

ST. JOHNS RIVER COMMUNITY COLLEGE LIBRARIES
COLLECTION DEVELOPMENT POLICY

Philosophy	1
Objectives	1
Implementation of Policy	1
Selection Policy	2
Definition	2
Responsibilities	2
Levels of Collection Intensity	2
Guiding Principles	3
Types of Materials Selected	3
Print	4
Non-Print	5
Acquisitions Policy	6
Definition	6
Responsibility	6
Statement of Policy	6
Vendors	6
Appropriation of Funds	7
Cataloging	7
Collection Evaluation	7
Definition	7
Statement of Policy	7
Implementation of Policy	7
Weeding	8
Withdrawals	8
Policy on Intellectual Freedom	8
Procedure for Challenged Materials	8
Request for Reconsideration form	10
Freedom to Read	Appendix I
Library Bill of Rights	Appendix II
Intellectual Freedom Principles for Academic Libraries	Appendix III
Policy on Confidentiality of Library Records	Appendix IV

**ST. JOHNS RIVER COMMUNITY COLLEGE
COLLECTION DEVELOPMENT POLICY
FOR THE
B.C. PEARCE LEARNING RESOURCES CENTER
ORANGE PARK CAMPUS LIBRARY
ST. AUGUSTINE CAMPUS LIBRARY
Approved by the SJRCC Board of Trustees 05/07**

PHILOSOPHY

The planned development of a library collection requires the application of a stated collection development policy which reflects the mission of its library. A complete collection development policy addresses issues of selection, acquisition and evaluation while allowing room for change and innovation.

The B.C. Pearce Learning Resources Center at the Palatka Campus, the Orange Park Campus Library and the St. Augustine Campus Library (henceforth Libraries) aim to build, in all appropriate fields, a collection of the highest degree of excellence, both quantitative and qualitative, that its monetary resources will allow. This document sets forth the principles which guide the building and maintenance of the print and non-print collections of the St. Johns River Community College Libraries.

The Libraries are charged with the primary responsibility of serving the informational, educational, cultural and lifelong learning needs of its students and faculty. The purpose of this collection development policy is to guide the building of the collection with those materials which will best serve our patrons, both now and in the future.

OBJECTIVES

To assist the college community in the fulfillment of its mission, the Libraries have adopted the following objectives:

1. To provide an organized and accessible collection of resources needed to meet the educational and instructional needs of the college.
2. To provide a full complement of services that will anticipate, meet and stimulate the informational, educational, cultural, and lifelong learning needs of the college community.

IMPLEMENTATION OF POLICY

The Dean of Library Services is responsible for seeing that procedures are devised and implemented to execute this policy. In order to fully implement this policy, the Dean delegates the responsibility for portions of this policy to other professional and career staff members, as designated throughout this document.

SELECTION POLICY

Definition

As used in this document, selection refers to those activities regarding the consideration of specific materials for addition to the Library collection.

Responsibility For and Participation in Selection

The professional librarians assigned to selection are responsible for actively seeking, soliciting and encouraging the assistance of the teaching faculty to participate in the selection process. Only through a collaborative effort between the professional librarians and teaching faculty can a comprehensive and viable print and non-print collection be built.

The Campus Librarians and Public Services Librarians also work together to develop a timely reference collection for each Library. In selecting items for the reference collection, faculty participation is also highly desirable. However, since these collections are tools for the reference staff, the primary influence should be that of the professional librarians who know the reference needs of our users.

The Dean of Library Services has the final responsibility for the development and maintenance of all Library collections. As such, it is the Dean's responsibility to assure that a balanced, timely and well represented collection is being selected for the three libraries which reflects the goals stated in the College's Statement of Mission.

In addition to recommendations from teaching faculty, the libraries welcome recommendations for materials from College employees, students and all Library users. A suggestion form is available at each campus library and also via email: <http://www.sjrcc.edu/libraries/recanitem.htm> for those individuals who would like to make recommendations. Once submitted, all requests are reviewed by professional Library staff members. If the request meets with the guiding principles for selection, the request is sent on to Acquisitions for final approval by the Dean of Library Services.

Levels of Collection Intensity

The amount of support the Libraries provide each program will vary. Some programs require highly specialized materials and equipment while other programs can be adequately supported by general reference materials and a few basic media.

