

# Collection Development Plan

Created May 2016  
Last Updated March 3, 2017

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## I. Introduction

Warren County Community College Library Collection Development Plan is designed for use as a planning tool and as a means of communicating the principles of the collection goals and policies used in maintaining the Library's collection.

## II. Mission Statements

Warren County Community College maintains a mission of building a community of learners through accessible, quality learning opportunities designed to meet educational goals and aspirations.

The Warren County Community College Library's mission is to support the goals and objectives of Warren County Community College and its affiliates. This support focuses on the academic programs and curricula of WCCC, both on campus and at a distance, and the teaching methods of the faculty. The majority of the library's print and digital collections support classroom instruction. The Library's various collections and services exist to widen the boundaries of students' critical thinking and information literacy, enrich the lives of our users, and help fulfill their educational needs.

## III. Philosophy

A primary function of education is the development in individuals of the ability to think, to understand their own and other cultures, and to be critical in the search for values and knowledge. The freedom of access to a broad spectrum of materials is critical to the development of these capabilities which are essential to our democratic way of life. Clearly, the freedom of choice in materials selection is a basic prerequisite to effective academic library service. In addition, the WCCC Library recognizes that it shares with the teaching faculty and the administration responsibility in the instructional design of the college.

The Library endorses the American Library Association's Library Bill of Rights (see Appendix A), Freedom to Read Statement (see Appendix B), Core Values of Librarianship (see Appendix C), and Statement on Academic Freedom (see Appendix D). Additionally, the Library endorses and upholds the Association of College & Research Libraries' Diversity Standards: Cultural Competency for Academic Libraries (see Appendix E).

## IV. Objectives

The objective of the Warren County Community College Library Collection Development Plan is to outline collection development goals and procedures for selection, de-selection, and disposition of materials acquired for the WCCC Library. It is designed to guide the systematic development and management of the Library's collections of print, audiovisual, and electronic resources. This is part of the Library's effort to provide a current, diverse, and balanced collection to support the instructional, institutional, and individual needs of students, faculty, and staff.

#### V. Responsibility for Collection Management

Responsibility for collection management for the Library rests with the Library Coordinator in accordance with the guidelines and objectives contained in this document. The Library Coordinator keeps informed of curriculum development and the course needs of the faculty through direct contact with the faculty. Several times a year the faculty are encouraged and solicited to submit recommendations.

#### VI. Selection of Materials

##### a. General Selection Guidelines

The following guidelines assist library staff in selecting quality materials for inclusion into the Library collection:

- Materials are needed for the instructional programs offered.
- Materials required by the students, faculty, and staff for their general research, provided that the materials are not available through inter-library loan, and are needed as a permanent addition to the collection.

Budgetary restraints are always considered when selecting new materials for the Library's collection.

##### b. Criteria for Selection of Materials

- Supports the curricular needs of WCCC's instructional programs
- Enriches and supports the existing collection
- Currency and quality of content
- Depth of current holdings in the subject
- Timeliness and lasting value
- Unique nature of either the subject area or viewpoints when compared to the existing collection

- Literary merit or artistic quality
- Presentation of alternative viewpoints
- Relative cost in relation to the budget and other available materials
- General information for the college community

c. Types and Formats of Materials Collected

i. Books

1. Books are acquired to support the needs of WCCC students, faculty, and staff, as well as to ensure that the WCCC collection is balanced in its offerings.
2. Fiction works of contemporary authors who have achieved critical recognition will be purchased; otherwise current popular fiction will not be purchased.

ii. Reference Materials

1. The reference collection includes encyclopedias, dictionaries, atlases, directories, indexes, bibliographies, and handbooks.
2. This collection is reviewed regularly for currency, accuracy, and relevance.

iii. Reserve Materials

1. Reserve materials take two forms:
  - a. Faculty reserves take the form of videos purchased for classroom use.
  - b. Student Reserves are current textbooks and materials that faculty want available to their classes.

iv. Textbooks

1. The Library not purchase current textbooks being used at WCCC. Any textbooks available in the library are provided by either Academics or individual faculty.
2. Textbooks not currently being used that have been published within 10 years of the current date are part of the Library's circulating collection.

v. Videos

1. Any videos purchased will either be done at the request of faculty or staff, or because it directly relates to the curriculum at WCCC.

