



## Lower Columbia College Library Services Operational Policy and Procedures **COLLECTION DEVELOPMENT**

### **I. Collection Development Defined**

Lower Columbia College Library Services contributes to the college's mission and strategies through instruction, collections, facilities, high quality information resources and services; Lower Columbia College Library Services provides leadership and support for the curricular and intellectual information needs of the college community.

Collection development is the means by which the library provides high quality information resources of print and non-print materials and provides access to electronic resources that will meet instructional requirements. Through collection development, we also strive to meet the cultural and recreational needs of the college community. Collection development is an ongoing process, undertaken by librarians and library services staff, with input from faculty, administrators, staff, and students.

### **II. Purpose**

This policy is intended to guide the building and enrichment of the collection in accordance with the missions of Lower Columbia College and the Lower Columbia College Learning Commons and Library by stating the guidelines and principles with which the process of selecting, maintaining, weeding, and preserving of print, electronic, and media library materials will proceed. To accommodate change, the policy will be reviewed and revised periodically. This policy will:

- Ensure that the library develops a collection that is intellectually balanced and is responsive to the needs and use patterns of students, faculty, staff, and the curriculum.
- Provide objective criteria for selection and development.
- Help clarify our collection's scope and philosophy to its users.
- Help ensure that available resources are directed with an eye to those policies, practices and procedures that best enable the library to support the college mission.
- Ensure that the library supports the Library Bill of Rights of the American Library Association and other principles and ideals of intellectual freedom.

### **III. Intellectual Freedom**

Adherence to intellectual freedom is a fundamental tenet of the Lower Columbia College Library in carrying out its educational mission in a democratic society. The Lower Columbia College Library firmly endorses the American Library Association's *Library Bill of Rights* (<http://www.ala.org/work/freedom/lbr.html>) and the International Federation of

Library Associations and Institutions' (IFLA) *Statement on Libraries and Intellectual Freedom* (<http://www.ifla.org/faife/policy/iflastat/iflastat.htm>). As IFLA states and the Lower Columbia College Library affirms, "Commitment to intellectual freedom is a core responsibility for the library and the information professional."

#### **IV. Collection Development Priorities**

First priority in collection development is given to providing access, either in-house or remotely, to information sources meeting the instructional and work needs of the Lower Columbia College Library's primary users. This group consists of Lower Columbia College students, faculty, administrators, and staff.

Secondary users, including the general public as well as students from other schools, are welcome to use the library and access its collection. However the library does not purchase materials specifically for them.

#### **V. Cooperation with Other Libraries**

Lower Columbia College Library is committed to cooperative efforts with local public libraries in order to maximize access to materials for our mutual borrowers and to reduce unnecessary duplication of materials, thereby reducing costs for everyone.

Current cooperative efforts include:

**Interlibrary Loan:** Lower Columbia College has endorsed the Washington State Interlibrary Loan Code and provides full interlibrary loan service for all registered students, staff, and faculty.

Lower Columbia College is also partnered with Longview Public Library and Kelso Public Library.

#### **VI. Overview of the Lower Columbia College Library Collection**

The Library's collection consists primarily of materials carefully selected to support the diversity of the college curriculum and student body. The collection represents the depth, breadth, varying perspectives and historical and current treatments of subjects taught in, and of interest to, a two-year college community. Additional materials are collected to stimulate intellectual curiosity; to provide cultural, educational, vocational, and recreational enrichment; and to satisfy needs for information of local interest. The collection should provide students the resources they need for papers, speeches, and projects assigned in their courses.

The Library strives to meet or exceed accreditation standards in regard to library collections as set forth by the Association of College and Research Libraries in *Standards for Community, Junior and Technical College Learning Resource Programs* <http://www.ala.org/ala/acrl/acrlstandards/standardscommunity.htm>.

While interlibrary loan and other cooperative agreements may provide some materials

needed by the college community, the library must receive adequate support from the institution to ensure that it will be the primary resource for the majority of the college's information needs. Materials for which there are legitimate recurring needs should be purchased by the library.

