Olympic College Library System

Collection Management Policy

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1.0 General Collection Management Policies

1.1 Purpose
Collection management is an ongoing process by which library faculty provide organized collections of print and non-print resources that meet the teaching and learning needs of Olympic College students and faculty.

Through systematic collection management strategies, library faculty create collections that are used, useful, and usable. Library faculty believe that the library collections contribute considerably to students’ mastery of the College’s five core abilities: communication, thinking, information literacy and technology, lifelong learning, and global perspective.

This document was created to:

- Ensure that library faculty build a collection that is responsive to curriculum, balanced intellectually, and responsive to the needs and use patterns of students and faculty.
- Provide objective criteria for materials selection and management.
- Clarify to students and faculty the philosophy behind the scope, size, and role of the collection.

1.2 General Description of Institution and Clientele Served
Founded in 1946, Olympic College is a public two-year community college that provides education to students in a wide range of ages – from high school to older adults. Students choose Olympic College to satisfy the first two years of a baccalaureate degree, take classes to prepare for employment, update job skills, get retraining, or prepare for college-level studies. Four baccalaureate degrees are also available through Olympic College: Digital Filmmaking Bachelor of Applied Science, Information Systems Bachelor of Applied Science, Bachelor of Science in Nursing, and Organizational Leadership and Technical Management Bachelor of Applied Science.

The college district – made up of campuses in Bremerton, Poulsbo and Shelton – serves a population of about 280,000 in Kitsap and Mason counties. Over 11,000 students attend OC annually; 53 percent of these students plan to transfer to a four-year institution; 31 percent enroll in professional/technical programs; 4 percent enroll in developmental studies and basic skills; and 12 percent are pre-college.

Residents of Kitsap and Mason Counties who are not affiliated with the college are granted borrowing and computer privileges, however, the library and its collections are not intended to serve the general public.
1.3 Collection Overview

The physical collection consists of over 65,000 hardcopy books, 2,000 videos, and 1,000 sound recordings. A decreasing hardcopy periodical collection has stabilized at 104 subscriptions. Along with physical collections, many holdings are electronic, delivered via the web. The emphasis on electronic content is growing along with the College’s expanding distance curriculum, and the growing expectation that information be available to meet users’ 24/7 demands.

OC Library collections are housed in four locations:

- The Haselwood Library on the Bremerton campus, the largest facility with over 65,000 items, not including periodical issues.
- The Poulsbo Library, the smallest collection, integrated with the campus’ open computer laboratory, with 1,500 items. The Johnson Library in Shelton, about 3,100 items.
- The web with over 21,000 full-text e-books and over 32,000 full-text electronic periodical titles.

The intellectual level of the collection is focused on lower-division undergraduates. A small portion of the collection serves adult basic education and ESOL students. Some upper-division materials are collected for advanced students and to support the college’s bachelor’s degree programs. Items are purchased to support faculty growth and development in teaching and learning, however OC libraries do not support faculty research needs outside of the teaching and learning context. Instead, higher-level research needs of teaching faculty are usually met through interlibrary loan and referral to regional university collections.

Overall, the OC Library does not strive to emulate a university collection where comprehensive collections are housed indefinitely. Nor does it strive to emulate the healthy regional public libraries, which are exemplary at supplying the population with both recreational and general-interest content. Instead, the library’s goal is to provide a highly selective, up-to-date, authoritative, well weeded, and attractive collection, all within a finite space and budget.

1.4 General Selection Criteria

Any item selected for purchase should satisfy at least two of the following criteria.

The item should

- Be consistent with the general educational goals and core abilities of the college and the objectives of specific courses.
- Meet high standards of quality in content and presentation.
- Fill a gap in representing multiple points-of-view on controversial issues.
1.5 Selection Aids
Library faculty routinely consult a variety of sources to make the best possible choices for the collection within budget. Library faculty use standard print and electronic reviewing sources as well as discipline-specific journals to identify new materials. Secondarily, library faculty use publishers' catalogs and ebsites, promotional flyers, and other announcements such as email. Other selection aids include bibliographies or subject-specific lists of materials, which are published by professional associations, book jobbers, and publishers.

