Monahan Library Northeastern Junior College

Collection Development Policy

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Collection Development Policy

Monahan Library Northeastern Junior College

Revised January 10, 2011

MISSION & OBJECTIVES

The Library supports the curricular programs of the College, supplies materials for professional growth, cultural development, recreational activities, and acts as an information center for the total College population. In addition, it seeks to serve the citizens of Logan County, consistent with these functions and within the limits of its resources. The Library strives to create an atmosphere where the pursuit of knowledge is respected by all.

The Library, therefore, supports these objectives:

- 1. To acquire or produce materials and provide services that will enrich and support the educational programs of the College.
- 2. To provide print and non-print materials to assist students in their pursuit of learning and their personal development -- intellectual, cultural, and recreational.
- 3. To provide a variety of services to the instructors in support of instructional objectives.
- 4. To provide instruction in the use of the library and information resources.
- 5. To maintain strong relationships with local, state, and national organizations for coordination and exchange of resources, services, and ideas.
- 6. To provide opportunities for each library staff member to grow professionally and personally.

COLLECTION DEVELOPMENT PRINCIPLES

The planned development of a library collection requires the consistent application of a stated selection policy. Because the community college is not a static institution, the library, which operates within the framework of institutional goals, must be responsive to change. The policy statement that follows must be interpreted as one which is currently in the best interest of the College and which is responsive to institutional change. The policy of the Library is to work toward meeting ALA standards for two-year college libraries.

COLLECTION DEVELOPMENT RESPONSIBILITY

Responsibility for the selection of materials is that of the professional and paraprofessional staff. Staff members work with faculty and administrators in a twofold process: that of selecting materials according to proper selection criteria and of withdrawing out of date or inappropriate materials from the collection. Instructors are encouraged to recommend materials for acquisition within their subject field. Students may also submit recommendations for purchase.

In selecting materials for purchase, the librarian, together with the faculty, evaluate the existing collection and the curricular needs. The librarian consults professionally prepared selection aids and other appropriate sources. All suggested titles are reviewed and evaluated by the professional library staff. Collection development is the ultimate responsibility of the Director of Library Services, who has the final authority in the selection of materials.

COLLECTION DEVELOPMENT PRIORITIES

- The primary collection development priority is maintaining and supplementing the existing collection in areas that directly relate to curricula taught at Northeastern Junior College. Generally, the material will be basic, in that it will adequately support the freshman-sophomore level of study.
- Secondly, additional material will be selected to attempt to adequately support the research needs of Northeastern Jr. College's faculty, students and staff.
- The third collection development priority is the provision of general information that is not directly related to curricula or research. This includes materials on current events, personal development, leisure activities, college catalogs, etc. These materials may be of interest to faculty members, students, staff and community patrons as well.

The Library's collection management policies must remain adaptable in order to incorporate support for any significant curricular changes. The Director of Library Services is responsible for knowing what courses are included in the current and proposed curricula. To this end, the Director serves on the Curriculum & Instruction Committee as a non-voting member.

CRITERIA FOR SELECTION OF MATERIALS

The following factors shall be considered in making decisions concerning the purchase of new materials:

- 1. Relevance to the curriculum and appropriateness to the user;
- 2. Timeliness and lasting value of the material;
- 3. Authority, reliability and currency of information;
- 4. Aesthetic, literary or social value of content;
- 5. Suitability of physical format and appearance for the use intended and the cost involved;
- 6. Ease of access or user-friendliness;
- 7. Suitability of content to form;
- 8. Depth of current holdings in the same or similar subject;
- 9. Demonstrated need as evidenced by circulation and interlibrary loan statistics; and
- 10. Cost of material relative to the budget and other available material.

FORMAT AND TYPES OF MATERIALS

Reference Materials

These materials will be provided to support the research needs of Northeastern Junior College students, faculty and staff. The reference collection contains, but is not limited to, encyclopedias, dictionaries, atlases, directories, indexes, bibliographies, statistical compilations, handbooks and Internet resources. Items for the reference collection are selected primarily by library staff. Though items selected for this collection primarily support the academic programs offered at NJC, core academic reference works published in other subject areas are also selected when they provide fundamental bibliographic access to, or an introductory overview of, an academic discipline. The reference collection is reviewed periodically to insure materials and information are current and accurate.