In developing and maintaining the library's collections, faculty librarians will be mindful of the great diversity of the college's constituency. Librarians will attempt to meet the information needs of a wide variety of users, considering diversities such as ethnic/racial/national origins, religious traditions, economic backgrounds, sexual orientations, family configurations, ages, political persuasions, disabilities, and learning styles.

## **VII. Collection Organization**

The Library collection is organized so as to permit the most efficient access. Special collections within the Library will be kept to a minimum and will be established only after a distinct need has been identified. Special collections shall not be created through labeling; the library supports the 1990 revision of the Statement on Labeling by the ALA <http://www.sbac.edu/~media/labeling.html>. Decisions regarding special collections shall be made by the Dean for Instructional Programs and faculty librarians. Special collections currently include Reference, Reserve, Paperback, Audiovisual, and Archive. Special collections housed in areas of the college outside of the library will be discouraged so as to maximize college resources and the availability of materials to all students. Such collections must be approved by the Vice President for Learning and Student Success in consultation with the department involved and the Dean for Instructional Programs.

Circulation policies, procedures and security systems provide for both reasonable use of materials by individuals and the availability of those materials to other members of the college community who might wish to use them. Extended circulation periods to individual borrowers that may effectively result in loss of ownership of these materials, as well as overly restrictive circulation periods that unnecessarily deprive borrowers of access to materials, are avoided.

Materials needed for specific courses can be placed – on a quarter-to-quarter basis – in the Reserve Collection that offers limited circulation. As a general rule, reference books will not be placed on reserve.

If material is purchased with library funds, it must remain library property and under library control. If material is loaned on a long-term basis, it must be available for immediate recall.

## **VIII. Selection**

### ***Responsibility for Selection***

The collection development process is best achieved through a cooperative effort of faculty and librarians. As curriculum is the most important influence on the development of the collection, it is imperative that library staff actively obtain recommendations,

suggestions and advice about material selection and weeding from faculty members and administrators who are recognized as experts in their respective disciplines. Instructors have the responsibility of recommending purchases consistent with their curricular offerings, and for considering and arranging for collection support when the college institutes new programs. Faculty also have the responsibility of recommending deselection/weeding of materials that may contain out-dated or inaccurate information and should be removed or replaced. Recommendations are always welcome from students, staff, and community members.

Faculty librarians remain current with curricular changes by regularly attending department meetings, consulting with other faculty members, and reviewing all course changes and proposals. These duties are fulfilled in accordance with the objectives and criteria defined in this policy.. Selection and collection development are the ultimate responsibilities of the Dean for Instructional Programs, who has final authority, and who authorizes the library staff to carry out these obligations.

### **Selection and Collection Development Priorities**

In establishing priorities for collection development, first consideration is given to instructional materials which directly supporting course and program goals. Attention is paid to the connections between and interdependence of disciplines, and discrete areas of study within disciplines.

Initiating collections in response to new curriculum depletes resources available for existing instructional collections and programs. Such impacts should be carefully considered when developing new programs.

Collection development takes into account instructional techniques, course goals and publishing patterns in disciplines and occupational programs. Depth and breadth of collections are in part driven by student/faculty participation in resource-based teaching and learning.

Mindful of Lower Columbia College's mission to provide a holistic education, as evidenced by its related areas of instruction (Communication, Computational, Human Relations, and Problem solving), the library also purchases materials beyond the academic curriculum that relate to academic success, vocational guidance, basic skills, and college transfer. Materials not related to the curriculum, and focusing on personal, consumer, and/or recreational interests, are minimally collected. More comprehensive collections in these areas are available at local public libraries.

While relevancy to the College's mission is the most important criterion in the development of the library collection, practical considerations such as budget and space constraints do impact decision making.

### **General Selection Criteria**

Selection is made on the basis of reviews; recommendations of faculty, students, and staff; current and retrospective bibliographies and lists of notable books; and other

sources such as publishers' catalogs. Final selection decisions are made by the Dean for Instructional Programs and faculty librarians. Funds are not strictly allocated among the various academic divisions, although equity among programs is sought while giving consideration to the fact that costs of materials across disciplines are not equal.

