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Purpose of the Collection Development Policy

The purpose of the collection development policy is to clearly state the process of material selection, retention, and deselection at the **[INSERT LIBRARY NAME]**. This policy will be consistent with the philosophy, mission, and objectives of the college, resulting in a collection that adequately serves the college community.

When appropriate, the guiding principles of this document will apply to all formats of materials included as part of collections, whether they are in print or electronic form.

All members of the college community are welcome to contribute their ideas to the continuing development of this policy.

This policy is intended to be a fluid document that is subject to changes as they are needed.

[INSERT INSTITUTION NAME]: An Overview

[PROVIDE A BASIC DESCRIPTION OF YOUR INSTITUTION. TO BE CONSISTENT, THE DESCRIPTION SHOULD BE TAKEN FROM YOUR COLLEGE CATALOG OR OTHER INSTITUTIONALLY ENDORSED DOCUMENT.]

College Vision Statement

[INSERT YOUR COLLEGE'S VISION STATEMENT. TO BE CONSISTENT, THE DESCRIPTION SHOULD BE TAKEN FROM YOUR COLLEGE CATALOG OR OTHER INSTITUTIONALLY ENDORSED DOCUMENT.]

College Goals

[INSERT YOUR COLLEGE'S GOALS. TO BE CONSISTENT, THE GOALS SHOULD BE TAKEN FROM YOUR COLLEGE CATALOG, STRATEGIC PLAN, OR OTHER INSTITUTIONALLY ENDORSED DOCUMENT.]

Description of Library

[INSERT A BRIEF DESCRIPTION OF YOUR LIBRARY. BE SURE TO INCLUDE A DESCRIPTION OF YOUR PRINT AND ELECTRONIC COLLECTIONS, AS WELL AS SPECIAL SERVICES PROVIDED, SUCH AS MEDIA. SERVICE HOURS AND LIBRARY INSTRUCTION CLASSES SHOULD ALSO BE NOTED HERE.]

Mission Statement of Library

[INSERT THE MISSION STATEMENT OF YOUR LIBRARY HERE. INCLUDE REFERENCES TO MEETING STANDARDS SET BY NATIONAL ORGANIZATIONS (ACRL, ALA, ETC.) AND REGIONAL ACCREDITING AGENCIES (NEASC, ETC.)]

Responsibility for Collection Development and Selection

Determination of resources for the library will be primarily made by library staff. Faculty may and will be consulted if and when there are deficiencies in the collection in certain subject areas or to help the library secure proper resources for a particular class. Library staff welcomes and encourages suggestions from faculty, staff, students, and the community for the purchase of books, periodicals, and electronic materials.

Funds are not allocated ahead of time for particular academic divisions or individual classes; however, the library staff will devote additional resources to classes that have library-related research assignments. Since the library staff strives to develop a well-rounded collection, materials will be purchased in disciplines that are not often associated with library research but are taught at the college.

The overall collection development and management is the responsibility of the library staff. To meet the needs of the college community, the librarians will:

- Select appropriate materials that support the missions of the college and the library.
- Seek input from and work with faculty to select materials to create a well-balanced collection.
- Work with faculty to determine the strengths and weaknesses of different formats of materials, such as books, periodicals, and electronic resources.
- Welcome suggestions for material acquisition from faculty, staff, students, and the community.

General Policies for Selection

The library is dedicated to meeting the information needs of students, faculty, staff, and the surrounding community. Since the world of information is constantly changing, the library also strives to anticipate the future desires of the populations we serve. Formats and media change over time, and the library staff will actively consider all new potential resources for acquisition. For budget reasons, the library will only be able to obtain a small fraction of all materials published each year; however, selections will be made carefully, taking into account reviews, the availability of getting the material elsewhere (Interlibrary Loan), and adherence to the selection criteria that follow. To best maximize funding, the library has decided to establish the following priority list for the allocation of funds:

- 1.) Materials in all formats that support the curriculum.
- 2.) Materials in all formats that support the mission of the college.
- 3.) Materials that meet the reading interests of the populations served by the library.
- 4.) Materials for individual enjoyment or enrichment.

General criteria for selection of materials (Not in priority order)

Other than the four main objectives stated above, the library staff takes other factors into consideration when selecting materials for the collection. These criteria include:

- A. Filling gaps in relevant areas.
- B. Reputation of publisher.
- C. Lasting value of the material.
- D. Accuracy of information.
- E. Appropriate academic level for our users.
- F. Authority of the author or issuing body.
- G. Cost.
- H. Coverage in indexes.
- I. Timeliness of material.
- J. Representation of varying viewpoints.
- K. Suitability of the specific media to the content and teaching process.