2. VHS tapes will not be purchased by the Library.

vi. Periodicals

1. Print periodicals are based on faculty requests.
2. No new titles are being accepted.

vii. Electronic Resources

1. Electronic resources include databases, e-books, and any licensed resources
2. Selection criteria for electronic resources include:
  - a. Relevance to curriculum
  - b. Cost
  - c. Ease of use
  - d. Extent of cumulative coverage
  - e. Collection and dissemination of usage statistics by vender in useful format

VII. Acquisition of Materials

a. Purchase by request

- i. Faculty and administration requests receive priority attention when selecting materials to purchase.
- ii. College staff, students, and members of the community may also suggest materials for purchase. These suggested resources must support the curriculum and the collection development plan. If the suggestion fails to meet these guidelines, the interlibrary loan program will be used to temporarily obtain materials requested.

b. Donations

- i. Anyone who wishes to donate materials to the Library can do so, as long as it is explained that any materials that the Library cannot add to its collection will be given away.
- ii. Any material items given to the Library will first be examined for whether or not it should be added to the collection based on the collection development plan.
- iii. Any donations that cannot be used by the Library will be donated to Better World Books.

VIII. Maintenance of Collection

a. Replacement of Materials

i. Decisions must be made regarding the replacement of lost, damaged, missing, or worn out materials. The Library will not automatically replace all materials withdrawn because of loss, damage, or wear. Materials will be replaced based on the following criteria:

1. Does the material being replaced meet the general library collection plan?
2. Does the frequency of use justify replacement?
3. Is the item used for class readings or is on a faculty recommended reading list?
4. Is the material still relevant?
5. Is the information represented available in other material in the library?

b. Weeding (Removal of Irrelevant, Outdated, or Superseded Material)

i. Weeding is necessary to maintain a vital, useful, and up-to-date collection.

1. The following criteria are considered when discarding materials:

- a. obsolescence
- b. inaccurate data
- c. physical condition
- d. significant
- e. usage
- f. faculty recommendation
- g. duplication
- h. availability of updated materials

ii. All materials discarded from the Library collection will be sent to Better World Books

## APPENDIX B

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

## APPENDIX B:

# 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 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.

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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, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

*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

## APPENDIX C:

# Core Values of Librarianship

The foundation of modern librarianship rests on an essential set of core values that define, inform, and guide our professional practice. These values reflect the history and ongoing development of the profession and have been advanced, expanded, and refined by numerous policy statements of the American Library Association. Among these are:

- Access
- Confidentiality/Privacy
- Democracy
- Diversity
- Education and Lifelong Learning
- Intellectual Freedom
- Preservation
- The Public Good
- Professionalism
- Service
- Social Responsibility

It would be difficult, if not impossible, to express our values more eloquently than ALA already has in the Freedom to Read statement, the Library Bill of Rights, the ALA Mission Statement, Libraries: An American Value, and other documents. These policies have been carefully thought out, articulated, debated, and approved by the ALA Council. They are interpreted, revised or expanded when necessary. Over time, the values embodied in these policies have been embraced by the majority of librarians as the foundations of their practice.

## Excerpts from ALA Policy

The following are some representative excerpts from ALA policy expressing the values listed above. These selections are direct quotes from the ALA Policy Manual. Please note that many of these statements express the interrelationship of these values.