Collection deficiencies receive priority in selection and are determined by considerations of unmet needs, collection use, course offerings, and collection balance.

In order to provide for students' diverse reading levels, print materials with a range of readability levels are sought.

The following criteria will be used for materials selection, as applicable:

1. Relevance to and consistency with the general educational goals of the College and the objectives of specific courses.
2. Relevance to the instructional and work-related needs of the library's primary users.
3. Anticipated demand for the material.
4. High standards of quality in content, accuracy, validity, and presentation of information.
5. The most appropriate physical format will be selected, considering both the intended use and the cost.
6. Strengths and weaknesses of the existing library collection in the subject area.
7. Accessibility and comprehensibility of the information for the user.
8. Evaluations of the material from standard or knowledgeable reviewing sources.
9. Whether the source is full-text, abstracted, or bibliographic.
10. Timeliness or permanence of the material, including the frequency of updates for serials.
11. Author, publisher, or producer reputation.
12. The selection of materials on controversial issues will be directed toward maintaining a balanced collection that represents various views. The entire range of human cultural practice and social expression is welcome in our collections. Materials representing alternative points of view not embodied in mainstream literature will be sought.

### ***Multiple Copies***

The library does not normally purchase multiple copies of a circulating title. Exceptions may be made when a work is assigned every quarter, has high demand, or is a "classic" likely to get heavy use. Whenever possible, added copies are purchased in softback editions.

### ***Criteria for Specific Formats***

#### **Periodicals**

Journals, magazines and newspapers are purchased or accepted as gifts for one or more of the following reasons in order of priority:

- To keep the library's collections up-to-date with current information regarding the various subjects studied through Lower Columbia College's instructional programs.
- To provide material not available in books and other media.
- To keep faculty and administration aware of recent developments in their fields.
- General reading.

Due to the expense of serials, and the commitment the college extends when adding a new subscription, special attention will be given to optimal placement when selecting and housing periodicals.

In addition to the general criteria for selection of all materials, individual periodical titles are chosen and retained according to the following criteria:

- Availability
- Space requirements
- Ease of accessibility by students, e.g. indexing
- Availability of equipment to read or view, and to print
- Durability
- Cost
- Availability of full text in existing periodical databases
- Indexed in services which the library subscribes

Newspapers are purchased to give local, regional, and national news coverage.

## **Periodical Back-files**

Retention of periodical back-files is considered on a title-by-title basis and will depend on use, potential reference value, and availability of storage space. When space is not a major issue, retention in paper format is preferred for its ease of use by students.

## **DVDs / Videotapes**

In addition to the standards set forth in "General Selection Criteria," the following will be applied:

- The material is such that it can be best presented only in the DVD or VHS format.
- It is issued in a format (i.e. 1/2" VHS tape or DVD) for which playback equipment is readily available at Lower Columbia College.

## **CD Recordings**

CD recordings are added to the collection when their formats offer distinct advantages over print format, e.g. poetry read aloud by the poet; an interview with an author; foreign language instruction; music instruction, and notable speeches. The Library does not, as a rule, purchase "talking book" versions of novels for listening rather than reading.

## **Electronic Resources**

Electronic resources are increasingly available as a means of providing wide access to materials beyond the library's physical location. Electronic formats include networked databases, electronic journals, eBooks, and Internet resources. Examples include:

Periodical Database: *ProQuest*  
Online Database: *Cengage/Gale*  
Website: *Columbia Guide to Online Style*  
EBooks: *NetLibrary*

### **General Selection Criteria for Electronic Resources:**

The Library collects electronic resources according to the General Selection Criteria (p. 5 & 6). In addition the following criteria specific to electronic formats are applied:

1. Accessibility by both on-campus and off-campus users.
2. Public service support requirements, such as the need for staff and user training.
3. Technical support by the producer of the database including user guides, manuals, and training.
4. Searching considerations, including search response time, standard search features, downloading/printing features, and overall user friendliness in accessing the data base.
5. Provides information not available in print or other formats.

6. Enhances and complements the existing collection of print and other materials.
7. Provides wide accessibility under copyright law or the licensing agreement.
8. Can be permanently retained.
9. Compatibility with existing library automation systems.
10. Current and projected database requirements (computer memory, disk storage, etc.).