1.6 Faculty Requests
Teaching faculty are invited to identify and recommend books, journals, videos, sound recordings, and electronic resources for purchase. Faculty recommendations must fall into one of two categories to be considered for purchase: 1) items must be of use to students, or 2) items must be of use for faculty's professional growth and development in teaching and learning. Priority will be given to faculty recommendations.

Books, journals, videos, sound recordings, and electronic resources are purchased with library materials budget, library endowment, or in some cases, instructional equipment funds. Videos, particularly when prohibitively expensive or especially esoteric, are purchased with the teaching faculty's departmental budget and housed in the library. Video purchasing is explained in greater detail in section 2.4.

1.7 Physical Forms of Materials Collected or Excluded
The Library collects materials in formats appropriate to current technologies and curriculum needs.

1.7.1 Print Materials Collected
- Books
- Serials, periodicals, newspapers

1.7.2 Non-Print Materials Collected
- Digital streaming videos
- DVD videos
- Compact discs
- Electronic books (e-Books)
- Subscription databases
- Selected realia (e.g. globes, skeletons....)
1.7.3 Print Materials Excluded
The Library does not systematically collect:

- Textbooks currently adopted at Olympic College
- Audio books
- Games
- Computer software
- Theses and dissertations
- Pictures and photographs
- Manuscripts and archival materials
- Laboratory manuals
- Instructors’ manuals
- Solutions manuals
- Spiral-bound materials
- Mass-market paperback books
- Workbooks
- Music scores
- Comic books
- Specialized or esoteric materials particular to the research needs of one faculty member

1.7.4 Obsolete Formats Excluded
The Library no longer purchases:

- VHS tapes when a DVD version, or newer format is available
- Reel to reel video
- Reel to reel audio
- Audio cassettes when a CD version, or a newer format is available
- Phono discs (i.e. vinyl LPs)
- Film loops
- Sound slide sets
- Microforms
- 16mm or 35mm films

1.8 Multiple or Duplicate Copies
As a general rule, the library does not purchase multiple copies of books, reference books, videos, journals, etc. Duplicate copies may be purchased if there is a high demand on more than one campus.

1.9 Gifts
The OC Library System welcomes gifts, but normally accepts them only with the understanding that the donor gives full title and control to the library, so that the library is not obligated to keep materials which are not considered suitable. Gifts
to the Olympic College Library System that are not added to the collection may be returned to the donor or sold. Assets from such sales will be deposited in the library’s account and will be used to purchase new materials. The Library retains the right of location assignment within the system for all gifts. The Library provides a letter of receipt to the donor but does not provide a tax statement, monetary evaluation, or itemization of the titles being donated.

1.10 Notification of New Library Acquisitions
New acquisitions are promoted in a variety of ways, including:

1) A ‘New Books’ display on the first floor.
2) On the Library home page.
3) On social media platforms.
4) Via email to selected faculty, staff, or the entire campus as appropriate.

1.11 Intellectual Freedom and Censorship
Library faculty strive to provide materials presenting all points of view concerning the problems, issues, and controversies of our time. Materials may not be censored, proscribed, or removed from the OC Library system because of partisan or doctrinal disapproval. The OC library faculty endorse and are guided by these position statements published by the American Library Association: The Freedom to Read Statement, Freedom to View Statement, and the Library Bill of Rights. These documents appear in Appendix A.

1.11.1 Challenged Materials
If an item is challenged, the following process is used: The complainant is supplied with a standard printed form which must be filled out completely prior to consideration. The form is entitled “Statement of Concern about Library Resources” (Appendix C). Criticism shall be made in writing, indicating author, title, publisher, and page number(s) of items to which the objection is made, and the reasons for the objection. No anonymous complaints will be accepted. The form must be signed by the person making the objection. Once the form is completed and received, the review will proceed as follows:

1.11.1.1 A library faculty will acknowledge receipt of the “Statement of Concern about Library Resources” form within seven days of receipt.

