

SANTA MONICA COLLEGE LIBRARY COLLECTION DEVELOPMENT POLICY

COLLECTION POLICY RATIONALE

The purpose of this Collection Development Policy is to provide a comprehensive document to assist present and future selectors in developing Santa Monica College Library's collections to meet the needs of the College community.

COLLECTION PHILOSOPHY

Collection development at the Santa Monica College Library is an ongoing activity that changes with the needs of the Library and the College. The Library selects materials based on the Library's assessment of the purposes the materials serve, and de-selects materials when they no longer meet the needs of the Library user community. The primary purpose of the Library's collections is to supplement and augment the College curricula. The Library recognizes that the maintenance of a free society requires free access to all points of view on all public issues. To this end, the Library affirms its acceptance of the principles enumerated in statements adopted by American Library Association, including the *Library Bill of Rights* as well as the Interpretations to the Library Bill of Rights; *Diversity in Collection Development*; *Equity, Diversity, Inclusion*; *Freedom to Read*; *Freedom to View*; *Access to Electronic Information, Services, and Networks*; *Access to Digital Information, Services, and Networks*; *Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation*; and *Services to Persons with Disabilities*. (Appendix B).

COLLECTION DEVELOPMENT GOALS AND OBJECTIVES

The library collection supplements and augments the college curricula. The goal of developing the collection is to have a wide variety of materials embracing many appropriate fields of knowledge. No material shall be excluded from the collection because of the race or nationality of the author, or the political, moral, social, or religious views expressed therein. Inclusion rather than exclusion of viewpoints shall be the rule. Coverage of a field shall be of a general nature, not comprehensive, except as noted. Collection development objectives shall be:

1. To provide materials directly supporting the curriculum.
2. To provide materials in various formats, staying abreast of developments in information delivery.
3. To provide materials representative of subjects of interest to the College community, including relevant and appropriate materials on all aspects of controversial matters.
4. To provide materials at appropriate levels for each area of collection.

GUIDELINES FOR SELECTION AND EVALUATION OF MATERIALS

SCOPE AND COVERAGE

The Library supports the educational, research, and informational needs of:

1. Santa Monica College students
2. Santa Monica College faculty, staff and administration
3. Community users

Materials for the library will be selected in the following order of priority:

1. Curriculum support. The collection is developed to support the curricular needs of our community of users.

A. Primary consideration is given to the development and maintenance of subject collections to support the instructional programs at Santa Monica College. The collection will reflect changing emphasis within

the curriculum, the development of new courses and programs, and the changes in curriculum over time including ending courses and programs. Materials that provide background and collateral information as well as those that relate directly to assignments are included.

B. Materials will be selected if they contribute to the general education of the student and are useful to students pursuing research topics not specifically assigned in a course.

C. High priority will be given to maintaining a strong, current reference collection in support of the curriculum and for general information.

D. Materials are selected to assist faculty in preparation for teaching and for students' general research in their subject areas.

E. Missing materials will be replaced as needed. Duplicate copies may be acquired as needed.

F. Materials supporting off-site curriculum will be available through select libraries at off-campus facilities where the courses are taught (e.g. Nursing).

G. Materials are also chosen for personal enrichment and for instilling in the user an awareness of libraries and their potential as a lifelong source of information, and personal development.

2. The following specific criteria are applied to the selection of individual titles:

A. Relevance of the subject matter.

B. Appropriate academic level.

C. Authority and/or reputation of the author, creator or publisher.

D. Timeliness or permanence of the materials.

E. Availability of material on the subject.

F. Inclusion of the title in recognized bibliographies and authoritative review sources.

G. Soundness of scholarship.

H. Cost.

The holdings of nearby libraries will also be considered in cases where materials may be used infrequently or may already be available.

3. Format of materials will become increasingly diverse as information technology develops. By agreement with other organizations such as the Council of Chief Librarians, the California State University System and the Community College League, Santa Monica College will act as part of a consortium to ensure the widest possible access to electronic information sources. Library faculty evaluate the appropriateness and feasibility of new products. Demonstrations and/or trial subscriptions of products will be used at every opportunity. The presence or availability of an electronic or other resource on a trial basis does not necessarily mean that the Library will ultimately acquire the resource. Print and electronic resources will be evaluated equally under the guidelines of the specific criteria outlined above.