***Criteria for Specific Electronic Formats:***

In addition to the general criteria above, electronic resources are purchased or posted on the library's web page in accordance with criteria specific to each format.

Computer Software

- most appropriate format for topic
- presents an effective method of instruction
- necessary to enable use of other electronic resources
- IBM compatible, but other formats will be considered

Databases

- coverage and scope of database
- availability of full-text documents
- user-friendliness of interface and search capabilities
- availability and ease of downloading and printing information
- accessibility from locations outside the library and off-campus

Electronic Journals

The Library provides access to various electronic journals via the Internet. If the journal requires a paid subscription, it is chosen using the following additional criteria:

- wider access at a reasonable price compared to the print version
- availability of full-text current and back issues
- ease of downloading and printing
- length of retention period
- favorable reviews



### Internet Resources

The Library offers unrestricted access to the Internet. In addition, the Library provides links to selected Internet resources, and purchases rights to them if necessary, based on the following criteria:

- authority of the source
- provision of value-added aspect or service
- currency
- technical ease of use
- perceived stability of information

### ***Licensing of Electronic Resources***

The Library complies with licensing agreements, and negotiates with vendors when necessary for broader access and other benefits. The Dean of Instructional Programs has responsibility for examining contracts and negotiating with vendors. The library will advise its users to comply with licensing agreements.

## **IX. Summary**

Information in any format will always be considered for acquisition and will be judged by criteria such as relevance to curriculum or collection goals, cost, quality, and availability of equipment to access it.

## **X. Special Collections**

### ***Reference Collection***

In addition to the standards set forth in "General Selection Criteria," books are selected for the reference collection with the intent of providing a comprehensive store of information on as wide a range of subjects as possible, including topics not represented in the general collection. Classification of material within the reference collection is the responsibility of the faculty librarian.

Books are classified in the Reference Collection for the following reasons:

1. Their organization and format are such that they are especially valuable as sources of ready information.
2. The demand for them is so great that they must be available in the library at all times.
3. They are so rare, expensive, or vulnerable to damage that they should not be circulated.

### ***Reserve Collection***

Library or faculty-owned materials may be placed in the limited circulation Reserve Collection for a specific course or quarter at faculty request, provided that copyright regulations are adhered to. Other materials may be placed in the Reserve Collection due to very high monetary value, high use, or risk of theft or mutilation. Because they do not circulate, reference materials are not normally placed on reserve.

### ***Paperback Collection***

The library's Paperback Collection consists of mass-market paperbacks purchased by ASLCC. This collection is intended to meet the recreational reading needs of LCC students. These books are given minimal processing and cataloging and are included in the online catalog.

The paperback collection is less permanent than the main cataloged collection, and books may be added or withdrawn frequently as their popularity and durability are assessed.

## **XI. Materials Not Selected**

### ***Required Textbooks***

Textbooks are not usually purchased for the library collection, but those selected are judged by the existing criteria for all materials. They are purchased when they are the most suitable format for supplementary reading or practice, or for reference or research. Gifts of recent texts are accepted and added to the collection if deemed potentially useful to students. The first preference will always be to purchase materials that complement required texts.

### ***Materials Used in Classes***

The Library does not normally purchase lab manuals and textbooks students are expected to purchase, or reference material necessary for classroom instruction. Nor does it collect books with formats unsuitable for multiple use – such as those with perforated tear-out pages or workbooks designed to be written in – except for test guides and certain materials intended for second-language learners.

### ***Gifts***

Gifts of books and other materials are accepted under the following conditions:

1. All gift materials received by the Lower Columbia College Library become the property of Lower Columbia College. No materials received as gifts are returned to donors. Donors of gifts are identified with bookplates.
2. No special collections will be established except in accordance with the established collection development policy.
3. Gift materials shall be selected for addition to the collection according to the standards set forth above under “General Selection Criteria.”

4. The Lower Columbia College Library has the right to dispose of any gift materials which are not selected for addition to the library collection. Such disposition shall be in accordance with Washington State Law, and may include transfer to other libraries, sale, or discard. The Dean for Instructional Programs or his/her designee shall make the final determination as to the acceptance of all gift materials.

