

CP 6-4

DAWSON COMMUNITY COLLEGE

COLLEGE PRESIDENT PROCEDURES CP 6-4

APPROVED: November 7, 2014

EFFECTIVE: December 1, 2014

REFERENCES: BP 6-4

Dawson Community College
Jane Carey Memorial Library
Collection Management Procedure



December 2014

Contents

I. General Introduction	
A. Purpose of the Procedure.....	2
B. Library Mission, Goals and User Groups	2
C. General Description of DCC Programs	3
D. Overview of the Library Collection.....	4
E. Cooperative Collection Management.....	4
II. General Principles of Collection Management	
A. Responsibilities and Selection Procedures	5
Responsibility for Selection	
Objectives for Selection of Library Materials	
Criteria for Selection of Library Materials	
Aids in Selection of Library Materials	
B. Chronological Coverage	7
C. Formats.....	7
D. Multiple Copies.....	9
E. Languages.....	9
F. Funding Considerations	9
G. Gifts Policy.....	10
H. Collection Maintenance.....	10
I. Copyright	11
J. Intellectual Freedom	11
Request for Reconsideration of Library Materials Process	
III. Materials to be Collected	
A. General Statement	12
B. Specific Function Collections	13
C. Subject Areas -- Collection Levels and Goals	14
IV. Acquisition and Processing of Materials	17
V. Appendices	
Appendix A -- Request for Reconsideration of Library Resources	19
Appendix B -- Recommendation of Review Committee on Questioned Resources	21
Appendix C.1 -- ALA Library Bill of Rights	23
C.2 -- ALA Freedom to Read.....	24
C.3 -- ALA Freedom to View	28
C.4 -- ALA Code of Ethics	29

DAWSON COMMUNITY COLLEGE JANE CAREY MEMORIAL LIBRARY

COLLECTION MANAGEMENT PROCEDURE

I. GENERAL INTRODUCTION

Dawson Community College is a publicly supported community college located in Glendive, the county seat of Dawson County, Montana. Dawson County has a population of about 8,600 people and the primary industries are agriculture, railroad, and energy-related. The college is located on the edge of the badlands, and nearby Makoshika State Park and its Visitor Center provides a popular scenic and geologic attraction for tourists. The city is served by air and bus lines. Glendive has an excellent school system, public library, park system and museum. It also has a local television station and three local radio stations. A well-equipped hospital and medical personnel furnish citizens with expert medical services.

Founded in 1940, Dawson Community College strives to offer quality educational programs to its service area. The 2014 mission statement and core themes of the college state:

Dawson Community College provides affordable and open access to quality teaching and learning.

Core Themes

College Transfer Education: Provide programs and services that prepare learners for transition to and success in further degree programs.

Career & Technical Education: Provide programs and services that prepare learners for vocational and technical career entry, transition, and advancement.

College Readiness Education: Provide pre-college programs and services that prepare learners for successful transition to college.

Continuing Education & Community Service: Provide programs and services that help address the professional, social, and personal enrichment needs of the region.

Such mission and core theme statements are fluid and change with institutional changes. Written institutional purpose statements support the mission statement and are revised to meet needs as they arise.

A. Purpose of the Procedure

This procedure has been created to guide development of the collection and access to resources at the Jane Carey Memorial Library at Dawson Community College. It gives guidelines to the library staff and Library Action Team in managing the collection and serves as a means to inform others about the principles used in developing and maintaining the library's resources. Procedures such as this are not static, but change with institutional changes such as expansion or downsizing, budget concerns, changes in faculty, and technological enhancements.

B. Library Mission, Goals, and User Groups

The Jane Carey Memorial Library exists to serve the students, employees, and community of Dawson Community College and citizens of Dawson County. The basic goals of the Jane Carey Memorial Library are as follows:

1. To provide a library facility adequate for fulfillment of the educational programs of the institution.
2. To provide library equipment and furnishings to meet the needs of the college's educational program and the library collection.
3. To provide an atmosphere conducive to the fulfillment of the library's philosophy.
4. To provide library personnel qualified to meet the needs of the instructional program.
5. To provide library resources to students, employees, and the community as needed.
6. To provide library services to students, employees, and the community as needed.
7. To provide and promote information literacy skills for all library users.