The curricular areas currently supported by the collection at the appropriate levels, including upper division for those disciplines offering Bachelor degrees, include:

Art

Automotive Technology

Business
Accounting
Insurance
Logistics
Communication and Media Studies
Communication Studies
Film
Journalism
Media
Computer Science and Information Systems
Cosmetology
Counseling
Dance
Design Technology
Entertainment Technology
Graphic Design
Interaction Design (Bachelor's Degree)
Interior Architectural Design
Earth Science
Anthropology
Astronomy
Geography
Geology
Sustainable Technologies
Education/ECE
ESL
English
Environmental Science
Environmental Studies
Fashion Design and Merchandising
Health Sciences
Nursing
Respiratory Therapy
History
Kinesiology and Athletics
Library
Life Sciences
Mathematics
Modern Languages
Music
Photography
Physical Sciences
Chemistry
Engineering
Physics
Psychology
Philosophy and Social Sciences
Economics
Philosophy
Political Science
Sociology
Women's Studies
Public Policy
Theatre Arts

The Library will also collect materials supporting the professional growth of faculty, staff, and administration, and other materials as needed to support the community of Library users.

SELECTION CRITERIA FOR ADDITIONS TO THE COLLECTION

The same criteria shall be applied to all materials considered for addition to the collection, including gifts. The criteria to be considered in the addition of materials to the libraries' collections are:

1. Relevance to the curricula and the needs of the user community.
2. Authoritativeness.
3. Recency or permanent value of the subject matter.
4. Literary quality.
5. Availability of materials on the subject and adequacy of the current collection.
6. Reviews in the professional literature.
7. Reputation of the author or publisher.
8. Inclusion in recognized bibliographies and indexes, including those of accreditation agencies.
9. Cost.

The Library collects in four principal areas:

1. Circulating collections

Consideration is given to authoritativeness, reading level, appropriateness for and support of curriculum, and faculty, staff, administration and community needs. Multiple copies of a title are purchased only in cases of demonstrable need. More durable formats, such as hardcover books, are preferred when possible, and acquisition of access to electronic materials is encouraged. Efforts to obtain out-of-print materials shall be made if it is decided that the materials are of enough importance to justify the effort and expense.

2. Reference

In addition to the standards for the Circulating Collection, reference resources are also acquired according to need, authority, scope, cost, treatment, arrangement, and format of the resources.

3. Reserve Materials/Textbooks

The library does not generally purchase copies of the textbooks currently used in classes unless the text is considered useful to the general College community or if the material has already been acquired in the normal course of collecting for the Library. Faculty, staff, or other College agents supply classroom or text materials if they choose to place them on reserve for their students. Faculty making materials available through the reserve collection are responsible for making sure that applicable copyright laws are followed. Open Educational Resources are encouraged and access is made available as allowed and appropriate.

4. Electronic Resources

Electronic resources include electronic books, online information resources, subscription databases, and other digital collections of data. Santa Monica College works in partnership with consortia partners to add access to electronic books for our users, as well as subscribing to specific collections and individual titles when possible and necessary.

In addition to the standards for the Circulating Collection, electronic resources are considered based on the following criteria unique to the format:

1. Accessibility of the information and user interface, both on the campuses and to distance learners.
2. Frequency of updates.
3. Availability of hardware and software required to support the product.
4. Impact of the product on the library system.
5. Degree of technical support required and available through Library staff.
6. Product reliability, capability of supporting multiple simultaneous users, and cost, including applicable site licensing. The Library Department Secretary will maintain copies of all licensing agreements.

SELECTION CRITERIA FOR GIFTS

Gift materials are evaluated by the same criteria as those for new materials purchases. The Library acknowledges receipt of gifts but does not place a value on the materials. Library faculty will determine if materials donated meet the collection development criteria. Donors also agree that the items donated become the property of the Library, to be disposed of as the Library sees fit, including but not limited to allocation to Library collections, to book sales, to other individuals or organizations, or to de-selection.

RESPONSIBILITY FOR SELECTION

The Collection Development Librarian, with input from Library and other campus faculty, is responsible for materials selection. To insure a vital, active, and current collection, the Library encourages faculty recommendations in support of their curricular areas. Faculty, administration and staff recommendations are given primary consideration. Students and community members are also encouraged to recommend materials. Materials request forms are submitted to the Collection Development Librarian.