## **XII. Collection Maintenance and Weeding/Deselection**

Systematic and regular withdrawal of materials from the collection benefits the Library by ensuring that the collection accurately reflects the current needs of the college community. Selection and de-selection (weeding) are two aspects of the same continuous process of collection development and maintenance. Faculty librarians evaluate the collection periodically for library materials that have become obsolete, are physically unusable, or have low circulation. As part of their review, they consult faculty with expertise in the relevant disciplines for advice concerning withdrawal of the material.

Books and materials selected for removal must meet at least one of the following conditions before being discarded:

1. The material contains outdated or inaccurate information.
2. The material has been infrequently used for an extended period of time.
3. There is other material in the collection that fulfills the same need more adequately.
4. The physical condition of the material is such that it cannot be utilized, and repair would be impractical.
5. The age of the material is such that it is not useful for either current or historical purposes, or is no longer within the scope of the current collection development policy.
6. Duplicate copies of the title exist, and use does not mandate retaining more than one copy.
6. The material supported a course/curriculum no longer offered at the college and does not meet the needs of any other course/curriculum.

In examining the collection, faculty librarians periodically reconsider each item to determine whether or not it deserves a place on the shelf. The following categories apply:

1. Retain.

2. Withdraw: subject matter out-of-date; no longer consistent with curriculum.
3. Withdraw and Replace: poor physical condition but the material is still useful; old edition to be replaced with new edition.

Withdrawn library materials are discarded. The Dean for Instructional Programs or her/his designee shall be the sole judge of the final disposition of discarded materials, in full compliance with Washington State law.

### **Reclassification/Weeding or Deselection of Reference Materials**

Books are removed from the Reference Collection for the following reasons:

1. They have been superseded by newer, more up-to-date editions. When the library acquires a new edition of a previously-held title, the older editions are evaluated on an individual basis and retained; reclassified from reference to circulating; or withdrawn, as appropriate
2. Their value as ready-reference sources has decreased to the point where they are no longer in constant demand, or they are no longer contributing to the overall comprehensive nature of the reference collection. Books which have been removed from reference but which still retain informational value may be reclassified for transfer to the general circulating collection.

### **XIII. Procedure for Review of Library/Media Center Material**

Since free access to information is essential not only to education but to our democracy, the library upholds the principles of the American Library Association's *Freedom to Read Statement*

<http://www.ala.org/ala/oif/statementspols/ftstatement/freedomreadstatement.htm> and makes every effort to provide materials representing all points of view, including those which are unpopular or unorthodox. To quote directly from the *Library Bill of Rights* <http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>, "Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment." This responsibility also entails establishing formal procedures for persons or groups wishing to request reconsideration of any material in the Library collection.

Should a Library user encounter material he or she feels is objectionable, the user has the right to complete a "Statement of Concern Regarding Library Resources" form [Appendix C]. The form may be obtained at the reference desk or from the office of the Dean for Instructional Programs, and the completed form must be submitted to the Dean for Instructional Programs.

No material will be withdrawn, removed, or undergo a change in location or status until the entire review process is completed.

The patron's request will be received by the Dean for Instructional Programs, who will review the request with the faculty librarians and prepare a written response that includes an explanation for the decision to retain, withdraw, or relocate the material in question. The explanation may include how the material relates to the educational

goals of the college and the Library/Media Center, criteria used for selection of this and similar items, published reviews, and/or patron requests for and use of the material. Copies of the response will be submitted to the Vice President for Instructional Programs.

Within three weeks of the postmark of the response from the Library/Media Center, the complainant may forward a written appeal to the Dean for Instructional Programs. The Dean will then, within two weeks of receipt of the appeal, establish and call the first meeting of an ad hoc Review Committee, whose members will be

- Two tenured faculty selected by the President of Lower Columbia College Federation of Teachers (with at least one from the subject area of the material in question);
- One department chair selected by the Vice President of Instruction;
- One library faculty member (selected by the Dean for Instructional Programs) who is responsible for materials selection in the subject area of the material in question;
- One student (selected by Student Government);
- One librarian from the community (selected by the Dean for Instructional Programs); and
- The Dean for Instructional Programs.