The library's collection is maintained to provide materials that will promote and strengthen the curriculum; arouse intellectual curiosity; develop critical thinking; and promote lifelong reading, listening, viewing, and information-gathering skills. Special care is taken to provide for the needs of DCC's off-campus students through interlibrary loan, cooperation with other libraries, and online access to resources.

The library also serves, in cooperation with local schools and public libraries, the informational needs of the community and surrounding area. Although DCC library materials are made available to the general public, ranging from elementary students to senior citizens, they do not represent the primary clientele for whom the collection is maintained. The library collection is developed with the students and employees of DCC as the primary users.

C. General Description of DCC Programs

The library's collection and services are expected to meet the needs of students in DCC's programs, including the following associate degrees, certificates, and community service offerings.

Associate transfer degrees are awarded as either an Associate of Arts or an Associate of Science. Students pursuing these degrees generally intend to transfer to another institution to seek a baccalaureate or other advanced degree. DCC works to articulate courses with senior institutions to facilitate transfer.

DCC's Associate of Applied Science degrees are designed to prepare the student for employment upon completion of the program, but may also be transferred to another institution for additional training. AAS degrees are offered in the following areas:

- Agribusiness Technology
- Agribusiness Technology: Equitation Option
- Business Management
- Criminal Justice
- Criminal Justice Law Enforcement: Peace Officer Option
- Criminal Justice Law Enforcement: Private Security Option
- Early Childhood Education
- Music Technology
- Welding Technology

Certificate programs are designed for students who seek an occupational skill in specified training programs. Certificates of completion are currently offered in

- Correctional Officer
- Early Childhood Education
- Livestock Technology
- Welding Technology

DCC also offers opportunities for community service ranging from non-credit courses to business/industry training and specialized conferences and meetings. Adult Literacy & Basic Education and developmental services are also available.

In the most recent IPEDS report to Department of Education, the college served over 370 students in the 2013-2014 academic year, including degree and non-degree seeking and community service.

Distance education is a key contributing factor in course offerings at Dawson Community College. The college utilizes Adobe Connect to reach off campus students. Adobe Connect creates media rich virtual classrooms to deliver an equivalent instructional experience to students off campus on their home computers that students receive on-campus classes. In addition, the

College utilizes the e-learning platform Moodle. Another resource DCC utilizes to reach students is through online classes, which are offered through CCCOnline. DCC collaborates with Colorado Community College Online Systems to provide online courses for our students. DCC courses are also available through Self-Paced offerings.

D. Overview of the Library Collection

The Jane Carey Memorial Library is accessed from the main hallway of the central building. The library's collection includes over 30,000 title volumes. Approximately 195 book volumes are added each year. The library is a partial depository site for the Montana State Document Depository Program and receives selected census materials under the Business and Industry Data Center Program. Electronic books (e-books) and other online resources are also available and are being cataloged to make them more accessible.

Periodical information is accessed through online indexes and full-text databases. Additionally there are approximately 85 current print periodical subscriptions plus extensive backfiles (bound, unbound, and microform).

The library provides access to the Internet. Plus, a variety of audio-visual materials are in the collection, including videos and DVDs, music CDs, and records.

The collection is fully cataloged in a joint automated system with nine other academic libraries in Montana forming the OMNI (Outreach Montana: Networked Information) Consortium. The book, e-book, and audiovisual collections are classified in Dewey Decimal classification, with a few exceptions. Fiction and play scripts are shelved separately by author and the record and music CD collection is cataloged by accession. Bound and individual issues of periodicals are unclassified and shelved by title.

E. Cooperative Collection Management

The Jane Carey Memorial Library maintains a good working relationship with area public and school libraries. Although some duplication of materials is necessary, attempts are made to share certain resources to make better use of funds. Because the public library maintains children's literature and popular fiction sections, the Jane Carey Memorial Library limits purchases in these areas.

The OMNI Consortium catalog provides DCC library users with quick and easy access to the collections of the other participating libraries. The OMNI members have pledged broad borrowing privileges and fast interlibrary loan service between institutions. The library is also a contributing member of OCLC, the international bibliographic database. The OMNI catalog and OCLC database provide the bibliographic means for extensive interlibrary loan access as needed.