Textbooks

Course-required textbooks will not be purchased. This stipulation is not meant to exclude other titles with a textbook format from the Library's collection. For example, textbooks that have earned a reputation as "classics" in their fields, or which are the only or best sources of information on a particular topic may be considered for purchase. Texts for reserve reading and those received through donation may also be considered for inclusion

into the collection. Workbooks will not ordinarily be purchased because of their expendable format, but some study guides (e.g. GED, SAT, CLEP, etc.) may be purchased to facilitate learner readiness for these examinations.

Popular Materials and Fiction

Popular materials (e.g. popular nonfiction and fiction) will be purchased on a limited basis. Such titles will not be considered priority items since they usually are accessible at area public libraries. Fiction of established literary significance will be purchased to provide support for the NJC curriculum. Literary prizewinners and fiction of regional interest will be considered for purchase when funds permit.

Newspapers

The Library subscribes to major local, regional and national newspapers. Due to space considerations, backfiles are not retained.

Serials

Serials are publications issued in successive parts bearing numeric or chronological designations and intended to be continued indefinitely. Serials are issued in print, non-print, and electronic formats. All formats will be considered when a title is selected for purchase and/or access. All serials and periodicals are acquired via subscription; individual issues or reprints may be purchased as needed.

The serials collection supports the general research needs of the Northeastern Junior College curricula. Interlibrary loan is regularly provided in a timely manner to meet faculty and administrative research requirements for periodical literature.

The selection of serials requires a continuing commitment to the cost of the title, including maintenance, viewing and reproduction equipment, and storage space. The rapidly expanding availability and escalating cost of serials demands that serials be carefully reviewed before they are purchased for the collection and that an ongoing evaluation of current subscriptions be conducted. Since it is becoming more cost-efficient to purchase electronic access or document delivery services for serials instead of acquisition through print subscription, this method of delivery will be chosen on a case-by-case basis, when fiscally prudent. Cooperative acquisition (regional and statewide) of electronic serials databases is actively pursued. The serials collection is reviewed annually by the paraprofessional library staff and the Director of Library Services in consultation with appropriate faculty.

Serials are selected and deselected based on how well they support the continuing information needs of the college community. Factors to be considered are:

- Support of academic programs
- Cost, including rate of price increases, cost of storage, and/or access costs
- Accessibility within resource sharing groups and/or through document delivery

or courier services

- Full-text availability via electronic means
- Professional reputation
- Demonstrated usage or projected usage
- Indexing and abstracting in sources accessible to library users
- Demand for title in interlibrary loan or document delivery requests
- Intended audience including special users (2+2 or joint-use programs)

Retention of back issues of periodicals is determined by use and available space. The decision to store titles archivally on microform is based on these criteria: 1) the amount of storage space for unbound issues that is available; 2) the likelihood that the item will be stolen or mutilated; 3) the perceived value of retaining this material archivally (for historical research purposes, etc.); 4) the cost of the microform subscription.

Audiovisual Materials

Audiovisual materials, including videotapes, audiotapes and compact disks, are collected and housed in the Monahan Library, as well as in the Isabell Sullivan Library Technology Center. Audiovisual materials requested by faculty to support NJC curricula will be the primary collection priority. Popular videos to serve the recreational needs of on-campus residential students will also be collected, dependent upon available funds. No attempt is made to augment the general monograph collection with audiovisual selections. Instructional audiovisual materials are circulated primarily to NJC faculty. Audiobooks are not considered to be a collection priority as those materials are readily available at area public libraries.

Machine Readable Materials

Materials in a machine-readable format will be collected when that format is most effective in support of teaching and research, and when cost effective. CD-ROM and other electronic media will be purchased using the same criteria outlined for other materials. The Library will not be responsible for purchasing interactive software for use in student laboratories.

