Collection Development Policy

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College Mission

Seattle Central Community College promotes educational excellence in a multicultural urban environment. We provide opportunities for academic achievement, workplace preparation, and service to the community.

Core Values

Seattle Central is committed to creating a learning environment that is accessible, diverse, responsive, and innovative.

Library Mission & Goals

The Seattle Central Community College Library supports the College’s mission and learning outcomes by promoting information literacy through innovative and responsive programs, collections and services. We continuously improve these programs, collections and services through planning and assessment.

We:

- Provide instructional programs to support our students’ wide range of educational goals and learning styles
- Develop collections to include a variety of formats and points of view that reflect the diversity of the community we serve
- Offer services to integrate a contemplative learning environment with current information technology
- Collaborate with students, staff, faculty and administration on library and campus-wide initiatives
- Enhance access to library resources through a variety of pathways that serve users wherever they are.
- Advocate for the fiscal, physical and human resources needed to build outstanding library services and collections
- Promote the value of the library as an essential resource for academic excellence

User Groups Served

The library collection is selected primarily to serve students, faculty, staff, and administrators of the college. Members of the community may also use the library collection, with some restrictions.
Responsibilities for Selection

The college administration has delegated the responsibility for development and maintenance of the library collections and services to the Executive Dean for Instructional Resources. Actual collection development and selection responsibility is in turn assigned to the library faculty, who will discharge this obligation consistent with the selection objectives and criteria defined in this policy. Instructors throughout the campus are responsible for recommending purchases in their subject matter and for arranging for library support when planning courses and programs. Faculty, students, staff, and administrators are invited to submit suggestions for purchases in any subject area. Furthermore, whenever practical, the library attempts to coordinate resource selection with the libraries at North Seattle Community College and South Seattle Community College. Individual selectors may create collection development policies to address sub-collections, such as ERA/ESL, as needed.

Collection Objectives

In order of priority, new materials are added to the collection to:

1. Support the ongoing instructional curriculum
2. Enhance life-long learning and information literacy
3. Provide a balanced collection, including materials representing a wide diversity of views
4. Provide materials for independent study
5. Provide vocational and continuing education information
6. Promote self-awareness
7. Provide items for recreation and personal growth

Collection Overview

In support of the instructional programs of the College, collections in all curriculum-related areas will be developed through the two-year college or certificate level. The Bachelor's Degree in Applied Behavioral Science program will be developed through the baccalaureate level. No area will be developed to the graduate research level. Faculty and staff are encouraged to use Inter-Library Loan to obtain advanced level subject specific material. For the independent study needs of its patrons, the library will strive to maintain a minimal collection of basic works in all library classification divisions. These decisions are made by each subject librarian.

In addition to materials for the support of the instructional programs, and in order to further meet the stated Collection Objectives the library provides:

- Reference materials.
- General and specialized periodical databases.
• Materials regarding careers and educational opportunities.
• Information about the history, people, environment, and issues of the Pacific Northwest, Washington, and the Seattle area.
• Materials in community college history and philosophy, adult and vocational education, and other areas directly related to improving the quality of instruction or college management.
• Materials for recreation.
• Materials for citizenship and voting.
• Materials at appropriate reading levels for library users, including new readers and those reading at a high school level or lower.

Housing and Location
Library materials will be housed in and will circulate from the library. Reference books and some media do not circulate. The Executive Dean for Instructional Resources, or his/her designee, must approve exceptions.

Other Collections
Reserves Collection
The reserves Collection includes materials for short-term circulation and is located at the circulation desk. The materials may belong to the library or be privately owned. Instructors are expected to provide current reserve textbooks that are not already a part of the collection. High demand and/or fragile items may also be placed in the reserves collection.

Easy Reading for Adults/English as a Second Language
The library maintains a collection of basic materials for adults learning to speak and/or read English. This collection includes both fiction and nonfiction.

Popular Reading Paperbacks
The library maintains an uncataloged collection of paperbacks from donations, but does not actively develop a leisure reading collection.

Archives
The Archives consist of a variety of college information which is retained for accreditation and historical reference.
Selection Criteria

In general, materials will be evaluated based on timeliness and historical value, accuracy, effective expression and quality production, evaluations in professionally recognized critical guides, appropriateness of level of approach, patron interest, and cost. Availability of other materials on a subject may also be considered. The library will strive to meet or exceed accreditation standards in regard to collections as set forth by the Association of College and Research Libraries in Standards for Community, Junior and Technical College Learning Resource Programs.