The availability of materials through interlibrary loan is considered in selecting materials for the collection, weighing copyright issues and the needs for immediate local access against that availability.

Joint subscriptions to on-line databases, discovery services, cooperative purchasing of expensive items, and identifying responsibility for certain subject areas are pursued. Withdrawn items and unneeded gifts are offered to other libraries or recycled.

II. GENERAL PRINCIPLES OF COLLECTION MANAGEMENT

A. Responsibilities and Selection Procedures

Responsibility for Selection:

The Board of Trustees of Dawson Community College is legally responsible for all matters relating to the operation of the college. The responsibility for the selection of materials and equipment for the library program, however, is delegated to the library/media personnel of the college.

Selection of library materials involves many people, including library staff, college employees, students, and community persons. College faculty members are encouraged to recommend materials to supplement and enrich their instructional areas. The DCC Program and Course Review process includes a component to assess the adequacy of existing library resources and services available for curriculum areas. The Library Director meets with individual faculty members during the review process to identify recommendations for collection improvement.

The responsibility for coordinating the selection of library materials and making recommendations for acquisition rests with library staff.

Objectives for Selection of Library Materials:

In developing the Dawson Community College library collection, the Jane Carey Memorial Library strives to provide materials to meet the following objectives:

1. To support and enrich the curriculum of Dawson Community College and the needs of its users.
2. To meet the needs of varied interests, abilities, and learning styles.
3. To stimulate individual learning.
4. To give a background of information on a broad range of topics.
5. To present opposing sides of controversial issues.
6. To represent a pluralistic society.
7. To present information in a variety of formats – electronic, print, and non-print.

Criteria for Selection of Library Materials:

Selection of library materials involves analyzing the existing collection and following the

collection management objectives and selection criteria.

Materials are selected for their strengths rather than rejected for their weaknesses. Race, nationality, religion, gender, sexual orientation, or political/social views will not have a bearing on selection or exclusion of materials.

Actual inspection of materials being considered for library purchase takes place when possible and practical. Criterion considered in selecting materials include at least the following factors:

- Authenticity—What is the credibility of the author, issuing body, and/or publisher?
- Appropriateness—Is the material appropriate for the college level?
- Relevancy—Is the material relevant to the curriculum and/or the users' interests?
- Scope—Does the material provide adequate coverage of the subject matter?
- Current holdings and demand—What current holdings cover the same subject/information? Are current holdings outdated? Have there been in-house requests and/or interlibrary loan requests for materials on this topic?
- Interest—Does the material offer an appealing, balanced approach to the subject or provide an alternative viewpoint of the subject?
- Technical aspects—Is the material well organized? Does it include an index, illustrations, etc.? Is it accessible/user-friendly?
- Physical characteristics—Is the material attractive, durable, etc.?
- For non-print formats—Is equipment/software readily available for the format?
- Cost—Does the material represent good coverage of the subject for the cost?
- Availability—Is the material easily available by interlibrary loan or rental? For online materials, can it be accessed 24/7 from on and off-campus?

When selecting equipment for purchase, these factors are considered:

- Safety
- Ease of use
- Performance
- Compatibility
- Maintenance and service
- Size, weight and design
- Versatility
- Need
- Cost

Aids in Selection of Library Materials:

Because it is not possible to physically examine each item recommended for purchase, the library staff utilizes retrospective and current selection tools to aid in the selection of materials.

Retrospective tools include the American Library Association's *Vocational and Technical Resources for Community College Libraries* and *Books for College Libraries* and bibliographies in specific subject areas. Current selection tools include reviewing sources such as *Choice: Current Reviews for College Libraries*, *Library Journal*, and other general and subject specific journals.

B. Chronological Coverage

Materials are purchased on an on-going basis to keep the collection as current as possible.

Because the library opened in its present location in 1966 much of the collection has publication dates from that time to the present. Outdated materials or those that no longer meet the needs of the curriculum are withdrawn unless they provide important historical background of the subject.

C. Formats

The library collection includes books, electronic resources, periodicals, a variety of audiovisual formats, and equipment.