Online and Internet Resources

These materials will be considered when they provide the most current and/or cost-effective resources. The Library's web page provides access to a variety of electronic databases and Internet resources. In addition to adherence to general selection criteria, several sources are consulted for current reviews of Internet resources. These reviews appear in *Choice, CRL News, American Libraries*, and *Library Journal*.

Remedial Materials

As budget allows, materials of a remedial nature will be purchased in an effort to meet students' needs and to supplement services and materials offered to learners through the Comprehensive Learning Center.

Foreign Language Materials

Primarily English-language materials will be selected, with the exception of foreign language materials that would support introductory language and English-as-second-language courses.

Maps

The Library will acquire maps only as they are deemed appropriate additions based on curricular and local interest needs. Most geographical information will be provided through atlases in the reference collection.

Government Documents

Selection of government documents in varying formats is achieved using standard selection tools. Monograph titles are integrated into the general and/or reference collection. Governmental information in pamphlet for is added to the vertical file.

Sound Recordings

Sound recordings will be purchased to support and enrich the curriculum offered at Northeastern Junior College. Popular musical recordings will not be purchased, as they are not relative to courses taught at NJC.

Books for Children

Materials of this nature are not actively collected at this time, as there is no curriculum to warrant support in this area.

Out-of-Print Titles

Out-of-print titles are not a purchasing priority, unless sufficient funds are present and the quality and usefulness of the item clearly warrants the extra effort to acquire such material. No effort will be made to buy expensive editions or out-of-print items when the information is available in reprint or later editions.

Multiple Copies

Multiple copies of books will be purchased when continued demand makes additional copies necessary, and/or at the request of faculty members under special circumstances.

College Archives Collection

The archives collection includes newspaper clippings and other materials with historic value in regard to Northeastern Junior College. The following materials are actively sought for inclusion to this collection:

- Newspaper clippings
- College catalogs

College annuals and literary magazines

Gifts

All gift materials will be reviewed for possible inclusion in the collection by the same criteria outlined in this policy. Gifts and donations are gratefully accepted with the following proviso:

- No valuation will be made for tax purposes;
- The library staff will make the final decision on whether or not the item should be added to the collection;
- If the item is not added to the collection, it may be returned to the donor at the donor's request, given away or otherwise discarded; and
- Once the gift is added, it takes on the same status as any other item in the collection and may be weeded, discarded, etc.

Materials of unusual significance or value will be handled on an individual basis in consultation with the donor.

Memorial Funds

Funds presented to the Library as memorials will be spent in accordance with the accepted selection policy. Insofar as possible, the donor's wishes concerning a general subject area will be honored. A bookplate identifying the source of the gift will be placed in each title purchased with special funds.

DESELECTION OF MATERIALS

Deselection of library materials (the process of removing items from the collection) is essential for the maintenance of a current, academically useful library collection. Deselection provides quality control for the collection by elimination of outdated, inaccurate, and worn-out materials. The librarian is responsible for conducting an ongoing deselection effort. Decisions to withdraw materials will be made in consultation with appropriate faculty.

Print and Audio-Visual Resources Deselection

- Superseded editions are routinely deselected from the collection.
- Materials which cannot be repaired or rebound or for which the cost of preservation exceeds the usefulness of the information contained are deselected.
- Because currency of information is extremely important in some fields such as health sciences, technology, and business, older materials must be regularly deselected so that outdated or inaccurate information is eliminated.
- Material that has not been used based on circulation and browsing statistics may be deselected after a prolonged period of inactivity. However, some library materials,

such as items considered classic works in their field, have long-term value and should be kept in the collection despite lack of use.

• The title may be retained if it is included in a standard list or bibliography or if the author has a reputation for being an authority on the topic.

Online Resources Deselection

Ongoing deselection of Internet resources is a necessity because of the dynamic nature of such resources. The following guidelines are used:

- An Internet resource is no longer available or maintained.
- The currency or reliability of the resource's information has lost its value.
- Another Internet site or resource offers more comprehensive coverage.