Materials do not have to satisfy any one or all of these criteria but will be examined and judged with the following in mind:

- **College Mission Statement**: Support of the diverse interests and contributions of students and faculty of all cultures, races, genders, ages, sexual orientations, ranges of abilities, and economic means.
- **Curriculum Support** of college transfer, basic studies and professional/vocational programs taught at the college.
- **Reviews** in professionally recognized critical guides.
- **Quality of the Publication** evaluated according to scholarship, authority of publisher, authority of authors, clarity of expression, and appropriate formatting.
- **Timeliness and Historical Value**, including materials that reflect current issues, methods, trends and ideas; and those works that support the study of local, national, and international issues and events in history.
- **User Interest** in the subject and/or format of the work.
- **Cost** weighed against patron needs, available collection funding, and projected longevity of use. Cost may determine whether to purchase hardbound or paperback or electronic version and may vary considerably across disciplines.
- **Appropriateness** of the reading level, subject matter, format and language.
- **Requests** from faculty, staff, and administrators for items known to be important to either a particular program or to the professional development of instructors.
- **Requests** from students where there is a noticeable demand for the type of item or title being requested.
- **Format**, including the library's ability to provide and support necessary equipment.
- **Ease of availability** from other sources, including the Internet.

Criteria by Format

In addition to the above criteria, there are special aspects to consider for some formats. The library will enhance the access to quality information through electronic alternatives.
Print Periodical Subscriptions
The print periodicals are provided as a current browsing collection. 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 print
- Durability
- Price of the subscription, plus the cost of additional titles needed to balance the collection with opposing points of view
- Availability of full text in existing periodical databases
- Duplicate subscriptions in electronic format through a current library database will be evaluated based on their value in print format (graphics, browsing, or permanent addition to the collection)

Periodical Back Files
Retention of periodical back files is considered on a title-by-title basis and will depend on use statistics, potential reference value, and availability of storage space. Back files will be maintained for rare, unique, or high-demand titles.

General Encyclopedias
Encyclopedia sets are considered for replacement every 5 years. Replacement may be delayed if the titles are available and heavily used in electronic format while print copy is infrequently used.

Interlibrary Loan
In order to offer access to a wider variety of resources, the library offers interlibrary loan services for materials, as requested by users. Users are expected to pay fees charged by the lending library.

Online Databases
The library provides access to information through a variety of electronic resources to support instructional programs. District campus libraries operate collaboratively and cooperatively whenever possible to provide content and purchasing power. Assessment and evaluation of databases is ongoing. The following criteria guide the selection of subscriptions to online databases:

- Cost relative to electronic resources budget and the number of users served
- Availability of full-text
- Relevance of database content to college instructional programs
- Variety and diversity of titles covered
- Availability to remote users through IP authentication
- Search interface, graphical layout of content, and quality of indexing
- Customer support, database response time, and compatibility with software

**Ebooks**
Selection of ebooks follows collection development parameters already in place. Licensing secures the right to maintain access to the collection and to accommodate users from remote sites through our online catalog. The library collects both reference and monographic materials in this format. Ebook titles in the collection are not generally duplicated in print except where demand is heavy.

**Media**
Media is selected in consultation with content faculty and previewed if necessary. Types of media include videos, sound recordings, and computer files that accompany books. Materials using current and readily available technology are purchased whenever possible.

The library does not attempt to obtain public performance rights for materials in the collection. Media is provided for viewing within the *Fair Use Guidelines for Copyright*. License requirements may limit the ability of the library to offer some materials through a network.

**Materials Not Selected**
In general, the library does not collect the following materials:

- Items used only in the classroom, such as required textbooks, lab manuals, or reference materials necessary for instruction.
- Realia, games, and software applications (except those that accompany a manual).
- Periodicals that are covered by databases available through the library.
- Graduate-level research materials.
- Textbooks that students are expected to purchase.
- Multiple copies.
- Microform.
- Formats not supported by library media equipment.
- Instructors’ annotated editions and textbooks labeled as “review copy only.”
Weeding (Deselection)

Books and Audiovisual Media
The collection will be periodically evaluated in order to identify material for discard. The librarian responsible for the subject area under review will involve faculty subject specialists in the final discard decisions whenever practical. Instructors will then be invited to make recommendations for replacement. Decisions to withdraw will be based on the same objectives and criteria that govern selection, with these additional specific criteria:

1. Appropriateness to the collection.
2. Relevance to the curriculum.
3. Timeliness/historical value.
4. Scholastic level of content.
5. Accuracy and completeness.
6. Circulation or use.
7. Physical condition.
8. Ability to provide necessary viewing/listening equipment for format.
10. Shelf space considerations.
11. Older volumes of books already updated.