Submission of recommendations for the acquisition of materials does not bind the Library to acquiring them. The Collection Development Librarian will give specific materials recommendations, review faculty recommendations to ascertain that they meet guidelines, and designate specific collection areas needing development. Final purchasing decisions rest with the Dean of Learning Resources.

ALLOCATION OF FUNDS

Funds for the purchase of library materials shall be allocated on the basis of subject divisions. Allocations shall be based on support for the College curricula; the need to maintain a balanced collection; user need as demonstrated by circulation patterns and Library faculty observations; and other special needs as determined by the Library faculty. These allocations shall be viewed as guidelines only and will be reviewed and revised to meet changing needs.

COLLECTION MAINTENANCE AND EVALUATION

De-selection (weeding) is an important aspect of collection development. The collection must be continuously evaluated for the use and condition of the holdings. In addition to the criteria previously outlined for selection, materials considered for de-selection will be evaluated for the following :

1. Value to the collection.
2. Physical condition.
3. Duplication or uniqueness of the material.
4. Coverage of the subject by other materials.
5. Obsolescence of the information (not age of the publication).
6. Use or disuse.

De-selection is done by the Collection Development Librarian with appropriate input from other faculty as needed. Information on the state of the collection gathered by Library faculty will be used to determine areas of the collection in need of development.

INTELLECTUAL FREEDOM

The Santa Monica College Library strongly supports the American Library Association's *Bill of Rights*, *Intellectual Freedom Statement*, and *Statement of Challenged Materials*. The Library makes a determined effort to purchase materials that represent differing opinions on controversial matters. Selection is without partisanship regarding matters of race, sex, religion or moral philosophy. Should the suitability of particular materials be questioned, the specific objections must be submitted in writing to the Dean of Learning Resources.

Please see the Appendices to this Policy for American Library Association and other organizations' official documents addressing aspects of Intellectual Freedom.

NONPRINT MEDIA

Audiovisual materials (dvds, cds, etc) and electronic resources (see *electronic resources*, above) that meet the curriculum-related and general information needs of the students will be made available. Complementing the libraries' print collection, non-print media selection will provide resources representing a wide variety of subjects and genres.

Selection criteria for nonprint media will include:

1. Relevance and appropriateness to the curricula, and relationship to the existing collection of other materials available on the subject.
2. Expressive of current events and cultural interests.
3. Artistic merit or uniqueness of the format to the content.
4. Reviews in professional literature.
5. Reputation of filmmaker or creative group.
6. Representative documentation of the times.
7. Price.

Obsolete formats (such as videotapes) will not be purchased. Developing formats will be added as appropriate. Obsolete and damaged materials will be removed from the collection. Replacement of damaged or missing non-print materials is based on continued demand for the title, existing coverage in the collection, and availability of new or better material on the subject.

PERIODICALS

Periodicals are publications issued in successive parts bearing numeric or chronological designations and intended to be continued indefinitely. They include journals, magazines and newspapers. They are indexed in regularly published lists of periodical article citations. Periodicals are an important component of a current, complete collection. When a periodical is selected, a continuing commitment has been made for the base cost of the title, including subscription maintenance, shelf integrity and storage. Electronic resources, including those accessed via consortial agreements or via the web, expand the range and accessibility of the periodicals collection.

The formats and timely nature of periodicals require specialized selection criteria in addition to the standard requirements of curriculum support, relevance and applicability. These include:

1. Subject content and coverage.
2. Searchability through an accessible index, abstract, or bibliography.
3. Subscriptions to other titles on the same subject.
4. Usefulness of the title in comparison to others in the field.
5. Electronic access if available and applicable.
6. Frequency of use.
7. Price, including site licensing for electronic resources.
8. Language of publication (All titles should be in English except for a limited number which support foreign language courses).
9. Availability of the title at other area colleges.

The Library acquires current newspapers in all formats to meet the teaching and general information needs of the College community. When selecting new subscriptions, the relevance of the newspaper to courses, current coverage of local, national and international geographical areas, and representation of diverse political and social viewpoints are considered.

MAINTENANCE AND EVALUATION OF PERIODICALS

Titles requested by faculty for research not directly related to teaching, especially those which are highly specialized and of no continuing value to the collection will be discouraged. Titles related to an individual's personal interest shall not be purchased. Periodicals staff will make every effort to obtain replacement pages and/or a replacement issue for missing or damaged materials. Materials archived on microfilm are no longer supported at the Library.