Policies for the Selection of Specific Materials

1.) Textbooks

As a general rule, textbooks are not purchased for the collection. Information contained in textbooks is usually arranged to teach a particular class, and classroom purchases are not in the collection scope of the library. Exceptions may be made if the material is not available elsewhere or if the available material is too specific for a course taught at [INSTITUTION NAME].

2.) Reference Collection

The primary function of the reference collection is to support the curriculum at the college. Works that directly or indirectly provide information that meet the needs of our community will be considered for inclusion. The reference collection will also contain general standard reference tools (indexes, encyclopedias, etc.) that encompass a wide range of knowledge, as well as titles that are necessary due to a practical nature (law, business, etc.) Resources that are locally regarded as reference tools because of use patterns will also be included in the collection.

3.) Research Materials

Materials needed by faculty members for research will only be purchased only if they can also be used by students. Faculty are encouraged to use the library's Interlibrary Loan service to obtain such resources.

4.) Periodicals

Periodicals are purchased for their currency of information, as a supplement to the book collection, and to provide another medium for students to incorporate into their research. The collection consists of scholarly journals, as well as popular, industry, and trade magazines. A small collection of non-academic titles are selected for recreational reading. Each periodical has a retention schedule based on content, the availability of the information elsewhere (electronic formats), continued relevance, and space considerations.

5.) Newspapers

Newspapers are purchased on a current basis to meet the teaching and general information needs of the community. Selected titles will include both local and regional coverage, as well as major newspapers that are national and international in scope. The newspapers in the collection will represent diverse political, cultural, and social viewpoints.

6.) Series

Series are generally monographic in nature and are published in successive parts on a regular basis. The titles may be purchased for either the circulating or reference collection, depending on the content of the material. Individual titles within a series may be purchased separately without establishing an order for the entire set.

7.) Preservation of Periodicals and Newspapers

Back files of periodicals and newspapers are kept based on retention schedules developed by library staff. Newspapers are held for a matter of months and periodicals are usually retained for two years. Special consideration is given to certain subject areas (e.g. art, local history, etc.) that hold their relevance over longer periods of time.

8.) Non-Print Materials

Non-print materials are purchased as a normal part of the collection in order to provide the college community with a variety of media. Selection is based on the same principles as print sources. Non-print materials may include, but are not limited to, the following:

- Microfiche/microfilm (no longer being purchased)
- CD-ROMs
- On-line and electronic resources
- Videos
- DVDs
- Audiocassettes
- CDs

9.) Government Documents

The [INSTITUTION NAME] is not a government documents depository. As a result, most government publications are not purchased by the library; however, certain publications may be purchased if the particular title is beneficial to the collection scope. All collected government documents are evaluated and selected according to the general policies for selection. The library does receive some publications free of charge from the issuing agency. Some government documents are available through the library's full-text electronic databases.

10.) Foreign Language Materials

In general, foreign language materials are purchased only in support of the foreign language curriculum or ESL program. Foreign language materials may also be purchased if the specific item is needed or the English language version of the item is inadequate or unavailable.

11.) College Archives

The library does not purchase sources specifically for the college archives. The archives consists of newspaper clippings, photographs, slides, yearbooks, and other printed ephemera. All resources contained in the archives document the history of the college. Materials in the archives will be held indefinitely.

12.) Multiple Copies

Multiple copies of items will be purchased only if there is a great and continued demand for the material. The exception to this policy is [INSERT].

13.) Replacement of Irrevocably Damaged, Lost, or Stolen Materials

The library will not automatically replace a title due to loss or damage. The lost sources will be considered for replacement on a title-by-title basis. Selection criteria include:

- The availability of the replacement copy.
- Cost.
- Continued relevance to the curriculum.
- Timeliness of the material.
- The availability of the same information in an alternate source.

- Demand for item.
- Historical significance of the item.
- Strength of present holdings in the same or similar subject.
- Number of duplicate copies, if any, available.

14.) Office Copies

The library does not purchase copies which are exclusively for office or departmental use. Nevertheless, since the library staff is able to both research titles efficiently and has experience in dealing with a variety of publishers, the staff will purchase materials for departments or offices with the understanding that the library will be reimbursed for the cost.

15.) Gifts

The [INSTITUTION NAME] welcomes donations from the public that fall within the scope of the Library collection.

Materials accepted by the [INSTITUTION NAME] become the property of the Library. Donors may not impose any restrictions on donations or their disposition. The Library will use the donation to best serve the college, which may include addition to the collection, transfer to another library, or disposal of the materials as the staff deems appropriate. A gift plate is available for donated items which are added to the Library's collection.

Donors will be sent an acknowledgement letter for all accepted items. Staff members do not appraise gifts or assign dollar amounts for tax purposes.

Collection Maintenance and Evaluation

The [INSTITUTION NAME] Library staff has the main responsibility of collection maintenance and evaluation.