The library will not automatically replace weeded materials. All materials weeded from the collection will be disposed of according to Washington State law.

Periodicals
In addition to general criteria for weeding irrelevant, outdated and superseded material stated for books above, other factors apply to periodicals:

1. Full-text available in a database subscription.
2. Title ceased publication.
3. Title no longer indexed.
4. Subscription canceled due to cost or change in curriculum.
5. Gift subscription no longer donated.
6. Replaced by more appropriate publication.
7. Change of format.
8. Retention period as determined by librarians.

Copyright
The library makes every attempt to comply with laws and regulations when acquiring or duplicating materials.
Intellectual Freedom

The library provides a broad range of materials representing diverse points of view on current and historical issues in order to help students develop critical and analytical skills. No material will be excluded from the collection or exhibit space because of race, nationality, sex, sexual orientation, or the political, religious, philosophical or social views of the author. The library adheres to the following documents which are appended to and part of the policy.

- The Library Bill of Rights (Appendix I)
- Exhibit Spaces and Meeting Rooms (Appendix II)
- Access to Electronic Information, Services, and Networks (Appendix III)
- American Library Association Code of Ethics (Appendix V)

Access to library materials will not be restricted other than to protect materials from theft or damage. Reserve service will be provided to allow equal access to assigned materials. Other materials may be placed on Reserve to support special collections or to protect items from theft or damage. Selected materials such as reference books and some media do not circulate. Challenges to material held in the collection will be referred directly to the Dean for Instructional Resources. Challenged materials that meet the criteria of this policy will not be removed under any legal or extra-legal pressure. (see Appendices V, V.a, V.b)

Gifts

Gifts are accepted with the provision that they will be evaluated for inclusion in the collection in the same manner as other materials. Unusable gifts will be sold, exchanged, or otherwise disposed of according to the discretion of the Dean for Instructional Resources.

The library cannot legally appraise gifts for tax purposes. Donors may request a signed and dated gift statement as a receipt.
Appendices

Appendix I  The Library Bill of Rights
Appendix II  Exhibit Spaces and Meeting Rooms
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Appendix I:
Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Appendix II:
Exhibit Spaces and Meeting Rooms

Exhibit Spaces and Bulletin Boards
An Interpretation of the Library Bill of Rights

Libraries often provide exhibit spaces and bulletin boards. The uses made of these spaces should conform to the Library Bill of Rights: Article I states, "Materials should not be excluded because of the origin, background, or views of those contributing to their creation." Article II states, "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Article VI maintains that exhibit space should be made available "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

In developing library exhibits, staff members should endeavor to present a broad spectrum of opinion and a variety of viewpoints. Libraries should not shrink from developing exhibits because of controversial content or because of the beliefs or affiliations of those whose work is represented. Just as libraries do not endorse the viewpoints of those whose work is represented in their collections, libraries also do not endorse the beliefs or viewpoints of topics that may be the subject of library exhibits.

Exhibit areas often are made available for use by community groups. Libraries should formulate a written policy for the use of these exhibit areas to assure that space is provided on an equitable basis to all groups that request it.

Written policies for exhibit space use should be stated in inclusive rather than exclusive terms. For example, a policy that the library's exhibit space is open "to organizations engaged in educational, cultural, intellectual, or charitable activities" is an inclusive statement of the limited uses of the exhibit space. This defined limitation would permit religious groups to use the exhibit space because they engage in intellectual activities, but would exclude most commercial uses of the exhibit space.

A publicly supported library may designate use of exhibit space for strictly library-related activities, provided that this limitation is viewpoint neutral and clearly defined.

Libraries may include in this policy rules regarding the time, place, and manner of use of the exhibit space, so long as the rules are content neutral and are applied in the same manner to all groups wishing to use the space. A library may wish to limit access to exhibit space to groups within the community served by the library. This practice is acceptable provided that the same rules and regulations apply to everyone, and that exclusion is not made on the basis of the doctrinal, religious, or political beliefs of the potential users.

The library should not censor or remove an exhibit because some members of the community may disagree with its content. Those who object to the content of any exhibit held at the library
should be able to submit their complaint and/or their own exhibit proposal to be judged according to the policies established by the library.