1.11.1.2 A committee consisting of the Dean of Library, Learning Resources, and eLearning and the full-time library faculty will review the material in question and make a determination. The determination and reasons for it will be communicated to the complainant in writing with one month of receiving the completed form.
1.11.1.3 If the written response does not satisfactorily resolve the issue, the complainant may request an appeal through the Vice President of Instruction.

2.0 Collection Management Policies for Types of Materials

2.1 Books (Print and e-Book)
Titles which meet the needs of students, including items for research papers, collateral reading, and class assignments, get priority for purchase. Impending new courses and programs also get priority so that a basic collection is available at their onset. After priority needs have been met, consideration is given to other materials which give balance to the collection, or meet the interests and needs of students and faculty.

2.1.1 Selection Criteria
Library faculty use objective guidelines to build a collection of quality and value. All acquisitions, both purchased and donated, are considered in relation to the selection criteria in section 1.4 above. Furthermore, certain books may require judgment primarily on artistic merit, while others are included for scholarship.

2.1.2 Selection Aids

Subject based periodicals and Websites (e.g. CQ Researcher, New Scientist, and American Journal of Nursing)

Core collection bibliographies such as Resources for College Libraries (RCL) and Master Guide to Authoritative Information Resources in the Health Sciences.


Library faculty rarely considers customer reviews found in online bookstores, blog posts, etc.

2.1.3 Special Categories of Books

2.1.3.1 E-Books
Selection criteria for e-Books are 1) appropriate content and academic level, 2) ease of access, i.e. through IP recognition
and off-campus authentication using standard and/or widely available browsers and software, 3) ease of use and accessibility features, i.e. easily navigable, searchable, printable, and downloadable, and 4) appropriate file formats (EPUB, PDF, etc.).

2.1.3.2 Fiction
The library maintains a fiction collection consisting of literary classics, prize winners, works by prize-winning authors, and works by local authors. Works of popular fiction are purchased sparingly for the collection.

2.1.3.3 Reference Books (Encyclopedias, Handbooks, Almanacs, Dictionaries, Atlases)
The library maintains a selection of print and electronic reference works. Library faculty determine the retention period of print editions. Generally, when a hardcopy reference work is replaced and removed from the reference collection, it is added to the circulating collection. Then the circulating copy is withdrawn when replaced by a more current edition. The library prefers to purchase or subscribe to electronic reference works when they meet the selection criteria for e-books (section 2.1.3.1 above), thereby making their content available to all 3 campuses and distance users.

Many reference works are published serially. The acquisition of serial works will be decided on a case-by-case basis.

2.1.3.4 Textbooks
The Library does not purchase textbooks adopted for classroom use by the College. Library faculty recognize the intense financial hardship that textbooks place on students. Because of the library’s own budget constraints, it faces the same hardship. As a result, library faculty give priority to selecting materials that complement and augment required textbooks, rather than the textbooks themselves.

Gifts of adopted textbooks are readily accepted and put on course reserve.

Gifts of recent textbooks not adopted by the College are accepted and added to the collection if deemed potentially useful, as library faculty recognize that some students benefit from seeing content delivered via multiple view points and writing styles. As a general rule the library does not keep more than six different textbooks on a particular topic or area of
study. Usually textbooks more than ten years old are not retained; however, some textbooks may be retained indefinitely in cases where they represent the only items in the collection representing a particular subject.

2.1.3.5 Genres Collected Minimally
The Library selectively, and sparingly, purchases materials in these genres:

- self-help popular psychology
- how-to books
- children’s books

Since these genres are collected extensively by regional public libraries, they are readily available locally. OC libraries are able to avoid duplication and shift priorities to academic resources instead.