The chair will be selected by the Committee.

The Committee will review the written request and the response, and will read, listen to, and/or view the material in question in its entirety. The library faculty member will provide information to the Committee, which may include:

- Collection objectives that are met by the material;
- Reviews from professionally recognized sources;
- Statements by instructors whose students use or may use the material; and
- Any other information that could assist in defining the purpose or value of the material.

The Review Committee may rely on any resources of the college in arriving at a decision, taking into consideration the intellectual freedom documents of the American Library Association and Washington Library Association found in the appendices of this policy. The Committee may interview any other individuals, including the complainant, as well as seek counsel and advice from the Office of the Attorney General.

Within 45 days of receipt of written appeal, the Committee will reach its decision with four or more concurring votes of the seven Committee members, and will forward the written decision and all documentation to the Dean for Instructional Programs for action. The committee chair will notify the complainant in writing of the decision of the Committee and ensure the appropriate action has been complied with. Copies will be forwarded to the Vice President of Instruction of Lower Columbia College.

Within two weeks of notification of the Committee's decision, the complainant or a dissenting member of the Committee may forward a written appeal to the President of Lower Columbia College. Appeal decisions will be based on the material included in the file.

Material that has undergone a review may not be re-challenged for one calendar year from the date the Review Committee's recommendation is sent to the Dean for Instructional Programs.

#### **XIV. Saving Clause**

Nothing contained in this policy shall conflict with the laws of the State of Washington or with any policy established by Lower Columbia College or the State Board for Community and Technical Colleges.

#### **XV. Periodic Review**

Since Lower Columbia College is a dynamic institution, the Library's Collection Development and Materials Selection Policy must be responsive to change. Therefore, this policy will be reviewed periodically by the faculty librarians and the Collection Development Committee and revised accordingly.

## APPENDIX A –

### Lower Columbia College Mission / Values Statement

**OUR VISION:** Our vision is to be a powerful force for improving the quality of life in our community.

**OUR MISSION:** The mission of Lower Columbia College is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional, and innovative.

**OUR VALUE SYSTEM:** Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability.

**OUR EXPECTED COLLEGE OUTCOMES:**

**ACCESS:** We invite the community to participate in the full array of programs, services, and activities at Lower Columbia College.

**TRANSFER:** We offer courses and support for students to meet the requirements for transfer from Lower Columbia College and to pursue successfully upper division college and university programs.

**PROFESSIONAL/TECHNICAL:** We provide opportunities for students to receive quality professional/technical training for employment, skills enhancement, and career development.

**BASIC SKILLS/TRANSITIONAL STUDIES:** We ensure that all learners who are underprepared for college level studies have the opportunity to receive basic skills instruction for literacy development, diploma completion, English as a second language, citizenship, and preparation for higher education.

**CUSTOMIZED EDUCATION:** We are an enthusiastic partner with business and community groups to create customized programs and services.

**COMMUNITY ENRICHMENT:** We enrich the community through diverse cultural, artistic, athletic, social activities and programs for personal enrichment.

**INSTITUTIONAL EXCELLENCE:** We are committed to institutional integrity, responsible stewardship, and excellence in meeting the educational, cultural, and service needs of the community.

Adopted by the Board of Trustees: July 18, 2007

## **APPENDIX B –**

### **Lower Columbia College Library Service Mission Statement**

The mission of the Lower Columbia Library Services is to maintain a physical and virtual teaching and learning environment that promotes academic inquiry, supports instruction and scholarship, and fosters lifelong intellectual growth and discovery by providing all members of the LCC community with access to needed information resources, research assistance, and guidance in developing skills for locating, evaluating, and using information to solve problems and fully participate in the global community.

### **Vision**

Our vision is to be an empowering information hub where users have access to cutting edge academic support services in a single location.