Libraries may wish to post a permanent notice near the exhibit area stating that the library does not advocate or endorse the viewpoints of exhibits or exhibitors.

Libraries that make bulletin boards available to public groups for posting notices of public interest should develop criteria for the use of these spaces based on the same considerations as those outlined above. Libraries may wish to develop criteria regarding the size of material to be displayed, the length of time materials may remain on the bulletin board, the frequency with which material may be posted for the same group, and the geographic area from which notices will be accepted.

**Meeting Rooms**

An Interpretation of the Library Bill of Rights

Many libraries provide meeting rooms for individuals and groups as part of a program of service. Article VI of the *Library Bill of Rights* states that such facilities should be made available to the public served by the given library “on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.”

Libraries maintaining meeting room facilities should develop and publish policy statements governing use. These statements can properly define time, place, or manner of use; such qualifications should not pertain to the content of a meeting or to the beliefs or affiliations of the sponsors. These statements should be made available in any commonly used language within the community served.

If meeting rooms in libraries supported by public funds are made available to the general public for non-library sponsored events, the library may not exclude any group based on the subject matter to be discussed or based on the ideas that the group advocates. For example, if a library allows charities and sports clubs to discuss their activities in library meeting rooms, then the library should not exclude partisan political or religious groups from discussing their activities in the same facilities. If a library opens its meeting rooms to a wide variety of civic organizations, then the library may not deny access to a religious organization. Libraries may wish to post a permanent notice near the meeting room stating that the library does not advocate or endorse the viewpoints of meetings or meeting room users.

Written policies for meeting room use should be stated in inclusive rather than exclusive terms. For example, a policy that the library’s facilities are open “to organizations engaged in educational, cultural, intellectual, or charitable activities” is an inclusive statement of the
limited uses to which the facilities may be put. This defined limitation would permit religious
groups to use the facilities because they engage in intellectual activities, but would exclude
most commercial uses of the facility.

A publicly supported library may limit use of its meeting rooms to strictly “library-related”
activities, provided that the limitation is clearly circumscribed and is viewpoint neutral.

Written policies may include limitations on frequency of use, and whether or not meetings held
in library meeting rooms must be open to the public. If state and local laws permit private as
well as public sessions of meetings in libraries, libraries may choose to offer both options. The
same standard should be applicable to all.

If meetings are open to the public, libraries should include in their meeting room policy
statement a section that addresses admission fees. If admission fees are permitted, libraries
shall seek to make it possible that these fees do not limit access to individuals who may be
unable to pay, but who wish to attend the meeting. Article V of the Library Bill of Rights states
that “a person’s right to use a library should not be denied or abridged because of origin, age,
background, or views.” It is inconsistent with Article V to restrict indirectly access to library
meeting rooms based on an individual’s or group’s ability to pay for that access.

http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/meetingrooms.cfm
Appendix III:
Access to Digital Information, Services, and Networks

Introduction

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. Libraries and librarians protect and promote these rights regardless of the format or technology employed to create and disseminate information.

The American Library Association expresses the fundamental principles of librarianship in its Code of Ethics as well as in the Library Bill of Rights and its Interpretations. These principles guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to digital information, services, and networks.

Libraries empower users by offering opportunities both for accessing the broadest range of information created by others and for creating and sharing information. Digital resources enhance the ability of libraries to fulfill this responsibility.

Libraries should regularly review issues arising from digital creation, distribution, retrieval, and archiving of information in the context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are upheld. Although digital information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it, many people lack access or capability to use or create digital information effectively.

In making decisions about how to offer access to digital information, services, and networks, each library should consider intellectual freedom principles in the context of its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users

All library system and network policies, procedures, or regulations relating to digital information and services should be scrutinized for potential violation of user rights. User policies should be developed according to the policies and guidelines established by the American Library Association, including “Guidelines for the Development and Implementation of Policies, Regulations, and Procedures Affecting Access to Library Materials, Services, and Facilities.”

Users’ access should not be restricted or denied for expressing, receiving, creating, or participating in constitutionally protected speech. If access is restricted or denied for behavioral or other reasons, users should be provided due process, including, but not limited to, formal notice and a means of appeal.
Information retrieved, utilized, or created digitally is constitutionally protected unless determined otherwise by a court of competent jurisdiction. These rights extend to minors as well as adults (“Free Access to Libraries for Minors”; “Access to Resources and Services in the School Library Media Program”; “Access for Children and Young Adults to Nonprint Materials”; and “Minors and Internet Interactivity”).