2.2 Journals (Print and Electronic)
Because of rising costs, diminishing use, and space limitations, the print collection of journals has been carefully weeded over the past decade. To replace and improve on the print collection, library faculty select heavily used subscription databases.

Teaching faculty frequently request subscriptions to trade journals in their respective fields, however trade journals are not collected without a demonstrated student assignment. Similarly, the library rarely subscribes to single electronic titles. Instead the library prefers buying bundles of journals managed by content aggregators, such as ProQuest, EBSCOhost, and JSTOR.

2.2.1 Selection Criteria
Selection criteria for print and electronic journal collections are 1) appropriate content, 2) amount of unique content, i.e. how much content overlaps with current database subscriptions, 3) accessibility features, and general ease of use, i.e. easily navigable, searchable, printable, and downloadable, 4) cost, and availability through library consortia, 5) available file formats (PDF, html, video, etc.)

2.2.2 Selection Aids.
Electronic journal collections are reviewed in many of the same sources as books and e-books (section 2.1).

2.3 Sound Recordings
The sound recording collection includes compact discs (CDs) and vinyl LPs and covers all varieties of music. This includes, but is not limited to, classical, pop, R&B, country, jazz, world, and musicals. All new acquisitions are in CD format.
only; however, due to changing technology in the audio field, the library will be alert to changes in format. Due to low use and the high cost of processing, vinyl LPs will no longer be added to the collection, with the exception of unusual or unique works that are not available on CD.

2.3.1 Selection Criteria
This collection exists to support the curriculum of the College. Since the primary focus of the Music Department is instrumental and vocal jazz, the purchase of new recordings reflects this emphasis.

2.3.2 Selection Aids
- Review sources such as *DownBeat* magazine.
- Standard reference sources (e.g. *Blackwell Guide to Recorded Jazz*).

2.4 Videos

2.4.1 Selection Criteria and Selection Aids
Library faculty purchase videos using the same selection criteria and selection aids listed in section 2.1.

2.4.2 Requests by Teaching Faculty
Requests by teaching faculty are also purchased with library funds when 1) the cost of the video is not prohibitive, 2) library money is available, and 3) the subject matter of the video may be useful to viewers outside of the requestor’s classroom.

If library faculty determines that a particular video is too expensive and/or too esoteric, the video is purchased from instructional monies instead. Videos purchased with instructional monies remain the property of the College and are treated as a shared resource. As a result, these videos are also housed in the library to guarantee access by all. Videos purchased with instructional monies may not be housed in division or faculty offices. Furthermore, instructors may not block access to viewing by other faculty and students.

All purchase requests for videos from instructional monies are sent to the Dean of Library, Learning Resources, and eLearning to be checked against current holdings. If the request is not for a duplicate, the purchase request is authorized and forwarded to the Purchasing Department. Duplicates may be purchased if deemed desirable by the Division and Library in consultation. When the purchased materials arrive on campus they are sent to the Haselwood Library for cataloging and processing. Titles added to the video collection are available to all students, staff, and faculty, unless restricted by copyright or other licensing restrictions. The
Library notifies the requestor when videos are processed and available for use. Duplicates purchased on instructional monies may be retained indefinitely by the requestor if desired.

2.4.3 Feature Films
Feature films may be purchased to support specialized instruction needs for faculty in certain curriculum areas. Feature films are not regularly purchased for recreational viewing, as these needs are met effectively by regional public libraries.

3.0 Special Collections

3.1 Adult Basic Education
The Library purchases books and media, at appropriate reading levels, in support of the Adult Basic Education, GED, and ESOL programs of the College. Materials selected for newly literate and low-literate adults consist of adult readers (many include an accompanying sound disc), juvenile books, and graphic novels.

3.1.1 Selection Criteria
Materials in this collection are written at a beginning reading level, up through a 12th grade reading level.