Books:

Books are purchased in clothbound editions, if available, unless the cost is significantly higher than the paper edition. Books that must be frequently updated (almanacs, computer books, etc.) are purchased in paper format.

Textbooks:

Textbooks used in Dawson Community College classes are not routinely purchased for the library collection. Occasionally a textbook that gives good basic coverage of subject matter is added to the collection. Instructors may place copies of textbooks on the library reserve shelf when needed for temporary use.

Periodicals:

Periodicals and their indexes are an important part of the college library collection. An effort is made to provide some periodical coverage in all subject areas taught. Interlibrary loan is utilized to provide access to journals not available locally and following copyright law of the United States Title 17 of the United States Code. The periodical subscription list of printed and on-line indexes/databases are reviewed annually to allow for changing needs.

The availability of online full-text periodicals through Internet databases are expected to phase out the purchase of microform in the next few years. With a few exceptions, such as state periodicals, unindexed periodicals are not purchased. Some periodicals are purchased in microfiche—especially weekly publications that would take extensive storage space in paper. A microfilm reader/printer is available for those publications available only in microfilm. Back files of magazines are kept for as long as they are needed and space is available. The most

current four-five years of magazines and journals are stored in the library. Older issues are placed in basement storage remote from the library. Paper copies of magazines that are also available on microfiche are discarded after several years. Pictorial and Montana magazines are bound when funding is available.

Electronic serials database subscriptions are purchased through consortial agreements as much as possible to provide cost savings. The availability of periodical full-text in online format is causing changes in the purchase and maintenance of periodical files. However, because full-text periodical databases often change title lists frequently and do not always provide cover-to-cover information, hard copies may still be retained in the collection.

Newspapers are kept for only a few weeks because of limited storage space and then recycled. Some clipping is done for the college archives. The local Glendive paper is kept for approximately one year. Older issues are available at the Glendive Public Library.

Audio-visual Formats:

Audiovisual materials are cataloged into the collection and made available both for instructional use in the classroom and for individual use. DVD is the preferred video recording format, but other video formats will be retained in the collection as long as they are useful and players are available. In addition, the library is presently developing a small collection of music CDs.

Electronic Resources:

An electronic resource is defined as any material requiring a computer for access. Electronic resources include books, periodicals, pamphlets, CD-ROMs, and websites. The library selects electronic resources following the same criteria guidelines used in selecting other materials. Because these online materials can provide such valuable resources from off-campus, the ability to access on a 24/7 basis by both on and off-campus users is a factor in selection. The *Jane Carey Memorial Library Electronic Library Resource Guideline 9-14.1* and the [Dawson Community College Computer Information System CP 2-10 Usage](#) govern use of library computers.

Pamphlets/Clippings:

Pamphlets, clippings, and similar materials that do not warrant full cataloging are placed in a Vertical File. They are housed in filing cabinets and filed by subject. There are a minimal number of clippings available and most of those are of local interest.

Audiovisual Equipment:

Most of the college's audiovisual equipment is placed permanently in classrooms and labs. Some "roving" equipment and basic supplies are stored in the AV room in the library. Equipment used for individual viewing and listening is available in the library. The library guideline 10.14.1 governs the off-campus loaning of equipment to the community.

D. Multiple Copies

Due to space limitations, the library seldom keeps duplicates of physical materials. Some duplicates of Montana books are kept. When multiple copies of an item are needed temporarily for class use, copies may be placed on the library's reserve shelf for the semester.

Duplication of print and electronic resources will occur for several formats of materials, especially periodicals and government publications. Such duplication provides additional access points and generally does not affect storage space.

E. Languages

Except for a few basic foreign language dictionaries and those materials purchased to support the foreign language curriculum, the entire collection is in English.

F. Funding Considerations

The library collection is largely supported by funding from the Student Library/Media Fee. The annual materials budget – for books, periodicals, audio-visual, electronic resources, and supplies – for 2011-12 to 2014-15 was \$30,500 per fiscal year. Expenditures are not formally designated by division or department.

