations and interest groups;
11. facilitating the development of information and computer literacy skills;
12. supporting and participating in literacy activities and programmes for all age groups, and initiating such activities if necessary.

The Public Library shall in principle be free of charge. The public library is the responsibility of local and national authorities. It must be supported by specific legislation and financed by national and local governments. It has to be an essential component of any long-term strategy for culture, information provision, literacy and education.

To ensure nationwide library coordination and cooperation, legislation and strategic plans must also define and promote a national library network based on agreed standards of service. The public network must be designed in relation to national, regional, research and specific libraries as well as libraries in schools, colleges and universities.

A clear policy must be formulated, defining objectives, priorities and services in relation to the local community needs. The public library has to be organized effectively and professional standards of operation must be maintained.

Cooperation with relevant partners - for example, user groups and other professionals at local, regional, national as well as international level - has to be ensured.

Services have to be physically accessible to all members of the community. This requires well situated library buildings, good reading and study facilities, as well as relevant technologies and sufficient opening hours convenient to the users. It equally implies outreach services for those unable to visit the library.

The library services must be adapted to the different needs of communities in rural and urban areas.

The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services.

Outreach and user education programs have to be provided to help users benefit from all the resources.

APPENDIX 3 - OFFICE OF FILM AND LITERATURE CLASSIFICATION

INFORMATION FOR LIBRARIES

LENDING FILMS AND PLAYING COMPUTER GAMES

Who classifies films and computer games?

The Classification Board and Classification Review Board classify films and computer games so that members of the community can make decisions about the type of material they choose to watch or play. The Classification Operations Branch in the Attorney-General's Department provides Secretariat support for the Board and Review Board.

How do I know which films and computer games will suit which ages of student?

Films and computer games are classified into either advisory or legally restricted classifications. Anyone can watch films and play games that are classified G, PG and M. If a film or a computer game is classified MA 15+ the content is considered to be strong enough to impose restrictions on students who are under 15 years. R 18+ films are for adults. There is no R 18+ classification for computer games. Some educational films and games may be exempt from classification. Each classification carries a classification marking which can be used to help decide on the suitability of a film or computer game for their students. Consumer advice is also provided with films and computer games. The G category does not usually carry consumer advice. These are phrases next to the classification symbol which provide extra information about the content of the film or computer game. The phrases indicate the strongest classifiable elements contained in the film or computer game.

ADVISORY CLASSIFICATIONS – G, PG, and M

This classification is for a general audience. There may be some films and computer games in this category that are of no interest to children and young teenagers. Material in this classification might upset, frighten, or confuse children and young teenagers, and an adult may be required to provide guidance.

This classification is recommended for people who are 15 years and over.

It is not against the law to lend this material to younger people; however, this category is more suited to mature audiences because the films and computer games may contain themes and scenes which require a mature perspective.

THE RESTRICTED CLASSIFICATIONS– MA 15+ and R 18+

This classification is also suited to people who are 15 years and over.

Material in this classification is stronger than the M classification.

This classification **is legally restricted**. The restrictions apply to persons who are under 15 years. If people under 15 years want to borrow these films or computer games they must be accompanied by a parent or adult guardian.

What is the difference between M and MA 15+?

Both of these classifications can be seen by people who are 15 years or older. However, material classified MA 15+ is legally "restricted". This restriction means films or games classified MA 15+ can only be borrowed if:

- (a) the person is 15 years or older, or
- (b) the person under 15 years is accompanied by a parent or legal guardian.

What does guardian mean?

The legal definition of "guardian" is not identical across State and Territory jurisdictions.

You should clarify the meaning of guardian with your policy department or governing body.

This classification applies only to films.

The material in this classification is for adult audiences.

A detailed description of each classification is contained in the *Classification Guidelines for Films and Computer Games 2005*