3.1.1.1 Examples of materials included:
- Leveled “readers”, with or without an accompanying CD, in American English.
- Materials related to United States citizenship
- Materials about daily living in the United States
- Non-fiction materials on current social issues and famous personalities
- Materials on college success
- Basic grammar, vocabulary, composition, mathematics materials
- Study guides for GED, SAT, TOEFL, and Accuplacer tests

3.1.1.2 Examples of materials excluded:
- Materials in British English or foreign languages
- Materials at higher than 11-12th grade reading level
- Children’s picture books

3.1.2 Selection Aids
- Recommendations from ABE/ESOL teaching faculty
- Review sources such as *Library Journal*
• Publishers of ABE/ESOL materials, such as Cambridge University Press
  www.cambridge.org/elt/readers, Macmillan
  www.macmillanenglish.com/readers, Oxford University Press
  http://global.oup.com/?cc=us, and Pearson Longman
  www.longmanhomeusa.com

3.2 Course Reserve Collection
Course reserve materials supplement classroom instruction and give teaching faculty a way to control student access to high-demand materials. Teaching faculty may place library materials on reserve, or place their own materials on reserve. Materials commonly placed on reserve include books, book chapters, articles, videos, sound recordings, electronic reserves, realia (e.g. human anatomical models), and equipment. Teaching faculty specify loan periods for reserve materials (e.g. 2-hour, over-night, 3-day, or 7-day loan).

All materials entered into the reserve collection must meet ‘fair use’ copyright guidelines. Furthermore, all e-reserve items are password protected in order to comply with copyright guidelines. Materials not meeting ‘fair use’ guidelines will not be accepted by the Library. Final decision regarding whether the materials meet ‘fair use’ copyright guidelines rests with the Dean of Library, Learning Resources, & eLearning.

3.3 George W. Martin Collection
Established in honor of a former Olympic College registrar and an inductee into the OC Hall of Fame, the Martin Collection contains materials on mountaineering and outdoor education. While worldwide in scope, its particular emphasis is on the Pacific Northwest.

The photographs and some of the ephemeral material (e.g., mountaineering course brochures and materials, loose newspaper clippings and magazine articles, etc.) of the Martin Collection have been digitized and added or are in the process of being added to the Digital Archives (see section 3.5.2).

The Library is not adding materials to this collection at this time

3.4 Maps
The Library is not adding maps to its collection at this time.

3.5 Olympic College Archive Materials
The Library keeps primary and secondary resource materials dating back to the founding of the college in 1946. The materials are portions of the scholarly and cultural record of the College. The Library is not the official records management program for the college as required by Washington State’s Public Records law, which identifies records as legal, financial, and/or archival. The responsibility for that program resides within the Office of Institutional Effectiveness.
3.5.1 Selection Criteria:
Materials selected for the Archive document significant activities and events at the College.

Examples of materials included:
- College publications (catalogs, schedules, brochures, directories, commencement programs)
- Student publications (newspapers, yearbooks, handbooks, sound recordings)
- Departmental publications (newsletters, programs of special events)
- Faculty publications (books, journal articles, newspaper articles)
- Reports (annual reports, accreditation documents, planning reports, research reports, committee reports, survey results)
- Public relations materials
- Photographs of significant events and persons
- Selected memorabilia (Portraits, art work)

3.5.2 Digital Archives:
The Digital Archives (DA) contains thematic collections of items that document the history of the Library and its resources and the history of the significant events and activities at the college and makes them freely available online to researchers. The DA supports the teaching mission and vision of the college by creating a relevant educational option for research to our students and the region. It consists of materials identified in 3.5.1 that have either been digitized or were born digital.

Dependent upon organizational commitment and support of the necessary infrastructure and the costs and sustainability of preserving and accessing categories of formats and/or media, the DA accepts donations that fit the selection criteria. Each donation will be appraised separately according to the Digital Archives Appraisal Policy (in process). Accepted donations will include a formal submission agreement between the creator and the DA (Appendix D).