The Dawson College Foundation gives money to the library each year:

- The Library Book Trust Fund was established years ago to purchase books for the college library with interest from the Fund. Although there is no specific designation regarding subject matter, an attempt is made to purchase materials of lasting value rather than those that would quickly be obsolete.
- The D'Arline Olson Fund is a memorial fund specified to purchase Montana materials. Interest from this Fund is given to the library each year to purchase books about Montana or by Montana authors. A memorial bookplate is put in each book purchased from this Fund.
- Memorials and gifts from individuals and organizations are also given to the library through the college foundation. The librarian purchases items with such donations in consultation with the donor, when possible. Such gifts receive an appropriate bookplate, and a letter of notification is sent to the donor and, in the case of a memorial, the family.

Grant funds are occasionally made available for the purchase of library materials. Selection and cataloging of such materials are done in cooperation with the person on campus involved with the grant.

Some books and audiovisual materials are purchased with departmental funds and are then

cataloged into the library's collection. Once cataloged into the library collection, they are treated like all other library owned materials.

G. Gifts Policy

Gifts of money specified for library purchases are encouraged. Such donations should be made through the Dawson College Foundation, specifying that the money be used for the library.

Gifts of books or other library materials are judged by the same criteria as materials being considered for purchase, and are therefore accepted for addition to the collection only when they meet those criteria. All gifts become the permanent property of the college. Those items that are not added to the collection will be disposed of in book sales, donations to other libraries, etc. The library generally will not accept materials to establish a separate collection within the library.

Written acknowledgment of donations of books and other library materials will be given upon request. The library does not appraise books for income tax purposes.

H. Collection Maintenance (Weeding)

The purpose of a college library is partly to preserve human knowledge. Realistically, however, not all library materials can be kept forever. Continuous evaluation of the library collection results in the removal of materials for a number of reasons, including:

- Lost, out-of-print items
- Unneeded duplicates
- Superseded editions
- Unrepairable items
- Items with missing pages or parts
- Obsolete items which give incorrect or outdated information
- Unindexed periodicals
- Short or incomplete runs of periodicals
- Outdated audiovisual formats
- Subjects no longer in the DCC curriculum
- Space constraints

Although the library staff has the primary responsibility for decisions regarding removal of items from the collection, faculty members are invited to be a part of the process. Faculty knowledge of subject areas is very valuable in making decisions regarding weeding.

In-house repair, professional rebinding, or replacement of an item is considered for lost or damaged items that still meet selection criteria.

Materials withdrawn will be disposed of by book sales, shared with other libraries, or recycled whenever possible. All bibliographic records of weeded materials will be removed from local systems and from OCLC.

I. Copyright

The DCC Library complies with the provisions of the U.S. Copyright Law and its amendments. The library supports the fair use section of copyright law that permits and protects citizens' rights to reproduce and make other uses of copyrighted works for the purposes of teaching, scholarship, and research.

J. Intellectual Freedom

The Dawson Community College Board of Trustees supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in *The Library Bill of Rights*, *The Freedom to Read* and *Freedom to View Statements* and the *Code of Ethics* of the American Library Association. (See Appendix C)

Race, nationality, religion, gender, sexual orientation, or political/social views will not have a bearing on selection or exclusion of materials. Individual items, which in and of themselves may be controversial or offensive to some users will be selected if their inclusion contributes to the range of viewpoints and effectiveness of the library collection as a whole.

Request for Reconsideration of Library Resources

In the case of an objection to library resources, the following procedure will be implemented:

1. The library staff will try to handle the question on an informal basis.
2. If the complainant wishes to present a formal complaint, the Library Director will explain the procedure and give the complainant a copy of the *Request for Reconsideration of Library Resources* form. (See Appendix A)
3. The Library Director will inform the Vice President of Instructional and Student Services of the complaint.
4. The Library Director will forward the completed reconsideration form to the Vice President of Instructional and Student Services who will name an ad hoc review committee composed of the following:
 - Two DCC faculty, at least one from the questioned field of study
 - One full-time DCC student
 - One full-time DCC staff member
 - The DCC Vice President of Instructional and Student Services
 - One community member
 - One member of the DCC Board of Trustees
 - The Library Director, who will chair the committee in a non-voting capacity