Libraries should use technology to enhance, not deny, digital access. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Libraries should provide library users the training and assistance necessary to find, evaluate, and use information effectively.

Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice in accordance with “Privacy: An Interpretation of the Library Bill of Rights,” and “Importance of Education to Intellectual Freedom: An Interpretation of the Library Bill of Rights.”

**Equity of Access**

The digital environment provides expanding opportunities for everyone to participate in the information society, but individuals may face serious barriers to access.

Digital information, services, and networks provided directly or indirectly by the library should be equally, readily, and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive support from public funds (50.3 “Free Access to Information”; 53.1.14 “Economic Barriers to Information Access”; 60.1.1 “Minority Concerns Policy Objectives”; 61.1 “Library Services for the Poor Policy Objectives”). All libraries should develop policies concerning access to digital information that are consistent with ALA’s policies and guidelines, including “Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights,” “Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities,” and “Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights.”

**Information Resources and Access**

Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user, regardless of the user’s age or the content of the material. In order to preserve the cultural record and to prevent the loss of information, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained digitally. Libraries have an obligation to provide access to government information available in digital format.

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Libraries and librarians should not deny or limit
access to digital information because of its allegedly controversial content or because of a librarian’s personal beliefs or fear of confrontation. Furthermore, libraries and librarians should not deny access to digital information solely on the grounds that it is perceived to lack value. Parents and legal guardians who are concerned about their children’s use of digital resources should provide guidance to their own children. Some information accessed digitally may not meet a library’s selection or collection development policy. It is, therefore, left to each user to determine what is appropriate.

Publicly funded libraries have a legal obligation to provide access to constitutionally protected information. Federal, state, county, municipal, local, or library governing bodies sometimes require the use of Internet filters or other technological measures that block access to constitutionally protected information, contrary to the Library Bill of Rights (ALA Policy Manual, 53.1.17, Resolution on the Use of Filtering Software in Libraries). If a library uses a technological measure that blocks access to information, it should be set at the least restrictive level in order to minimize the blocking of constitutionally protected speech. Adults retain the right to access all constitutionally protected information and to ask for the technological measure to be disabled in a timely manner. Minors also retain the right to access constitutionally protected information and, at the minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely manner. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.\(^3\)

Digital resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to digital resources as much as they do to the more traditional sources of information in libraries (“Diversity in Collection Development”).


\(^3\) “If some libraries do not have the capacity to unblock specific Web sites or to disable the filter or if it is shown that an adult user’s election to view constitutionally protected Internet material is burdened in some other substantial way, that would be the subject for an as-applied challenge, not the facial challenge made in this case.” United States, et al. v. American Library Association, 539 U.S. 194 (2003) (Justice Kennedy, concurring).

See Also: “Questions and Answers on Access to Digital Information, Services and Networks: An Interpretation of the Library Bill of Rights.”

http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/accessdigital.cfm
Appendix IV:
Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our
culture depend. We believe that every American community must jealously guard the freedom
to publish and to circulate, in order to preserve its own freedom to read. We believe that
publishers and librarians have a profound responsibility to give validity to that freedom to read
by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will
stand firm on these constitutional guarantees of essential rights and will exercise the
responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest
diversity of views and expressions, including those that are unorthodox, unpopular, or
considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new
thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain
themselves in power by the ruthless suppression of any concept that challenges the established
orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the
freedom of its citizens to choose widely from among conflicting opinions offered freely to them.
To stifle every nonconformist idea at birth would mark the end of the democratic process.
Furthermore, only through the constant activity of weighing and selecting can the democratic
mind attain the strength demanded by times like these. We need to know not only what we
believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation
they make available. It would conflict with the public interest for them to establish their
own political, moral, or aesthetic views as a standard for determining what should be
published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge
and ideas required for the growth of the mind and the increase of learning. They do not foster
education by imposing as mentors the patterns of their own thought. The people should have
the freedom to read and consider a broader range of ideas than those that may be held by any
single librarian or publisher or government or church. It is wrong that what one can read should
be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on
the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its
creators. No society of free people can flourish that draws up lists of writers to whom it will not
listen, whatever they may have to say.
4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of
its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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
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

http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomreadstatement.cfm
Appendix V:
Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.