3.6 Teaching & Learning Collection
The Teaching & Learning Collection consists of books, e-books, videos and serials of interest to college faculty seeking to:
- Solve pedagogical, methodological, and situational problems
- Discover innovative practices that improve and enhance learning
- Focus on evaluating the effectiveness of their instruction
- Grow as both teachers and learners
3.6.1 Selection Criteria:
The collection is developed in close association with the goals and values of the College’s Center for Teaching & Learning.

The collection focuses on these broad subject areas as they apply to community colleges:
- Adult education
- College leadership
- College teaching
- Curriculum development
- Distance education
- Diverse learning
- Educational technology
- Outcomes and assessment
- Psychology of learning
- Student retention and success

3.6.2 Selection Aids
- Recommendations from teaching faculty and the OC Center for Teaching and Learning
- Review sources such as those listed in section 2.1 above.
- Reviews in *The Chronicle of Higher Education*

3.7 Thomas Graham Collection
The Thomas Graham Collection is endowed by Dr. Louis Graham in honor of his son, who worked as a Program Assistant in the Social Science and Humanities Division from 1998-2007. Thomas Edward Graham died on July 14, 2007, while descending the Mount Jupiter Trail in the Olympic Mountains with a hiking group from the Olympia Branch of the Mountaineers.

The Thomas Graham Collection is housed in the Thomas Graham Room at Haselwood Library. The funds from the endowment are used to expand the collection and to furnish the room. The collection and its room are designed to be a community place where people can come together to learn about, and to celebrate the history and beauty of the natural world as well as the life of a man who traveled the world by different paths.

3.7.1 Selection Criteria
Since exploration of the Pacific Northwest was one of Tom’s passions, the collection focuses on the area’s natural history, environmental conservation, and Native American influence. Tom’s travels also took him to the far edges of the globe so the collection also encompasses world travel and human geography.
3.7.2 Selection Aids

- Review sources such as those listed in section 2.1 above.

3.8 Departmental Libraries

The Library does not support departmental libraries. Instead, the Library strives to coordinate the various departments to make their materials widely available through a central library system, which includes a single catalog and circulation system.

4.0 Acquisitions Process

4.1 Organization

All library faculty, full-time and adjunct, participate in collection management. Each librarian serves as the chief selector for multiple disciplines. Along with selecting materials, librarians routinely de-select items, promote new acquisitions, and solicit recommendations from teaching faculty.

4.2 Budget and Allocation of Funds

An annual materials budget is determined by the Dean of Library, Learning Resources, & eLearning at the beginning of the fiscal year. Library faculty work together to review and monitor the budget continuously, in order to set priorities and spending allocations for the year. Library Technicians monitor allocations and expenditures, and prepare reports on the status of allocations and expenditures.

4.3 Special Funds

Library faculty set aside a portion of the budget every year to gather together expensive selections from all selectors. These ‘big ticket’ items, usually over $100 each, and are ordered near the end of the fiscal year.

4.4 Special Budgets

The Dean of Library, Learning Resources, & eLearning manages several additional materials budgets including the Thomas Graham Collection Endowment, Shelton endowment and library materials budgets for baccalaureate degrees.

4.5 Selection and Ordering Procedures

Librarians submit their selections to the Library Technicians in an Excel spreadsheet after checking them against current holdings. At a minimum the spreadsheet must contain these elements: author, title publisher, date, ISBN (or other standard number), and price. Orders are expected by a quarterly deadline (excluding summer), but selections are welcome at any time during the year.
Materials are ordered and received, and invoices are approved for payment by Library Technicians. On-order files, records of orders, vendor information are accessible through the X drive and Alma. A flow chart for the ordering process appears in Appendix B.

4.5.1 Ordering Books
A library technician, in consultation with library faculty, selects appropriate print book sellers. Print books are ordered from Amazon.com when they are available at a ten percent or greater discount. Other items may be ordered from Midwest Library Services. Items which cannot be supplied by either Amazon.com or Midwest in a timely manner, or at a reasonable cost, may be ordered directly from publishers or other vendors. Ebooks are ordered by the databases librarian, through content aggregators such as EBSCO Publishing, directly from publishers, or through consortium contracts.