### Access

All information resources that are provided directly or indirectly by the library, regardless of technology, format, or methods of delivery, should be readily, equally, and equitably accessible to all library users. ALA Policy Manual B.2.1.14 Economic Barriers to Information Access (Old Number 53.1.14)

## Confidentiality/Privacy

Protecting user privacy and confidentiality is necessary for intellectual freedom and fundamental to the ethics and practice of librarianship. ALA Policy Manual B.2.1.16 Privacy (Old Number 53.1.16), Library Bill of Rights

## Democracy

A democracy presupposes an informed citizenry. The First Amendment mandates the right of all persons to free expression, and the corollary right to receive the constitutionally protected expression of others. The publicly supported library provides free and equal access to information for all people of the community the library serves. Interpretations of the Library Bill of Rights, Economic Barriers to Information Access

## Diversity

We value our nation's diversity and strive to reflect that diversity by providing a full spectrum of resources and services to the communities we serve. ALA Policy Manual B.3 Diversity (Old Number 60), Libraries: An American Value

## Education and Lifelong Learning

ALA promotes the creation, maintenance, and enhancement of a learning society, encouraging its members to work with educators, government officials, and organizations in coalitions to initiate and support comprehensive efforts to ensure that school, public, academic, and special libraries in every community cooperate to provide lifelong learning services to all. ALA Policy Manual A.1.1 Introduction (Old Number 1.1)

## Intellectual Freedom

We uphold the principles of intellectual freedom and resist all efforts to censor library resources. ALA Policy Manual B.2 Intellectual Freedom (Old Number 53), ALA Code of Ethics, Article II

## The Public Good

ALA reaffirms the following fundamental values of libraries in the context of discussing outsourcing and privatization of library services. These values include that libraries are an essential public good and are fundamental institutions in democratic societies. 1998-99 CD#24.1, Motion #1

## Preservation

The Association supports the preservation of information published in all media and formats. The association affirms that the preservation of information resources is central to libraries and librarianship. ALA Policy Manual B.8.3.1 Definition of Digital Preservation and the Revised Preservation Policy (Old Number 52.2.1), Preservation Policy

## Professionalism

The American Library Association supports the provision of library services by professionally qualified personnel who have been educated in graduate programs within institutions of higher education. It is of vital importance that there be professional education available to meet the social needs and goals of library services. ALA Policy Manual B.7.1 Graduate Programs in Library and Information Studies (Old Number 56.1)

## Service

We provide the highest level of service to all library users ...We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession. ALA Code of Ethics, ALA Policy Manual B.9.16 Gay, Lesbian, Bisexual, and Transgender Rights (Old Number 54.16)

## Social Responsibility

ALA recognizes its broad social responsibilities. The broad social responsibilities of the American Library Association are defined in terms of the contribution that librarianship can make in ameliorating or solving the critical problems of society; support for efforts to help inform and educate the people of the United States on these problems and to encourage them to examine the many views on and the facts regarding each problem; and the willingness of ALA to take a position on current critical issues with the relationship to libraries and library service set forth in the position statement. ALA Policy Manual A.1.1 Mission Priority Areas, Goals (Old Number 1)

Adopted June 29, 2004, by the ALA Council.

APPENDIX D:

## ACRL Statement on Academic Freedom

*Approved by the ACRL Board of Directors during the ALA Annual Conference, June 2015*

Librarians have a long history and practice of defending the free expression of ideas. The “Code of Ethics of American Library Association” (2008) states that “we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information.” In the context of higher education, intellectual freedom is closely associated with academic freedom. The “Association of College and Research Libraries Joint Statement on Faculty Status of College and University Librarians” (2012) states that “[c]ollege and university librarians share the professional concerns of faculty members. Academic freedom is indispensable to librarians in their roles as teachers and researchers.”

The Association of College and Research Libraries, in accordance with our professional standards and stated commitments, opposes any actions that limit the free expression of ideas of librarians and faculty on campus, in the classroom, in writing, and in the public sphere, especially in the context of higher education and its traditional support for academic freedom. Further, the Association of College and Research Libraries opposes retaliation for the expression of those ideas. A free and vigorous exchange of ideas is integral to sustaining an environment in which teaching, learning, and research may thrive.