5. The questioned material will be available for use during the reconsideration process.
6. The review committee will follow these steps:
 - a. Read, view and/or listen to the challenged material.
 - b. Check acceptance of the material by reading reviews and consulting recommended lists.
 - c. Determine the extent to which the material supports the *Objectives for Selection of Library Materials* and *Criteria for Selection of Library Materials* (section II.A. of the Collection Management Procedure).
 - d. Meet together and complete the *Recommendation of Review Committee on Questioned Resources* (see appendix B) or a similar form of the committee's choosing.
 - e. Prepare a decision within 20 instructional days of receipt of the reconsideration form. Should a complaint arise during a break in the academic calendar, this time limit will be extended until the appropriate committee can be gathered.
7. The Vice President of Instructional and Student Services Services will send the complainant written notification of the Committee's decision within five days.
8. If the complainant contests the decision of the review committee, he or she may present the complaint to the DCC Board of Trustees for final review.

III. MATERIALS TO BE COLLECTED

A. General Statement

The library selects materials to meet the curriculum needs of the college, to provide a background of knowledge in a broad field of subjects, and to promote individual study and extracurricular reading. In general terms, the collection includes materials for the ten major Dewey classes (000's, 100's, 200's, etc.) at the 1b (Minimal Level, Even Coverage) to 2a (Basic Information Level, Introductory) of the Pacific Northwest Collection Assessment guidelines. Descriptions of these level indicators are as follows:

- 1b -- Minimal Level, Even Coverage -- A few basic authors, some core works, and a spectrum of ideological views is represented to support fundamental inquiries.

2a -- Basic Information Level, Introductory -- Serves to introduce and define a subject; includes basic reference tools and explanatory works devoted to major topics and figures in the field.

It is important to have this level of coverage in order to meet the needs of DCC's courses. It is essential to consider the need for library materials in any new courses and for programs at the college.

B. Specific Function Collections

Reference:

Reference works such as encyclopedias and dictionaries are available in all broad subject areas as well as general works. Standing orders and frequent weeding and replacement are done to keep the reference collection updated. As more reference materials become available in digitized formats, decisions will have to be made regarding the need for equivalent material in print formats. Older editions of some reference materials are placed in the circulating collection to provide historical information and convenience to users.

Reserves:

Reserve materials are housed behind the circulation desk. This collection includes items placed there by faculty for student use with specific courses and institutional items placed there for employee access. Materials may be library owned, personal, or institutional copies. It is the responsibility of the faculty member to obtain copyright permission before placing materials on reserve. Most faculty reserve items are removed from reserve at the end of each semester.

Phone Books:

Phone books donated to the library are kept and made available, but are not cataloged and are discarded when they become outdated.

College Catalogs:

College catalogs are placed in the library, vertical file to maintain a historical collection of DCC catalogs.

Archives:

The Library has no formal archives collection for the college. However, scrapbooks containing articles about DCC have been kept for many years and the college has had a scattered collection of other miscellaneous historical materials stored throughout the buildings. Selected materials such as committee minutes and administrative memos are being routinely collected and stored. This project will be continued and expanded as library staff time permits.

C. Subject Areas—Collection Levels and Goals

This section describes guidelines and goals for building and maintaining the collection in certain subject areas.

000's Generalities

General encyclopedias—At the present time, the library has encyclopedias in print and online formats. At least two general print encyclopedias, one with a lower reading level, will be available in addition to a computerized version. The availability of electronic format is changing the frequency of publication of print volumes, so this will impact how often print versions will be updated.

Indexes—Periodical indexes are provided to give coverage to all broad subject areas. Online access to periodical indexes (some with full-text of articles) has now replaced most printed indexes. Adequate periodical index coverage for the vocational areas is carefully assessed by library staff in cooperation with faculty.

Computer science and applications materials—Materials are selected to provide support for specific software programs being taught and to provide information on general computer topics of interest. Unlike many other areas of the collection, paperback or electronic versions of books are often purchased, if available, since many are outdated before they are worn out. Because this is an area that becomes outdated very quickly, materials are added and withdrawn more often than many other areas. Periodical backfiles are not maintained for more than five years and books and other materials will also be discarded more quickly than items in other subject fields. Recent identified areas of need include materials on web development, graphic design, and computer/network security.