Book sellers are evaluated periodically for quality of service, discounts, and turn-around time.

4.5.2 Ordering Hard-Copy Periodicals
Periodicals are ordered from a periodical subscription service (aka jobber) whenever possible. Periodicals that cannot be supplied by a jobber are ordered directly from the publisher. A Library Technician coordinates ordering periodicals.

4.5.3 Ordering Videos and Sound Recordings
A Library Technician, in consultation with library faculty, selects appropriate sellers. Videos and sound recordings are often ordered from Amazon.com but may also be ordered directly from publishers or other vendors.

4.5.4 Ordering Databases
Databases are ordered through library consortia, directly from publishers, or directly from content aggregators.

5.0 De-selection (Weeding)

5.1 General Guidelines for De-selecting Materials
A well-weeded collection is a well-circulating collection. This is important because library faculty want to ensure that materials are used, useful, and usable. There are many benefits to continuous weeding:
• Saves space in the Library
• Saves time for students and staff
• Makes the collection more appealing and valuable
• Enhances the Library’s reputation and image for having current information
• Gives library faculty a continuous check on the collection’s condition, including any strengths and weaknesses

5.2 De-Selection Criteria
Materials are removed from the OC Library’s collections when one or more of the following criteria are met:

- Some or all of the information contained in the materials in question is outdated or outmoded
- The Library has in its collection newer and more up-to-date materials with similar subject coverage
- The materials in question have not circulated for at least five years
- Materials in question are not included in a core collection lists such as Resources for College Libraries
- Materials in question are not considered a definitive or classic work according to teaching faculty
- Duplicate items will be removed if there is insufficient use to warrant retaining extra copies
- There is insufficient space to house the material in question.

5.3 Means of De-Selection
Library faculty systematically pull materials for removal and may consult with teaching faculty, who serve as subject experts. Once the decision to de-select an item is made, library technicians remove the item from the catalog, detach holdings from consortia catalogs, and place the items in the ongoing book sale. Proceeds from the book sale are used to purchase new items for the collection. Unsold items are recycled or donated to charities. Materials removed from the OC Library System’s collections are disposed of in accordance with RCW 39.33.070.

6.0 Sources Consulted


7.0 Appendix A

7.1 American Library Association: 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 untired 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:

*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.
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.

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.

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.

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.

_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 selfcensorship.

_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.

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.


A Joint Statement by:

American Library Association and 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

7.2 American Library Association: Freedom to View Statement

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.

To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.

To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

7.3 American Library Association 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 that 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.

A history of the Library Bill of Rights is found in the latest edition of the Intellectual Freedom Manual
8.0 Appendix B: Materials Ordering Workflow

START
Librarian creates a book order in Excel

Librarian checks Primo to make sure items are not already owned or already on order

Librarian places their Excel file in X:\InstSrv\HL\Book Orders.

Librarian notifies TS Technician and Acquisitions Technician that their order is ready

TS Technician uses Excel file to download records from OCLC and creates a Connexion file, (with the same name as the Excel file), and places it in X:\InstSrv\HL\Book Orders.

TS Technician copies records to X:\InstSrv\HL\Book Orders\OnOrder.bib.db

TS Technician loads Connexion file into Alma

Acquisitions Technician attaches POL to each record in Alma

START
Print books are received

Acquisitions Technician Checks in each book in Alma and puts the books in Technical Services.

The cataloger takes books and moves their records from OnOrder.bib into an in-process file

Cataloger edits records

TS Technician in Bremerton or Shelton updates records in Alma and OCLC

TS Technician and student workers physically process books

Librarian investigates prices

Librarian chooses vendor, orders, finds cz record and activates in Alma

Librarian notifies Acquisitions Tech. the price and okay to do PO, receive and invoice. Notifies also Administrative Assistant with the billing information.