Recognizing that St. Johns River Community College is a two-year lower division institution whose primary mission is providing undergraduate level instruction, remedial education and certificate programs, the Library staff should focus selection at the initial study level for emerging and established program areas. Subjects are to be addressed at the minimal comprehensive level until a need for more specialized materials is recognized.

1. Initial study level - Supports current undergraduate courses and certificate programs.
2. Minimal comprehensive level - Staff is highly selective,

choosing materials to comprise a collection of works which introduce and define subject areas, including those not necessarily represented in the college curriculum but which supplement it and encourage further learning. Basic works of recognized writers, basic media, reference works, representative journals and online databases which support the curriculum and lifelong learning needs of the users are also selected.

Guiding Principles of Selection

A special effort is made to develop a collection of seminal works in each discipline. Priority for purchase is given to materials which meet the specific curriculum needs of courses currently offered. Such needs include 1.) items required for class assignments; 2.) items which provide collateral reading; 3.) materials referred to in textbooks; 4.) items which supplement individual study; and 5.) items that contribute to lifelong learning.

After these primary needs have been met, consideration may be given to other desirable materials which will further balance the collection or will meet the vocational, professional, and cultural or special interests of the student body and faculty.

When selecting items for purchase, the following points should be considered:

1. Relevance and significance of the topic.
2. Sufficiency of scope and treatment for the intended audience.
3. Accuracy and effective presentation of the information.
4. Timeliness or permanence of the material.
5. Reviews by experts in the field or other respected authorities.

The personal views and interests of the selector are not a factor when determining an item's value.

While the Libraries have a certain responsibility to meet the research needs of the faculty, the primary responsibility of the Library is to support the taught curriculum on the undergraduate level. Material required for the personal research of individual faculty members generally will not be considered for purchase. In most instances, such specialized research needs can best be served by the use of our Inter-Library Loan services.

Types of Materials Selected

Content, not format, will be the basic criteria for selection. However, since format does affect use and cost, it cannot be completely ignored. The following formats will be considered for purchase by the Library:

PRINT MATERIALS

1. Hardcover vs. Paperback Books - When a book is available in both hardcover and paperback editions, it will usually be acquired in hardcover. The paperback edition will be selected if specifically requested, if the item is of minimal monetary value and limited use (such as a yearly almanac), or if the hardback edition is at least 100% greater than the cost of having the paperback edition bound.
2. Periodicals - Periodical subscriptions will be added after taking into consideration:
 - A. Curricular needs
 - B. Inclusion in periodical indexes and online databases
 - C. Interests of the students and faculty
 - D. Availability in other area libraries
 - E. Cost
 - F. Similarity to materials already receivedPeriodicals which are saved for the long term may be bound each year. Back files of periodicals can also be purchased as an online database unless such digital formats would alter the value of the information.
3. Current Fiction - The Libraries recognize the importance of contemporary fiction as a means of providing insight into the human condition. For this reason, some current novels selected by faculty members are purchased either in hardbound or paperback format.
4. Textbooks - Textbooks will be purchased when they supply the only source of information on a particular topic. Customarily, current editions of textbooks used in courses are not purchased for the collection; instructors often put current textbooks and/or solutions manuals on reserve in the Library for student use. Donations of current textbooks are welcomed and encouraged by the Library.
5. Newspapers - The Library will subscribe to representative local, regional, national and international newspapers in print and digital formats. Back issues or archives of newspapers may be subscribed to via online databases based on need, cost and availability.
6. Reference Collection - A reference source shall be defined as one used frequently to answer questions that do not involve extended study. Reference books are a non-circulating collection of general and specialized sources which provide quick access to factual information on the entire range of human knowledge. Therefore, materials will be selected in various formats not only for matters of curricular interest, but in all areas for which factual information may be desired.

Ready reference materials such as almanacs and medical reference works which are not readily available via the Internet or part of the Library online database will be updated annually.

Since encyclopedias are available as part of the Library online database collection, each Campus Library may purchase one revised edition of a print encyclopedia annually or as deemed necessary by the campus Public Services Librarian.

7. Special Collections - The B.C. Pearce Learning Resources Center currently houses the Libraries' Civil War Collection.
8. Duplicate Titles - The Library will purchase duplicate titles as circumstances warrant.
9. Replacement Copies - Replacement copies are ordered when the Library feels the item merits immediate replacement due to subject coverage and use or upon request.
10. Gifts - Gifts of either Library materials or money will be accepted provided there are no restrictions. No commitment to accept monetary gifts will be made by anyone other than the Director of Development and Alumni Relations.