### **Library Services will fulfill this mission by meeting the following outcomes.**

- Employing professionally-qualified faculty librarians and library paraprofessionals who are active educators.
- Providing maximum access to information resources and services that support and augment the classroom experience and that foster academic excellence through the freedom of inquiry.
- Encouraging and facilitating intellectual independence and lifelong learning through instructional programs and services that emphasize information literacy and complement classroom instruction.
- Providing distinctive programs and services designed to meet the intellectual and cultural needs of an information-based society.
- Providing an atmosphere and environment that supports the use of information in learning and study.
- Utilizing available and emerging technologies that support and enhance instruction and information retrieval.

### **To carry out its mission, Library Services has set the following goals:**

1. To support information needs of the College by selecting, acquiring, organizing, producing, preserving and circulating a collection of materials in a variety of formats, as well as equipment necessary for their use.
2. To interpret the collection to all users, to assist them in the utilization of the library as well as the electronically available databases, to provide referral to additional information sources and to supply individualized assistance in using instructional materials.



3. To provide comprehensive information literacy instruction that is integrated with the curriculum, enabling all users to locate, evaluate, organize, and utilize information.
4. To improve services through regular evaluation of the collection, programs, and facilities in light of applicable standards.
5. To provide comfortable, barrier-free facilities that afford maximum access to resources, and to encourage their use in an atmosphere conducive to academic study.
6. To support the Library Bill of Rights of the American Library Association and other principles and ideals of intellectual freedom.
7. To encourage excellence and innovation in library staff through personal and professional growth opportunities.
8. To develop and maintain a multi-media services program that enhances the instructional effectiveness of the faculty through the use of materials and technology.
9. To assist in the development of local and inter-institutional information networks.
10. To develop library services that are consistent with College program objectives by maintaining close and purposeful working relationships with all constituencies.
11. To stimulate intellectual activity and cultural awareness through programming, outreach, and displays.
12. To share resources, services, and ideas with all areas of the College, as well as with professional, public, and private organizations and institutions in the community.
13. To provide leadership in the use and services of multi-media services.
14. To enhance the quality and reputation of the College through library teaching, resources, services, and community relations.
15. To maintain effective administrative planning and operation, in accordance with established principles of library management and with College policy.



## APPENDIX C – Statement of Concern about Library Resources

The library values your opinion. If you would like us to reconsider the presence in our collection of any library material, please complete this form, indicating as clearly as possible the nature of your concern. If your concerns relate to a library program or other library services, please indicate in the appropriate space. A librarian will contact you in the near future to discuss your request.

Your Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ (work) \_\_\_\_\_ (home)

### I. LIBRARY MATERIALS OR SERVICES OF CONCERN

Book\_\_\_ Textbook\_\_\_ Video\_\_\_ Magazine\_\_\_ Newspaper\_\_\_ Pamphlet\_\_\_ Play\_\_\_ Student Publication  
\_\_\_ Artwork\_\_\_ Audiovisual Material\_\_\_ Library Program\_\_\_ Collection\_\_\_ Exhibit\_\_\_ Performance  
\_\_\_ Speech\_\_\_ Online Resources\_\_\_ Other\_\_\_

A. TITLE \_\_\_\_\_

B. AUTHOR OR PRODUCER \_\_\_\_\_

C. WHAT BROUGHT THIS TITLE TO YOUR ATTENTION? \_\_\_\_\_

D. HAS THE COMPLAINANT READ, VIEWED, ETC., THE MATERIAL IN ITS ENTIRETY? TO WHAT DOES THE COMPLAINANT SPECIFICALLY OBJECT? WHAT SPECIFICALLY DOES THE COMPLAINANT THINK IS THE PROBLEM, OR WHERE DOES THE HARM IN THE MATERIAL COME FROM? (USE OTHER SIDE OF THIS FORM IF NECESSARY.)

E. WHAT MATERIALS DO YOU SUGGEST WE SUBSTITUTE FOR THESE THAT WILL PROVIDE THE SAME LEVEL OF INFORMATION ON THIS SUBJECT?

F. IF YOUR CONCERNS ARE FOR OTHER THAN LIBRARY MATERIALS PLEASE STATE THEM BELOW. (USE OTHER SIDE OF THIS FORM IF NECESSARY.)

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_