Print

Acquisitions Technician notifies database librarian regarding ebook order

E-book

Books are removed from in process status and put on the new books display in the lobby

Librarian investigates prices

Librarian chooses vendor, orders, finds cz record and activates in Alma

Librarian notifies Acquisitions Tech. the price and okay to do PO, receive and invoice. Notifies also Administrative Assistant with the billing information.

Print
9.0 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 materials, 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 service, please indicate in the appropriate space. The Dean of Library, Learning Resources, and eLearning will contact you in the near future to discuss your request.

Name:______________________________________________________________

Address:____________________________________________________________________

Phone:____________________________________________________________________

Email:____________________________________________________________________

Library materials or services of concern (please indicate type)

Book__ Video__ Sound Recording__ Magazine__ Newspaper__ Artwork__ Library Program__
Exhibit__ Online Resource__ Other:____________________________________________

Title:____________________________________________________________________

Author and/or Publisher/Producer:___________________________________________

Call number:________________________________________________________________

What brought this title to your attention?

__________________________________________________________________________

Have you read, viewed, etc. the materials in its entirety? Yes__ No__
To what do you specifically object? (include page numbers, if applicable)

What specifically do you think is the problem, or where does the harm in the material come from?

What materials do you suggest we substitute that will provide the same level of information on this subject?

Signature________________________________________

Date___________________
10.0 Appendix D: Olympic College Deed of Gift for Archival Materials

The purpose of this agreement is to set forth the terms by which the Donor agrees to donate certain personal papers, records, letters, ephemera, memorabilia, documents, photographs, publications, other literary and pictorial works, and other textural and non-textual materials (or combinations thereof) in various formats and media (or combinations thereof) which are individually and/or collectively of an historical nature (the Collection) to Olympic College, so that the Collection may be preserved and administrated and made available for study and research by students, scholars, and other interested persons; and the terms under which Olympic College accepts the donation and agrees to preserve and administer the Collection.

This deed will accompany the Olympic College Foundation Non-Cash Gift Report form.

I. The Donor

I, the undersigned Donor, hereby donate and convey to Olympic College, subject to any additional terms and conditions stated below, all right, title, and interest that I possess in the following physical property or electronic files:

Name of Collection (“the Collection”):

Description of the Collection: Approximately _____ sound recordings, _____ slides, etc.

I represent and warrant that I am the sole lawful owner of the Collection, that I am free to enter into this Deed of Gift, and that there are no encumbrances of any kind against the Collection. With regard to the copyriyht in or associated with the Collection, I make no representations or warranties. To the extent that I own or have rights in any such copyrights, I hereby grant Olympic College the non-exclusive, royalty-free, irrevocable right to use and make the Collection, or selected recordings in the Collection, publicly available for non-commercial, educational, and research purposes via any media, now known or later developed, including without limitation broadcast, the Internet, and the World Wide Web; Olympic College may also allow others to use and make the Collection or selected recordings publicly available, provided that such uses must be only for non-commercial, educational, and research purposes.

If I make any additions to the Collection in the future, such additions will be described in an addendum, and this Deed of Gift will govern such additions.

I acknowledge that upon execution of this Deed of Gift, the Collection becomes the property of Olympic College, and that the use, maintenance, and disposition of the Collection are at the college’s sole discretion.
Donor will defend, indemnify, and hold Olympic College harmless from claims or allegations arising from or relating to conduct that would be a breach of Donor’s warranties or representations herein if established.

Additional terms and conditions:

I have received an explanation of all terms and conditions of this Deed of Gift and agree to them as indicated.

Donor’s signature  ___________________________  Date  ________________
Print donor’s name ___________________________________________________
Donor’s address____________________________________________________________

Donor’s telephone____________________________________________________________
Donor’s email  _____________________________________________________________

II. Olympic College

Olympic College gratefully acknowledges receipt of this gift and agrees to the stipulations outlined above.

For Olympic College:

Signed  ___________________________  Date__________________
Receiving department________________________________________________________

1/11/18  dc