The policy regarding gift materials is as follows:

- A. The Dean has the prerogative to refuse to accept gifts which do not contribute to the mission and purpose of the Library.
- B. The Library will determine the classification, housing and circulation policy of all gifts.
- C. The Library retains the right to dispose of duplicate and unneeded materials as it sees fit.
- D. An itemized list of gift materials may be prepared for the donor upon request, but no monetary value will be assigned. Any appraisal of donated materials needed for tax purposes is the responsibility of the donor.

NON-PRINT MATERIALS

Cost and potential use govern acquisitions in this area. The Library will acquire multimedia materials which support the curriculum and add to the integrity of the collection. However, if multimedia instructional materials are used by an instructor as an integral part of a course he/she regularly offers, the department overseeing that course should purchase the materials required for teaching it.

1. Records and Cassettes vs. Compact Discs - When the same work is available on vinyl, cassette or compact disc, the Library will purchase the compact disc. If the item is not available on CD, every effort will be made to purchase the item on cassette. Due to storage problems, durability concerns and lack of available playback equipment, records will not be

purchased unless it is the only available format and the item in question is deemed absolutely necessary.

2. Video vs. DVD – When the same work is available on VHS or DVD, the Library will purchase the DVD. Items only available on VHS will be purchased only when deemed absolutely necessary.
3. Art Reproductions, Sculptures, etc. - As funding allows, the Library will select art works to promote subjects within the Library.

ACQUISITIONS POLICY

Definition

As used in this document, acquisitions refer to those activities performed once materials have been selected for inclusion in the Library collection.

Responsibility

The Acquisitions Manager is responsible for executing acquisitions procedures and policies. The fiscal aspects, however, are the responsibility of the Dean of Library Services.

Statement of Policy

The Library obtains materials by the most cost-effective methods possible based on the State of Florida Publication Contract, also known as the ICOP list. Most orders for books and selected audio-visual materials will be placed with commercial jobbers who can fill at least 85% of a given order within a 90 day period. Orders for items not received within the 90 period will be cancelled. The item will then be ordered from other sources or re-ordered at a later date.

In those instances where direct purchases must be made or when high discounts are provided locally, Library staff will deal directly with the appropriate publisher or supplier as allowed by the ICOP list.

When feasible, orders for periodicals will be placed via a subscription agency which is listed on the ICOP list.

Vendors

It is the official policy of the St. Johns River Community College Library not to except calls from telephone vendors. Telephone vendors may send printed information about their product to the Library, but no sales or "product pitching" will be conducted over the phone.

Vendors who come to the Library without an appointment will not be met with by a librarian or staff member. The vendor may leave printed information about his/her product for staff to review as their schedules permit.

Appropriation of Acquisition Funds

At the beginning of each fiscal year, the Library book budget is divided equally among the three campuses. The Dean and each Campus Librarian are responsible for

encumbering the funds by April 1st . After that date, the Dean is responsible for encumbering the funds.

Cataloging

Designated staff at each campus Library is responsible for cataloging books and multimedia for their respective campus.

Cataloguers will use the latest AACR2, USMARC and CCLA guidelines for cataloging items. Cataloguers will attach our holdings to records found in ALEPH, the union bibliographic database maintained by CCLA. If a record is not available in ALEPH, cataloguers will import records from the LC MARC database into ALEPH. Original cataloging will be done for those items which do not have a record in ALEPH or LC MARC, using a record from World Cat as a guiding point if possible, and that original record will become part of ALEPH.

Call numbers will be assigned using the Library of Congress Classification System.

COLLECTION EVALUATION

Definition

As used in this document, evaluation refers to those activities designed to measure the collection against a pre-determined standard.

Statement of Policy

In order to determine whether the materials comprising the Library collection are of reputed quality and meet the needs of the students and faculty, it is necessary to periodically evaluate the current holdings. The evaluation process will be accomplished by comparing the current holdings against reputable guides and by soliciting, through periodic surveys, the opinion of students and faculty members.

Implementation of Policy

The adequacy of the collection will be determined by weighing:

1. The number of items in the Library collection that appear in bibliographic guides.
2. Use made of the Library collection in a particular subject area.
3. Recognition by the Library staff of gaps in the collection through unmet reference requests and ILL requests.
4. Consultation with faculty concerning known gaps in a subject area.

Weeding

Weeding refers to the process of removing materials from the collection.