100's Philosophy & Psychology

Most of the titles in this class are in the area of psychology and are used for the psychology and human services classes. Only a small collection is available for philosophy and many titles are older. There is a small well-chosen collection of materials on ethics.

200's Religion

Many college courses, especially in history, humanities, and literature, include religion as a part of the study. The library collection includes basic coverage of world religions and mythologies as well as materials on Christian church history, denominations and texts. Additional materials on Islam have been collected in recent years to provide resources on this area of interest.

300's Social Sciences

There is a comprehensive collection in this area of the library which is comprised of new or updated books and materials, and older well-used items. Special collection strengths include the areas of social problems, education, and law enforcement.

Criminal Justice/Law enforcement/Police science—This section of the collection is well-used

and includes references such as the *Montana Annotated Code*, *West's Encyclopedia of American Law*, and *The Encyclopedia of Crime and Justice* as well as a circulating collection of materials on a wide range of law enforcement issues. ProQuest *Criminal Justice* database gives access to citations and full-text of articles from journals and magazines in this subject area.

Education— The library purchases general materials on elementary and secondary education for the transfer program in this area and specific materials for the A.A.S. degree in Early Childhood Education (ECE).

Materials for children and young adults are limited to a small collection. The Early Childhood Education program require the selection of a core collection that is supplemented by materials from the other area libraries. Award-winning books such as the Caldecott and Newbery Awards are added each year. The Glendive public and elementary school libraries have been generous with allowing use of their collections for occasional classes that require additional children's materials.

400's Language

This section is at the minimal level and contains general and specialized English, sign, and foreign language dictionaries, a few items chosen for the foreign language program (at the present time only Spanish is offered), and materials on language usage.

500's Natural sciences and mathematics

There is a minimal collection in all division areas of this class. Significant weeding has been done of the math, astronomy and physics sections to withdraw outdated materials and create space for new titles. This will be continued with the rest of the section.

Dinosaurs and fossils—Materials are collected in this area because of the local interest in fossils and dinosaurs. Makoshika State Park is a site for significant study in this subject area. Additionally, a large collection of books on dinosaurs was donated to the library several years ago. Careful selection from that donation has resulted in a broader variety of materials than would otherwise have been possible.

Geology – Since the college has not had courses in geology for a number of years, this area of the collection has ceased its strengthening of materials in the subject area.

600's Technology (Applied sciences)

Only very minimal coverage is available for manufacturing and buildings trades.

Agriculture—This area contains a small core collection of books and a few audiovisual items. *Agricola*, produced by the National Agricultural Library of the Department of Agriculture, provides access to many periodicals and agricultural journals in subject areas such as Ag economics, entomology, animal science, biotechnology, etc. In addition, EBSCO also has access to agriculturally related materials through databases like *Environment Complete* and *GreenFILE*. Agriculture instructors have identified a need for materials on biotechnology and genetically manipulated organisms.

Business and office technology—General materials on business management, job searching, and office computer software are purchased. Suggested areas of emphasis made by business faculty include human resource management – especially in materials on sexual harassment, discrimination in the workplace, and ADA requirements.

Engineering technology—The library's holdings are small and since the program is in abeyance the collection of new materials has been placed on hold.

700's -- The arts

Only a few materials are available in the areas of civic and landscape art, architecture, and the graphic arts.

Art—The library has a good collection in art, including reference works such as the *Encyclopedia of World Art* and many books on individual artists, art history, drawing, and painting. A number of journal subscriptions and backfiles are available in print form because of the importance of illustrations. This area also has well chosen audio-visual materials. The instructor has recently recommended the addition of materials in graphic design and more modern artists, especially aiming to broaden the diversity of represented artists.

Music—The music collection is small, consisting of a few reference works, approximately 240 book titles, and over 700 records. Records are no longer added, but the existing collection will be kept as long as equipment is available and it is deemed useful. Purchases are made to cover music history, major composers and types of music. No sheet music is collected at this time.

Sports and recreation—This section of the collection is weak and additional materials are needed.

800's Literature

There is a strong collection for American and British literature and selected titles to give representation to literature from other countries. Both literary and criticism works are available. Special effort has been taken to provide materials that reflect cultural diversity.