Serials Deselection

- Incomplete and short runs of a title may be withdrawn, particularly when the title is not currently received.
- Titles containing information that is not useful long-term, such as newsletters, trade magazines, and some leisure titles, usually have automatic discard patterns established such as "Library retains one year only."
- Annuals, biennials, and regularly updated editions of guidebooks, handbooks, almanacs, and directories have a deselection pattern established depending on the value of the information contained in earlier editions. Often one older edition is retained in the reference and/or circulating collections.
- Due to lack of space, issues that are replaced by microfilm are routinely discarded.

At the discretion of the Director of Library Services, deselected material is often offered to surrounding libraries and/or given to the general public, or disposed of. All discarded materials will be defaced and marked withdrawn from the Monahan Library collection.

Replacement Copies

The replacement of outdated, damaged, lost or stolen items will be considered on an individual basis in compliance with the stated selection policy.

INTELLECTUAL FREEDOM

The Monahan Library supports the American Library Association's (ALA) *Bill of Rights*, the *Freedom to Read* and *Freedom to View* statements and the International Federation of Library Associations and Institutions (IFLA) *Statement on Libraries and Intellectual Freedom* (See Appendix A).

The College is an Affirmative Action, Equal Opportunity and Title IX employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age or disability. The library's selection policy is patterned after these beliefs and practices. Items are selected in an attempt to provide a balanced collection in the topics of race, religion, gender, and disabilities.

The Library acquires materials that represent differing opinions and without censorship in regard to controversial issues. Collection management decisions will be made independently of interest group pressure or coercion of any sort; final selection decisions will be based on the quality of the material and its relevance to the needs of library users and the mission and objectives of the Library and institution. The Library does not add or withdraw, at the request of any individual or group, material that has been chosen or excluded on the basis of stated selection criteria. Efforts will be made to provide up-to-date, unbiased, but valid information on controversial topics of particular interest; however, addition of any material to the library's collection in no way represents an endorsement of any theory, idea or policy contained therein.

An individual or group questioning the appropriateness of material within the collection will be referred to the Director of Library Services. Persons wishing to formally challenge the inclusion of a particular item in the Monahan Library Collection file a written complaint on the ALA approved form (see Appendix B).

COPYRIGHT

The Monahan Library complies fully with all of the provisions of the U.S. Copyright Law (17 U.S.C) and its amendments. The Library supports the Fair Use section of Copyright Law (17 U.S.C. 107), which permits and protects citizens' rights to reproduce and make other uses of copyrighted works for the purposes of teaching, scholarship, and research.

COOPERATIVE COLLECTION DEVELOPMENT

Due to the Library's limited budgets and diminishing ability to physically collect even a small percentage of the world's information, access rather than ownership has become the reality of collection development. Increasing numbers of electronic resources, such as online library catalogs and abstracting and full-text databases have made it possible for libraries to provide access to vast quantities of information resources. This type of access requires that libraries participate in cooperative collection development, resource sharing, and document delivery systems. When it is determined that access on demand is more economically feasible in terms of storage, projected use, and cost, this option can enhance the Library's abilities to expand the information base available to their primary users.

Efforts will be made to cooperate with the Sterling Public Library and other area libraries, organizations such as CCLINK (Colorado Community College Libraries Consortium) and the High Plains Regional Library Service System in an effort to share resources and engage in cooperative acquisitions projects.

APPENDIX-A

The American Library Association's Library Bill of Rights

The American Library Association's Freedom to Read Statement

The American Library Association's Freedom to View Statement

Statement on Libraries and Intellectual Freedom

American Library Association's

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.

American Library Association's

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 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.

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. Copyright © 2000, American Library Association.

American Library Association's

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.

International Federation of Library Associations and Institutions(IFLA)

Statement on Libraries and Intellectual Freedom

Statement prepared by IFLA/FAIFE and approved by The Executive Board of IFLA 25 March 1999, The Hague, Netherlands.

IFLA (The International Federation of Library Associations and Institutions) supports, defends and promotes intellectual freedom as defined in the United Nations Universal Declaration of Human Rights.

IFLA declares that human beings have a fundamental right to access to expressions of knowledge, creative thought and intellectual activity, and to express their views publicly.

IFLA believes that the right to know and freedom of expression are two aspects of the same principle. The right to know is a requirement for freedom of thought and conscience; freedom of thought and freedom of expression are necessary conditions for freedom of access to information.