As individual items in the collection are cycled through the evaluation process, those meeting certain criteria will be singled out for closer examination as candidates for weeding. Specifically, materials which are physically damaged, factually obsolete or superseded by later editions will be considered candidates for weeding.

Withdrawals

After the Dean has approved the items for weeding, a Withdrawal List will be sent to the Vice President of Business Affairs. Items on the approved Withdrawal List will be disposed of according to SJRCC policies and Florida statutes.

POLICY ON INTELLECTUAL FREEDOM

The Library asserts its duty to keep its collection a representative selection of materials on subjects of interest to its users, including materials on all aspects of controversial issues. No materials will be excluded from the collection because of the race or nationality of the author, or the political, social, moral or religious views expressed therein. The Library endorses the American Library Association's Freedom to Read Statement, the principles of which are considered an integral part of this policy statement (see Appendix I for the complete Statement). We will oppose and resist every encroachment made by individuals or groups on intellectual freedom. The Library also endorses the Library Bill of Rights (Appendix II), the Intellectual Freedom Principles for Academic Libraries (Appendix III) and the Policy on Confidentiality of Library Records (Appendix IV).

PROCEDURE FOR CHALLENGED MATERIALS

Occasionally, objections will be made to a selection despite the care taken to select valuable materials for student and faculty use.

The procedure for addressing challenged materials and a form for requesting reconsideration of Library materials follows.

Procedure

A patron challenging Library materials should be asked to file a complaint in writing with the Academic Affairs Committee using the Request for Reconsideration of Library Materials form, sending a copy to the Dean of Library Services.

The Dean will confer with the Chairperson of the Academic Affairs Committee. They will review the challenge and arrange a meeting with the patron and the Committee. The Dean will not be in attendance.

The values and faults of the challenged materials must be weighed very carefully. The group should then make a recommendation, based on examination of the entire work, to the Dean.

Any party concerned that is not in agreement with the recommendation of the Committee should state this in writing to the President of the College. The President will then consider the matter. The President will present the reconsideration to the Board of Trustees for their consideration during the next meeting.

Updated 3/07

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS
St. Johns River Community College Library

TITLE: _____

AUTHOR: _____

PUBLISHER, DATE: _____

COMPLAINANT: _____

TELEPHONE: _____

ADDRESS: _____

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. To what in this material do you object? (Please be specific and cite pages.)
2. Did you read the entire work?
If you did not read the entire work, what parts did you read?
3. Are you aware of the opinions of critics or subject specialists regarding the value of this material?
4. What resources would you recommend to provide information on this topic?

SIGNATURE _____ DATE _____

THE FREEDOM TO READ

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 avoid the subversion of politics and the corruption of morals. We, as citizens 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 citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

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 need the help of censors to assist them in this task. 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.

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.

APPENDIX I

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 or unpopular with 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 with any expression the prejudgment of a label characterizing it 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 the citizen. 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.*

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.

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 citizens 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, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by:
American Library Association and
Association of American Publishers

Subsequently Endorsed by:
American Society of Journalists and Authors
The Media Institute
National PTA
The Thomas Jefferson Center for the Protection of Free Expression

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.

Intellectual Freedom Principles for Academic Libraries

Adopted by ACRL Intellectual Freedom Committee: June 28, 1999

Approved by ACRL Board of Directors: June 29, 1999

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to provide an interpretation of general intellectual freedom principles in an academic library setting and, in the process, raise consciousness of the intellectual freedom context within which academic librarians work. These principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.

9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.
11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

POLICY ON CONFIDENTIALITY OF LIBRARY RECORDS*

The Council of the American Library Association strongly recommends that the responsible officers of each library, cooperative system, and consortium in the United States:

1. Formally adopt a policy which specifically recognizes its circulation records and other records identifying the name of library users to be confidential in nature.*
2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigative power.
3. Resist the issuance or enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.**

*Note: See also *ALA Policy Manual 54.16 - Code of Ethics*, point III: "We protect each library user's right to privacy and confidentiality with respect to information sought or received, and materials consulted, borrowed, acquired or transmitted."

**Note: Point 3, above, means that upon receipt of such process, order, or subpoena, the library's officers will consult with their legal counsel to determine if such process, order, or subpoena is in proper form and if there is a showing of good cause for its issuance; if the process, order, or subpoena is not in proper form or if good cause has not been shown, they will insist that such defects be cured.

Adopted January 20, 1971; revised July 4, 1975, July 2, 1986,

by the ALA Council.

APPENDIX IV