Fiction—This collection, shelved separately by author, consists primarily of the works of major authors. The Glendive Public Library has a good collection of current fiction and is open to DCC students and employees. Therefore fiction is considered a low priority for purchase except for books by Montana authors and works specifically requested by faculty. Gifts of good examples of current fiction are encouraged and added.

900's Geography & History

Biography—The reference section contains major biographical resources including the *Biography Index*, *Current Biography*, the *American National Biography* and the *Dictionary of National Biography*. Collective and individual works are purchased to provide information on major persons in all broad subject areas. One online electronic biographical resource through EBSCO is available.

Geography—A few well chosen, up-to-date atlases are available. Maps are generally not

collected, except for a few individual state road maps and maps that come with the subscription to *National Geographic*.

History—The history collection is one of the larger sections of the library. Special emphasis is given to western history and Native American history.

Montana materials—The D'Arline Olson Memorial Fund was established with the Dawson College Foundation specifically for the purchase of Montana books. New books about Montana or by Montana authors are usually purchased from this fund. The Glendive Public Library has an excellent Montana history collection that gives Dawson Community College students access to a range of older state materials. Most Montana materials are kept indefinitely and are repaired, rebound and repurchased when necessary.

IV. ACQUISITION AND PROCESSING OF MATERIALS

Procedures utilized in ordering all DCC Library materials follow the purchasing guidelines of Dawson Community College.

Audio-visual software and online electronic materials are ordered on a preview/on approval basis, if possible. Dealers, distributors, and consortial buying agreements are used for many book and periodical purchases to save time and costs in ordering and invoicing. A list of newly cataloged materials is published and available to DCC employees.

Materials are processed following standard library cataloging and processing procedures. Materials are cataloged in MARC format following the Dewey Decimal Classification System and using Library of Congress Subject Headings.

4. Do you see any value in this item (literary, instructional, self-development)? Please comment.

5. What other resource(s) would you suggest to provide information and/or other viewpoints on this topic?

Individual's Information:

Request initiated by (Name) _____

Telephone _____ Address _____

City _____ State _____ Zip _____

Do you represent yourself _____ Organization _____
Specify _____

Signature of Complainant

Date

Please return completed form to the DCC Library Director.

Library Director signature

Date Received

Appendix B

Dawson Community College -- Jane Carey Memorial Library Recommendation of Review Committee on Questioned Resources

Title _____

Author/Producer _____ Publication date _____

The review committee may include these questions or other criteria in their review of the questioned material.

A. Purpose

1. What is the overall purpose of the material?

2. Is the purpose accomplished? _____ Yes _____ No

B. Authenticity

1. Is the author/producer competent and qualified in the field? _____ Yes _____ No

2. What is the reputation and significance of the author and/or publisher/producer in the field?

3. Is the material up to date? _____ Yes _____ No
Does it provide a historical perspective? _____ Yes _____ No

4. Are information sources well documented? _____ Yes _____ No

5. Are translations and retellings faithful to the original? _____ Yes _____ No _____ N/A

C. Appropriateness

1. Does the material promote the educational goals and objectives of DCC?
_____ Yes _____ No

2. Is it appropriate to the level of instruction intended? _____ Yes _____ No

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? _____Yes _____No

2. Does this material present information not otherwise available? ____Yes ____No

3. Does this material give a new dimension or direction to its subject?
_____Yes _____No

E. Reviews

1.a. Source of review_____

Favorably reviewed_____ Unfavorably reviewed_____

b. Source of review_____

Favorably reviewed_____ Unfavorably reviewed_____

2. Does this title appear in one or more reputable selection aids? ____Yes ____No
If the answer is yes, please list titles of selection aids.

Additional comments:

Recommendations by Review Committee for Treatment of Questioned Resources:

Date_____

Signatures of Review Committee

Appendix C.1

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

*Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.*

Appendix C.2

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 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.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

Appendix C.3

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:

1. 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 guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. 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.
4. 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.
5. 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 by the ALA Council January 10, 1990

Appendix C.4

American Library Association Code of Ethics of the American Library Association

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.

- 1. 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.**
- 2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.**
- 3. 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.**
- 4. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.**
- 5. 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.**
- 6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.**

- 7. 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.**
- 8. 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.**

Adopted January 22, 2008, by the ALA Council