IFLA asserts that a commitment to intellectual freedom is a core responsibility for the library and information profession.

IFLA therefore calls upon libraries and library staff to adhere to the principles of intellectual freedom, uninhibited access to information and freedom of expression and to recognize the privacy of library user.

IFLA urges its members actively to promote the acceptance and realization of these principles. In doing so, IFLA affirms that:

- Libraries provide access to information, ideas and works of imagination. They serve as gateways to knowledge, thought and culture.
- Libraries provide essential support for lifelong learning, independent decision-making and cultural development for both individuals and groups.
- Libraries contribute to the development and maintenance of intellectual freedom and help to safeguard basic democratic values and universal civil rights.
- Libraries have a responsibility both to guarantee and to facilitate access to expressions of knowledge and intellectual activity. To this end, libraries shall acquire, preserve and make available the widest variety of materials, reflecting the plurality and diversity of society. Libraries shall ensure that the selection and availability of library materials and

- services is governed by professional considerations and not by political, moral and religious views.
- Libraries shall acquire, organize and disseminate information freely and oppose any form of censorship.
- Libraries shall make materials, facilities and services equally accessible to all users. There shall be no discrimination due to race, creed, gender, age or for any other reason.
- Library users shall have the right to personal privacy and anonymity. Librarians and other library staff shall not disclose the identity of users or the materials they use to a third party.
- Libraries funded from public sources and to which the public have access shall uphold the principles of intellectual freedom.
- Librarians and other employees in such libraries have a duty to uphold those principles.
- Librarians and other professional libraries staff shall fulfill their responsibilities both to their employer and to their users. In cases of conflict between those responsibilities, the duty towards the user shall take precedence.

APPENDIX-B

Monahan Library Procedure for Dealing with Material Challenges

Request For Reconsideration Of Library Resources Form

Monahan Library ~ Procedure for Dealing with Material Challenges

Individuals or groups wishing to challenge the inclusion of material in the Monahan Library are expected to follow the outlined procedure:

- 1. The complainant shall file a written complaint using the American Library Association (ALA) approved form. This form should be filled out in its entirety, properly signed and presented to the Director of Library Services. No action will be taken unless a signed form is submitted. The material(s) in question shall remain available to patrons in the library for the duration of the reconsideration process.
- 2. The Director of Library Services shall make a written response to the complainant indicating the action to be taken.
- 3. If the complainant is not satisfied with the response of the Director of Library Services, a written appeal may be submitted to the Director of Library Services and an ad hoc review committee will be convened to consider the appeal. The committee shall be composed of representative library users. The committee will make its recommendation in writing to the complainant.
- 4. If the decision of the ad hoc review committee is unsatisfactory to the complainant, a written appeal may be made to the President's Team. The President's Team will consider the complainant's concern as well as the written recommendation of the ad hoc review committee. The President's Team will render the final decision regarding the challenged material.

Reviewed and approved by CCCS System Attorney, Barbara McDonnell, September 17, 2003. Reviewed and approved by NJC's President's Team, October 22, 2003.

Request For Reconsideration Of Library Resources

The Director of Library Services for Northeastern Jr. College's Monahan Library has the responsibility for selection and evaluation of library resources and has established reconsideration procedures to address concerns about those resources. If you wish to request reconsideration of library resources, please return the completed form to the Director of Library Services, Monahan Library, 100 College Avenue, Sterling, CO 80751.

		Date	
Name			
Address			
City			
Phone			
Do you represent yourself ~or~ Specify name of organization if applicable	_		
1. Resource on which you are commen	iting:		
Book Textbook Date Audio Recording Library Electronic information/network (please specify):	ary Program ease specify):	☐ Display	7
Title			
Author/Producer_			
2. What brought this resource to your at			
3. Have you examined the entire resource	ce?		
4. What concerns you about the resource	e? (use other	side or additional pa	nges if necessary)
5. Are there resource(s) you suggest to p this topic?			d/or other viewpoints or

Revised by the American Library Association Intellectual Freedom Committee June 27, 1995.