Other relevant documents:

AAUP 1940 Statement on Academic Freedom and Tenure

Endorsed by ALA 1946 | Reaffirmed by ALA 2006 | Endorsed by ACRL 2007

Intellectual Freedom Principles for Academic Libraries – An Interpretation of the Library Bill of Rights

Passed by ALA Council 2000 | Endorsed by AAUP 2000

## APPENDIX E:

# Diversity Standards: Cultural Competency for Academic Libraries

## Purpose and Goals of the Standards

The following standards were developed by the Racial and Ethnic Diversity Committee of ACRL (Association of College & Research Libraries), based on the 2001 National Association of Social Workers *Standards for Cultural Competence in Social Work Practice*.<sup>1</sup> The standards are intended to emphasize the need and obligation to serve and advocate for racial and ethnically diverse constituencies. As such, they are intended to apply to all libraries supporting academic programs at institutions of higher education.

Diversity is an essential component of any civil society. It is more than a moral imperative; it is a global necessity. Everyone can benefit from diversity, and diverse populations need to be supported so they can reach their full potential for themselves and their communities.

As visionary leaders open to change, new ideas, and global perspectives, ACRL is committed to diversity of people and ideas, as noted in its 2007 White Papers. With that regard, ACRL understands that if libraries are to continue being indispensable organizations in their campus communities, they must reflect the communities they serve and provide quality services to their increasingly diverse constituencies.

To achieve diversity in substance as well as in form, libraries have to open their arms to all perspectives and experiences. That requires competency in matters of cultural pluralism that are not intuitive and must be learned, like any other essential skill (Smith 2008, 143).

To this end, these standards provide a framework to support libraries in engaging the complexities of providing services to diverse populations, and recruiting and maintaining a diverse library workforce. The standards may also serve as a starting point from which libraries can develop local approaches and goals in the context of their organizations' mission and situation.

## Definitions

*Cultural competence*: A congruent set of behaviors, attitudes, and policies that enable a person or group to work effectively in cross-cultural situations; the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (National Association of Social Workers, 2001).



*Culture:* Customary beliefs, social forms, and material traits of a racial, religious, or social group; a set of shared attitudes, values, goals, and practices that characterizes an institution or organization.

*Diversity:* State or fact of being diverse; different characteristics and experiences that define individuals.

*Globalization:* The process of integrating regions via communications and economics.

*Multiethnic/multicultural:* Existence of, and interest in, many cultures within a society rather than in only a mainstream culture.

*Multiculturalism:* The policy or practice of giving equal attention or representation to the cultural needs and contributions of all the groups in a society.

*Outcome:* An anticipated or desired result.

## Standards

### **Standard 1. Cultural awareness of self and others**

Librarians and library staff shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives of the people they work with and serve.

### **Standard 2. Cross-cultural knowledge and skills**

Librarians and library staff shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, and artistic expressions of colleagues, co-workers, and major constituencies served.

### **Standard 3. Organizational and professional values**

Librarians and library staff shall develop and support organizational and professional values dedicated to culturally competent service.

### **Standard 4. Development of collections, programs, and services**

Librarians and library staff shall develop collections and provide programs and services that are inclusive of the needs of all persons in the community the library serves.

### **Standard 5. Service delivery**

Librarians and library staff shall be knowledgeable about and skillful in the use and provision of information services available in the community and broader society, and shall be able to make appropriate referrals for their diverse constituencies.

**Standard 6. Language diversity**

Librarians and library staff shall support the preservation and promotion of linguistic diversity, and work to foster a climate of inclusion aimed at eliminating discrimination and oppression based on linguistic or other diversities.

**Standard 7. Workforce diversity**

Librarians and library staff shall support and advocate for recruitment, admissions, hiring, and retention efforts in libraries, library associations, and LIS programs to increase diversity and ensure continued diversity in the profession.

**Standard 8. Organizational dynamics**

Librarians and library staff shall participate in and facilitate the development of organizational dynamics that enable individuals, groups, and organizations to continually develop and exercise cultural competence.

**Standard 9. Cross-cultural leadership**

Library leaders shall influence, support, and encourage the creation of proactive processes that increase diversity skills; empower colleagues, co-workers, and constituents from diverse backgrounds; share information about diverse populations; and advocate for their concerns.

**Standard 10. Professional education and continuous learning**

Librarians and library staff shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

**Standard 11. Research**

Research shall be inclusive and respectful of non-Western thought and traditional knowledge reflecting the value of cultural ways of knowing.