V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Appendix VI:  
Procedure for Review of Library Materials

Anyone who objects to a specific item in the Seattle Central Community College Library collection and wishes to have it removed must first meet with a reference librarian; or, if a reference librarian is not available, the Executive Dean for Instructional Resources, to discuss concerns about the item. Patrons with objections will be offered a copy of the library's Intellectual Freedom Policy.

The following review process is available to those would like to make a formal request for removal:

Formal requests for removal of an item may be made by submitting a completed the "Request for Review" form to the Executive Dean. Forms are available from the Instructional Resource Services Administrative office. The Executive Dean will log receipt of the form and open a file on the request. No item in question will be withdrawn before the review process is completed and a final decision is reached.

The Executive Dean will forward the "Request for Review" form to the selection librarian assigned to the subject area in question. The librarian will meet with other faculty librarians and the Executive Dean to discuss and gather information before preparing a written response. The response will be written by the assigned selection librarian and will include an explanation for the decision. This explanation may include:

- How the material relates to the educational goals of the College and the Library  
- Criteria used for selection, including published reviews  
- Patron requests for and use of the material

Copies of the letter will be submitted to the appropriate Division Dean/Department Head, the Vice-President for Instruction, and the Executive Dean for Instructional Resources.

Within three (3) weeks of receipt of the response from the Library, the complainant may forward a written appeal to the Executive Dean for Instructional Resources. Upon receipt of the written appeal, the Executive Dean will establish and call the first meeting of an ad hoc Review Committee, whose members will be:

- Three (3) faculty, selected by the SCCC Faculty Senate. At least one faculty shall be from the subject area in question.  
- One (1) division Associate Dean, selected by the Vice President for Instruction.  
- The Executive Dean for Instructional Resources.  
- Two (2) students, selected by the Associated Student Council.  
- The appropriate selection librarian.  
- One (1) librarian from the other libraries in the College District, selected by the Associate Dean and faculty of the Library.

The chair will be selected by the Review Committee itself.
Review Committee Process

The Committee will review the written request and will read, listen to, and/or view the material in its entirety. The selection librarian will provide information to the Committee which may include:

- Library collection objectives that are met by the material;
- Reviews from professionally recognized sources;
- Statements by instructors whose students use or may use the material;
- Any other material that could help define the purpose and usefulness of the material.

The Committee may interview any other individuals, including the complainant, and may seek counsel and advice from the Office of the Attorney General.

Within 45 days of receipt of the written appeal, the committee will reach its decision with 5 concurring votes of the 9 Committee members, and will forward its recommendation and all supporting material to the Executive Dean for Instructional Resources for implementation. The Executive Dean will notify the complainant in writing of the Committee's decision.

Within two (2) weeks of notification of the Committee's decision, the complainant or a member of the Review Committee may forward a written appeal to the President. The appeal decision will be based on material included in the file.

Material which has undergone a review may not be challenged for (1) calendar year from the date the Review Committee's recommendation is sent to the Executive Dean for Instructional Resources.

This review process will apply equally in the case of persons who wish to challenge the Library's decision not to include certain material in the collection. In that case, the form "Request for Addition of Material to the Library Collection" will be submitted.

This review process applies equally to all persons.
REQUEST FOR REVIEW OF LIBRARY/MEDIA MATERIALS

Please complete the following form so that the material in question can be thoroughly evaluated in light of the Library selection objectives and policies. (If necessary, attach additional sheets for full explanation for any of the questions below.)

NAME: ______________________________________ PHONE: ________________

ADDRESS: ____________________________________________________________

City Zip

Complainant Represents:

☐ Himself/Herself
☐ Organization Name: ____________________________________________________
☐ Other Group: __________________________________________________________

-------------------------------------------------------------------------------------

AUTHOR: ______________________ CALL NUMBER: ________________

TITLE: ____________________________

PUBLISHER: ____________________________

1) How much of this item have you read, heard or seen?

________________________________________________________________________

________________________________________________________________________

2) What do you believe to be the overall theme of the material?

________________________________________________________________________

________________________________________________________________________

3) Have you read any reviews of this material?

________________________________________________________________________

________________________________________________________________________

4) To what do you object in the material? (Please be specific, cite pages.)

________________________________________________________________________

________________________________________________________________________
5) What do you think might result from the use of this material by others?

________________________________________________________________________________________

6) Is there anything good about the material as a whole?

________________________________________________________________________________________

7) For what age group would you recommend the material?

________________________________________________________________________________________

8) Is there an alternative you could recommend that would provide information on this subject?