Library faculty will regularly review the periodical collection, including standing orders and database subscriptions, to ensure that the collection meets the standards set forth in this policy. Academic department heads and faculty are part of the process of review and their recommendations will be solicited as appropriate.

APPENDIX A

Santa Monica College Mission, Vision, Goals

Santa Monica College: Changing Lives in the Global Community Through Excellence In Education

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration – one that challenges and supports students in achieving their educational goals. Students learn to contribute to the local and global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes that each individual makes a critical contribution to the achievement of this mission.

Santa Monica College's academic programs and support services are intended to serve diverse individuals from local, national, and global communities who are seeking high-quality, affordable undergraduate education. The College offers certificates, Associate degrees, a baccalaureate degree, and streamlined pathways for transfer to university and for career training. The College promotes a commitment to lifelong learning among students and the communities it serves.

Revised and Approved by Board of Trustees: July 11, 2017

Goals

To fulfill this mission, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

Institutional Learning Outcomes

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events;
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style; and
- Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Supporting Goals

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology;
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the College's facilities and infrastructure including grounds, buildings, and technology.

Supportive Collegial Environment

- Employ decision-making and communication processes that respect the diverse needs of the entire college community.

Approved by DPAC: 3/14/2012

Approved by the Board of Trustees: 4/3/2012

Revisions approved by the Board of Trustees: 4/7/2015

SANTA MONICA COLLEGE LIBRARY MISSION STATEMENT

The mission of the Santa Monica College Library is to achieve excellence in the provision and promotion of information services to meet the teaching and learning needs of the College.

The librarians and library staff strive to:

Affirm the vision and mission of Santa Monica College;

Encourage and facilitate information competency, critical thinking, intellectual independence, and lifelong learning skills in all students, regardless of their educational goals;

Provide assistance in locating, evaluating, and effectively using library resources and instructional programs to teach library users to think critically about information;

Incorporate new technologies and services to help students, faculty and staff discover, create and disseminate knowledge;

Promote the Santa Monica College Library as a center for quality information resources for the college community;

Provide professionally qualified librarians and a skilled technical staff that support the use of information in learning;

Provide prompt, unbiased and knowledgeable responses to requests for assistance, placing student and faculty information needs above other library and campus responsibilities;

Ensure a comfortable and safe learning environment for all students;

Administer fair and objective service policies;

Provide assistance and access to collections and services for persons with special needs;

Protect each individual's right to privacy with respect to information requested and materials consulted.

APPENDIX B

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 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Diversity in Collection Development: An Interpretation of the Library Bill of Rights

Throughout history, the focus of censorship has fluctuated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many reasons, among which are prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual forms of expression, and other potentially controversial topics.

Some examples of censorship may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting materials about or by minorities because it is thought these groups or interests are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, issuing bibliographies and presenting exhibits and programs. Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article II of the [*Library Bill of Rights*](#): "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." A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development responsibilities include selecting materials in the languages in common use in the community the library serves. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to any issue, and variations of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron's right to read, view, or listen to materials and resources protected by the [First Amendment](#), no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues.

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

Adopted July 14, 1982, by the ALA Council; amended January 10, 1990.

Equity, Diversity, Inclusion: An Interpretation of the Library Bill of Rights

The American Library Association affirms that equity, diversity, and inclusion are central to the promotion and practice of intellectual freedom.

“Equity” takes difference into account to ensure a fair process and, ultimately, a fair outcome. Equity recognizes that some groups were (and are) disadvantaged in accessing educational and employment opportunities and are, therefore, underrepresented or marginalized in many organizations and institutions. Equity, therefore, means increasing diversity by ameliorating conditions of disadvantaged groups.

“Diversity” can be defined as the sum of the ways that people are both alike and different. When we recognize, value, and embrace diversity, we are recognizing, valuing, and embracing the uniqueness of each individual.

“Inclusion” means an environment in which all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities; and can contribute fully to the organization's success.

To uphold the Library Bill of Rights and serve the entire community, libraries and library workers should embrace equity, diversity, and inclusion.

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.

Library collections, regardless of material format, should include a full range of viewpoints and experiences, serving the needs of all members of the community. Within the constraints of space and resources, all libraries should seek out materials produced by diverse authors or creators. Diverse authors and viewpoints are not equitably represented in the output of many mainstream publishers and other producers, so it may require extra effort to locate, review, and acquire these materials. Libraries should seek out small press, independent, and self-published content and may benefit from cooperative arrangements and other partnerships to share in the work of locating and acquiring diverse materials.