As with selection, the faculty is encouraged to periodically review materials in their subject area and to make recommendations for deletion and/or replacement of materials.

The deletion or weeding process is integral to collection maintenance. Materials are withdrawn from the collection in order to keep a current and useful collection which reflects the goals of the library.

In general, the criteria used for selection are to be applied when considering material for withdrawal. In addition, other criteria when evaluating materials for withdrawal may include:

- Superseded editions
- Cost
- Physical quality
- Obsolescence
- Changes in curriculum
- Quantity and recency of past use
- Duplicates no longer needed
- Existence of availability in indexes
(especially for periodicals, newspapers and serials)

Final decisions to withdraw are made by library staff on a title-by-title basis.

Reconsideration of Library Materials

In spite of the care taken by the professional staff and the faculty in selecting or recommending materials for inclusion in the collection, objections to a particular work may occur. All complaints should be submitted in writing to a professional library staff member using the Request for Reconsideration of Library Materials form. All complaints will be dealt with in a timely manner so that the complainant understands the reasoning behind the selection of materials and so that the complainant feels his or her opinions have been listened to and given full consideration.

Review of Collection Development Policy Statement

The collection development policy will be reviewed periodically and will be revised as necessary.

De-Selection or Weeding Policy

The principles, which guide the selection of materials, will also guide the de-selection or weeding of materials from the library collection. The library will continue to evaluate the collection and withdraw materials that are outdated, no longer in demand, unnecessarily duplicated, or worn.

The library staff will determine the most appropriate method of disposal of materials weeded from the collection. Materials may be offered to other libraries, or organizations, as appropriate. Outdated or damaged materials may be discarded.

The above statement has been adapted from the Collection Development Policy of the Connecticut State Library, Division of Library Development, Library Service Centers.



[INSTITUTION NAME] COMMUNITY COLLEGE LIBRARY

Request For Reconsideration Of Library Materials

Thank you for your interest in the Library's collections. Please fill out this form completely and sign it. We need this information to respond adequately to your request. Your comments will be reviewed by library staff and you will receive a written reply within two weeks.

Title _____ Author _____

This material is (*please check one*)

- Book Video Audiocassette Other _____
 Periodical DVD CD (*please specify*)

How was this material brought to your attention? _____

Did you read (watch, listen to) the material in its entirety? Yes No

If no, what parts have you examined? _____

Please explain your objection to this material. Please be specific. _____

What harmful effect do you feel that this material might have? On whom? _____

What are the positive aspects of this material? _____

Are there alternatives to this material which you would like the Library to consider? _____

What would you like the Library to do about this material? _____

Name _____ Do you represent: Yourself

Address _____ An organization (name) _____

Town/Zip _____ Phone _____ Other (please specify) _____

Signature _____ Date _____

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.

Code of Ethics of the American Library Association

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

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

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

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

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We recognize and respect intellectual property rights.
- V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted by the ALA Council

June 28, 1995

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.

Libraries: An American Value

Libraries in America are cornerstones of the communities they serve. Free access to the books, ideas, resources, and information in America's libraries is imperative for education, employment, enjoyment, and self-government.

Libraries are a legacy to each generation, offering the heritage of the past and the promise of the future. To ensure that libraries flourish and have the freedom to promote and protect the public good in the 21st century, we believe certain principles must be guaranteed.

To that end, we affirm this contract with the people we serve:

- We defend the constitutional rights of all individuals, including children and teenagers, to use the library's resources and services;
- We value our nation's diversity and strive to reflect that diversity by providing a full spectrum of resources and services to the communities we serve;
- We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services;
- We connect people and ideas by helping each person select from and effectively use the library's resources;
- We protect each individual's privacy and confidentiality in the use of library resources and services;
- We protect the rights of individuals to express their opinions about library resources and services;
- We celebrate and preserve our democratic society by making available the widest possible range of viewpoints, opinions and ideas, so that all individuals have the opportunity to become lifelong learners - informed, literate, educated, and culturally enriched.

Change is constant, but these principles transcend change and endure in a dynamic technological, social, and political environment.

By embracing these principles, libraries in the United States can contribute to a future that values and protects freedom of speech in a world that celebrates both our similarities and our differences, respects individuals and their beliefs, and holds all persons truly equal and free.

Adopted by the
Council of the American Library Association
February 3, 1999

Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights

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 outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following 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.

Approved by ACRL Board of Directors: June 29, 1999
Adopted July 12, 2000, by the ALA Council.

Freedom to View Statement

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

- To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.
- To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
- To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
- To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
- To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

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

Endorsed by the ALA Council January 10, 1990

Copyright

The Quinebaug Valley Community College Library will make every effort to comply with current copyright law, as defined in the United States Code, title 17.