________________________________________________________________________________________

9) What would you like the college library to do about this title?
   - [ ] Remove it from the open shelves and put it on reserve.
   - [ ] Withdraw it from the collection.
   - [ ] Send it to a review committee or a library advisory committee for re-evaluation.
   - [ ] Other: ________________________________________________________________

___________________________________________   __________________________
Signature of Complainant                        Date

Request received by:___________________________   _________
                                       Librarian/Staff       Date
REQUEST FOR ADDITION OF LIBRARY/MEDIA MATERIALS

Please complete the following form so that the material requested can be thoroughly evaluated in light of the Library selection objectives and policies. (If necessary, attach additional sheets for full explanation for any of the questions below.)

NAME: ________________________________ PHONE: ________________

ADDRESS: __________________________________________

City Zip

Requestor Represents:

☐ Himself/Herself
☐ Organization Name: ______________________________________
☐ Other Group: ____________________________________________

---------------------------------------------------------------------------

AUTHOR: ___________________________ CALL NUMBER: ______________

TITLE: ______________________________________________________

PUBLISHER: ________________________________________________

1) How much of this item have you read, heard or seen?

________________________________________________________________________

________________________________________________________________________

2) Have you read any reviews of this material?

________________________________________________________________________

________________________________________________________________________

3) Why do you think it is important to add this item to the Seattle Central Community College Library collection?

________________________________________________________________________

________________________________________________________________________
4) Have you consulted with a librarian about other materials in the collection on this subject?


5) Please describe the materials in this subject or with this opinion that are now in the collection. In your opinion, why is this insufficient?


6) For what age group would you recommend the material?


7) Is there an alternative you could recommend that would provide information on this subject?


Signature of Requestor _______________________________ Date __________

Request received by: _______________________________ Date __________

Librarian/Staff
Appendix VII:
Gift Policy

The library, designated here as Instructional Resource Services (IRS), welcomes gifts in cash and in-kind according to the following provisos:

1. Gifts of cash should be made in the form of a check inscribed to The Seattle Central Community College Foundation. The donor may indicate on the check which area of IRS should benefit from the donation (e.g. library collection, computer labs, etc.).

2. The disposition of gifts in-kind is entirely at the discretion of IRS administration and, in the case of books and other items which might be suitable for the library's collections, the library faculty. Materials in the latter category are subject to the same selection criteria as items purchased by the library.

3. Gifts in-kind which are not added to the library collections or otherwise put to use by the College may be returned to the donor, if the donor so requests at the time the donation is made. Such gifts must be recovered by a mutually agreed deadline. Disposition of items not recovered by the deadline will be at the discretion of IRS administration.

4. At the donor's request, IRS administration will provide written acknowledgement of the gift. Such acknowledgement will not constitute or include an appraisal of value. Any listing of gifts to be included as part of the acknowledgement must be provided by the donor.
Appendix VIII:  
Periodical Retention Procedures

The following retention procedures reflect the costs of print periodicals, a drop in print usage and the corresponding acquisition and use of online resources. Each title will be individually reviewed for both renewal and retention. Money we save from cancelling print subscriptions will go to online periodical resources.

**General Guidelines**
- The print periodicals are provided as a current browsing collection.
- Retention of periodicals will be individually determined.
- Back files will be maintained for rare, unique, or high-demand titles.
- Full-text electronic access to titles will be used for titles not maintained.

**Type of Periodical**

<table>
<thead>
<tr>
<th>Academic Journals: Humanities, Sciences, Social Sciences</th>
<th>Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canceled or “dead” subscriptions</td>
<td>Discard after 1 year; (FT database access considered)</td>
</tr>
<tr>
<td>Community College/Education Literature</td>
<td>Individually determined</td>
</tr>
<tr>
<td>Industry/Technical</td>
<td>Individually determined</td>
</tr>
<tr>
<td>Local Interest Publications</td>
<td>Individually determined</td>
</tr>
<tr>
<td>Popular Health</td>
<td>Individually determined</td>
</tr>
<tr>
<td>Popular Political/News</td>
<td>Individually determined</td>
</tr>
<tr>
<td>Popular Women’s, Men’s, Home</td>
<td>Individually determined</td>
</tr>
<tr>
<td>Publications supporting discontinued college program</td>
<td>Individually determined</td>
</tr>
</tbody>
</table>

**Weekly News Magazines -- High Demand Titles:**

| Time, Newsweek, U.S. News & World Report | 10 years |
Appendix IX:
ERA/ESL Collection Guidelines

Collection Mission

The Library offers materials and services which support ESL & ABE students in their work toward language competency and information literacy. The Easy Reading for Adults (ERA) / English as a Second Language (ESL) collection includes fiction and non-fiction at appropriate reading levels in all subject areas. Reference, instruction, media and circulation services enable students in the Basic & Transitional Studies division to become self sufficient information seekers and library users.