To provide truly equitable and inclusive service, libraries must work closely with diverse communities to understand their needs and aspirations, so that the library can respond appropriately with collections, programs, and services to meet those needs. The community will feel truly welcome and included when

community members see themselves reflected in a library staff that shares their ethnic or racial backgrounds, speaks their languages, shares their gender identities, or otherwise reflects their personal experience.

Libraries should review their access policies with the goal of advancing equity of access to the library's collections and services. Identification requirements, overdue charges and fees, or deposits for service are examples of traditional approaches that often exclude some members of the community from services based on their housing status, economic status, education level, age, or gender identity. Libraries should seek to remove these barriers from their access policies.

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.

Beyond merely avoiding the exclusion of materials representing unorthodox or unpopular ideas, libraries should proactively seek to include an abundance of resources and programming representing the greatest possible diversity of genres, ideas, and expression. A full commitment to equity, diversity, and inclusion requires that library collections and programming reflect the broad range of viewpoints and cultures that exist in our world. Socially excluded and marginalized people, not just the mainstream majority, should be able to see themselves reflected in the resources and programs that libraries offer.

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

By challenging censorship, libraries foster an inclusive environment where all voices have the opportunity to be heard. By exposing all facets of contested issues, libraries encourage enlightenment and empower individuals to make decisions and form beliefs after weighing all arguments, rather than blindly adopting a majority opinion. Inclusive materials, programs, and services may not be universally popular, but it is the library's responsibility to provide access to all points of view, not just prevailing opinions. Dissent should be respected but should not dictate library policy. Libraries should prepare themselves to deal with challenges by adopting appropriate policies and procedures.¹

Libraries have an obligation not only to stand against external challenges, but to discourage internal self-censorship, which has a disproportionate effect on diverse voices in collections, programming, and all aspects of library services. Libraries should seek to counter censorship by actively pursuing inclusion.

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

American society encompasses persons of diverse social, cultural, and economic backgrounds. The constitutional principles of free expression and free access to ideas have always affirmed and celebrated this diversity. Any attempt to limit free expression or restrict access to ideas within libraries threatens the core values of equity, inclusion, and diversity for everyone.

Libraries should not merely be neutral places for people to share information, but should proactively welcome socially excluded and marginalized people to fully participate in community debates and discussions. Libraries should establish and maintain strong ties to all other organizations that advocate for the rights of marginalized people. Finally, libraries should take action in solidarity with all those resisting attempts to abridge the rights of any socially excluded and marginalized people.

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

In the Library Bill of Rights and all of its Interpretations and supporting documents, the principle of inclusion is clear and unambiguous. "Origin" encompasses all of the characteristics of individuals that are inherent in the circumstances of their birth. "Age" encompasses all of the characteristics of individuals that

are inherent in their levels of development and maturity. "Background" encompasses all of the characteristics of individuals that are a result of their life experiences. "Views" encompass all of the opinions and beliefs held and expressed by individuals. Every individual is welcome and included in the library.

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.

Libraries should develop and publish policies governing access and use of exhibit spaces and meeting rooms. These policies should include viewpoint-neutral rules governing time, place, and manner of use applied equally to all uses. Policies should be stated inclusively rather than exclusively: for example, a policy that makes those areas available "to organizations engaged in educational, cultural, intellectual, or charitable activities."² Libraries should welcome diverse content in their exhibit spaces and diverse ideas, individuals, and groups in their meeting rooms, even if some members of the community may object or be offended.

Libraries are essential to democracy and self-government, to personal development and social progress, and to every individual's inalienable right to life, liberty and the pursuit of happiness. To that end, libraries and library workers should embrace equity, diversity, and inclusion in everything that they do.

1. "Diversity in Collection Development: An Interpretation of the Library Bill of Rights," Adopted July 14, 1982, by the ALA Council; amended January 10, 1990; July 2, 2008; and July 1, 2014.

2. "Meeting Rooms: An Interpretation of the Library Bill of Rights," Adopted July 2, 1991, by the ALA Council.

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

A Joint Statement by:

[American Library Association](#)
[Association of American Publishers](#)

Subsequently endorsed by:

[American Booksellers for Free Expression](#)
[The Association of American University Presses](#)
[The Children's Book Council](#)
[Freedom to Read Foundation](#)
[National Association of College Stores](#)

[National Coalition Against Censorship](#)
[National Council of Teachers of English](#)
[The Thomas Jefferson Center for the Protection of Free Expression](#)

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.

