I.

SOURCE: *Trexler Library Collection Development Policy*

Trexler Library is responsible for the collection and stewardship of scholarly and general interest materials which support the College's liberal arts education and lifelong learning mission. The collections are developed to serve the current students, faculty, and staff of the College Community. The Library selects resources for its collections *primarily in support of the current and anticipated curriculum* of the College, and secondarily in support of current and anticipated [faculty] research needs as determined by available funding. Faculty members are encouraged to participate in the development of the library's collections by recommending new and out-of-print materials.

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II.

SOURCE: Johnson, Peggy. *Fundamentals of Collection Development and Management* (2nd Edition). Chicago, IL, USA: American Library Association Editions, 2009. ProQuest ebrary. Web. 19 March 2015. Copyright © 2009. American Library Association Editions. All rights reserved.

"A qualified selector, acquainted with the demand from his community and knowing the book and money resource of his library, chooses the variety of books he believes will be used, applying his expert knowledge."
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A tension between collecting as much as possible and collecting only the best and most appropriate has been a constant feature of library selection. This is coupled with defining what is good and appropriate and balancing user demand against librarians' perception of value.
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Balancing immediate need and long-term responsibilities to develop collections remains a troubling issue.
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All selection decisions begin with consideration of the user community and the long-term mission, goals, and priorities of the library and its parent body. Long ago, Francis K. W. Drury stated, "The high purpose of book selection is to provide the right book for the right reader at the right time."
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Evaluation:

Evaluation criteria vary from item to item and between categories of materials, but generally they include several of the following considerations:

- content or subject

- language
- currency
- veracity
- writing style (e.g., well written, easy to read, aesthetic aspects)
- completeness and scope of treatment
- reputation, credentials, or authoritativeness of author, publisher, editor, reviewers
- geographic coverage
- quality of scholarship
- frequency the title is referenced in bibliographies or citations
- reader or user level to which content is directed
- comprehensiveness and breadth
- frequency of updates or revisions
- access points (e.g., indexes, level of detail in the table of contents)
- ease of use
- external resources that index the publication
- physical quality (e.g., illustrations, paper and binding, format, typography, durability, visual and audio characteristics)
- uniqueness of content, capabilities, or features
- availability of equipment required for hearing or viewing audiovisual material
- cost in relation to quality of the item

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Assessment:

Assessment considers items in relation to user needs, the existing collection, the mission of the library, local policies and practices, and consortial obligations. Does the item support the curriculum, research interests, grants, faculty or teacher specialties, or specific community interests?

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Does the library have appropriate housing (shelf space).

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III.
SOURCE:  "Wikipedia: Identifying Reliable Sources." *Wikipedia* 11 Mar. 2015. Retrieved from
https://en.wikipedia.org/wiki/Wikipedia:Identifying_reliable_sources
[An internal document that advises contributors to Wikipedia on how to determine reliability of sources.]

When available, academic and peer-reviewed publications, scholarly monographs, and textbooks are usually the most reliable sources. However, some scholarly material may be outdated, in competition with alternative theories, or controversial within the relevant field. Try to cite present scholarly consensus when available, recognizing that this is often absent. Reliable non-academic sources may also be used in articles about scholarly issues, particularly material

from high-quality mainstream publications. Deciding which sources are appropriate depends on context. Material should be attributed in-text where sources disagree.

Reliable sources must be strong enough to support the claim. A lightweight source may sometimes be acceptable for a lightweight claim, but never for an extraordinary claim.

Questionable sources are those with a poor reputation for checking the facts, or with no editorial oversight. Such sources include websites and publications expressing views that are widely acknowledged as extremist, that are promotional in nature, or which rely heavily on rumors and personal opinions. Questionable sources are generally unsuitable for citing contentious claims about third parties, which includes claims against institutions, persons living or dead, as well as more ill-defined entities. The proper uses of a questionable source are very limited.

Beware of sources which sound reliable but don't have the reputation for fact-checking and accuracy.

Anyone can create a personal web page or publish their own book, and also claim to be an expert in a certain field. For that reason self-published media—whether books, newsletters, personal websites, open wikis, blogs, personal pages on social networking sites, Internet forum postings, or tweets—are largely not acceptable. This includes any website whose content is largely user-generated, including the Internet Movie Database (IMDB), CBDB.com, content farms, collaboratively created websites such as wikis, and so forth, with the exception of material on such sites that is labeled as originating from credentialed members of the sites' editorial staff, rather than users.