User Groups Served

Adult Basic Education (ABE) -- for adults who are already proficient in the English language, but wish to improve their basic reading, writing, and math skills. Reading and writing are integrated to give students the foundation for effective communication.

- Reading instruction emphasizes comprehension, vocabulary development, critical thinking, and study skills.
- Writing skills include the review and application of language and grammar rules, correct usage and spelling, writing sentences and paragraphs. Students learn to use writing as a mode of personal expression, as a valuable learning tool, and as a necessary skill when getting a job, earning a living, or pursuing further education.
- Math instruction includes skills development in addition, subtraction, multiplication, and division of whole numbers; fractions; decimals; percents; and introduction to algebra and geometry.

General Education Development (GED) Preparation -- provides the student with a review of the 5 subject areas covered by the GED test -- Science, Social Studies, Literature, Math, and Writing.

English as a Second Language (ESL) -- helps non-native speakers to communicate in English through the development of skills in listening and observing, speaking, reading, and writing. At the beginning level, emphasis is on improving listening comprehension, vocabulary development, and English structure. The courses advance to note taking, composition, oral presentation, and class discussion at the more advanced levels.

Student Learning Outcomes

The library collaborates with the Basic Studies division to ensure that students:

- Are comfortable entering the library and using library services and resources
- Discover materials appropriate to their ability level and educational needs
- Become acquainted with the location of resources and services in the library
- Develop skills to retrieve and use appropriate resources and services
Content Areas

- Picture Dictionaries
- Basic Grammar / English Literacy Series
- Reading Skills / Writing Skills
- Recreational Reading / Hi-Interest Low-Vocabulary Reading / Instructional Reading
- Life in America / Survival Skills
- American English Dictionaries / Vocabulary
- Citizenship / Exam Preparation
- Standardized Test Preparation [e.g. Compass, GED]
- Pronunciation / Accent Reduction
- Work Skills / Business English
- Idioms
- Conversation / Communication
- Biographies / Autobiographies
- World Folktales / Legends

Formats

ERA/ESL materials are available in a variety of formats:

- Books
- Books with supplementary CD’s
- Audiobooks
- Videos

Paperback Collection

The easy paperback collection includes fiction and biography titles for non-native and early literacy students. A few non-fiction titles covering history remain. Multiple copies (for informal book group discussions) will be limited to 3 per title. All Biography and Non-Fiction titles are color-coded BLUE, regardless of reading level. Three reading levels are color-coded as follows: Beginner [YELLOW]; Intermediate [RED]; and Advanced [GREEN].

Following a collaborative review of the current easy paperback collection, the liaison librarian and ESL faculty agreed on the following correlation between current publisher readers and reading levels in the Basic & Transitional Studies division.
<table>
<thead>
<tr>
<th>Beginner: YELLOW</th>
<th>Intermediate: RED</th>
<th>Advanced: GREEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heinemann</strong></td>
<td>Beginner</td>
<td>Elementary</td>
</tr>
<tr>
<td></td>
<td>Starter</td>
<td>Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper</td>
</tr>
<tr>
<td><strong>Longman</strong></td>
<td>Stage 1</td>
<td>Stage 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stage 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper Intermediate</td>
</tr>
<tr>
<td><strong>Macmillan</strong></td>
<td>Beginner</td>
<td>Elementary</td>
</tr>
<tr>
<td></td>
<td>Starter</td>
<td>Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper</td>
</tr>
<tr>
<td><strong>New Readers Press</strong></td>
<td>New Writers Voices</td>
<td></td>
</tr>
<tr>
<td><strong>Penguin</strong></td>
<td>Beginner</td>
<td>Elementary</td>
</tr>
<tr>
<td></td>
<td>Easy Starts</td>
<td>Pre-Intermediate</td>
</tr>
<tr>
<td></td>
<td>Elementary</td>
<td>Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Guidelines for Selection, Deselection (Weeding), and Gifts for the ERA/ESL Collection match those in the library’s Collection Development Policy.