Access to Digital Information, Services, and Networks: An Interpretation of the Library Bill of Rights

Introduction

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information.¹ Libraries and librarians protect and promote these rights regardless of the format or technology employed to create and disseminate information.

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

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

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

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

The Rights of Users

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

Users’ access should not be restricted or denied for expressing, receiving, creating, or participating in constitutionally protected speech. If access is restricted or denied for behavioral or other reasons, users should be provided due process, including, but not limited to, formal notice and a means of appeal. Information retrieved, utilized, or created digitally is constitutionally protected unless determined otherwise by a court of competent jurisdiction. These rights extend to minors as well as adults (“Free Access to Libraries for Minors”; “Access to Resources and Services in the School Library Media Program”; “Access for Children and Young Adults to Nonprint Materials”; and “Minors and Internet Interactivity”).²

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

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

Equity of Access

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

Digital information, services, and networks provided directly or indirectly by the library should be equally, readily, and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive support from public funds (50.3 “Free Access to Information”; 53.1.14 “Economic Barriers to Information Access”; 60.1.1 “Minority Concerns Policy Objectives”; 61.1 “Library Services for the Poor Policy Objectives”).

All libraries should develop policies concerning access to digital information that are consistent with ALA’s policies and guidelines, including “Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights,” “Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities,” and “Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights.”

Information Resources and Access

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

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

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

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

¹Martin v. Struthers, 319 U.S. 141 (1943); Lamont v. Postmaster General, 381 U.S. 301 (1965); Susan Nevelow Mart, The Right to Receive Information, 95 Law Library Journal 2 (2003).

²Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969); Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853, (1982); American Amusement Machine Association v. Teri Kendrick, 244 F.3d 954 (7th Cir. 2001); cert.denied, 534 U.S. 994 (2001)

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

Adopted January 24, 1996; amended January 19, 2005; and July 15, 2009, by the ALA Council.

Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation: An Interpretation of the Library Bill of Rights

American libraries exist and function within the context of a body of laws derived from the United States Constitution and the [First Amendment](#). The [Library Bill of Rights](#) embodies the basic policies that guide libraries in the provision of services, materials, and programs.

In the preamble to its Library Bill of Rights, the American Library Association affirms that *all* [emphasis added] libraries are forums for information and ideas. This concept of *forum* and its accompanying principle of *inclusiveness* pervade all six Articles of the *Library Bill of Rights*.

The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, gender expression, or sexual orientation:

- Article I of the *Library Bill of Rights* states that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation." The Association affirms that books and other materials coming from gay, lesbian, bisexual, and/or transgendered presses, gay, lesbian, bisexual and/or transgendered authors or other creators, and materials regardless of format or services dealing with gay, lesbian, bisexual and/or transgendered life are protected by the *Library Bill of Rights*. Librarians are obligated by the *Library Bill of Rights* to endeavor to select materials without regard to the sex, gender identity, or sexual orientation of their creators by using the criteria identified in their written, approved selection policies ([ALA policy 53.1.5](#)).
- Article II maintains that "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." Library services, materials, and programs representing diverse points of view on sex, gender identity, gender expression, or sexual orientation should be considered for purchase and inclusion in library collections and programs. (ALA policies [53.1.1](#), [53.1.9](#), and [53.1.11](#)). The Association affirms that attempts to proscribe or remove materials dealing with gay, lesbian, bisexual, and/or transgendered life without regard to the written, approved selection policy violate this tenet and constitute censorship.
- Articles III and IV mandate that libraries "challenge censorship" and cooperate with those "resisting abridgement of free expression and free access to ideas."
- Article V holds that "A person's right to use a library should not be denied or abridged because of origin, age, background or views." In the *Library Bill of Rights* and all its Interpretations, it is intended that: "origin" encompasses all the characteristics of individuals that are inherent in the circumstances of their birth; "age" encompasses all the characteristics of individuals that are inherent in their levels of development and maturity; "background" encompasses all the characteristics of individuals that are a result of their life experiences; and "views" encompasses all the opinions and beliefs held and expressed by individuals. Therefore, Article V of the *Library Bill of Rights* mandates that library services, materials, and programs be available to all members of the community the library serves, without regard to sex, gender identity, gender expression, or sexual orientation. This includes providing youth with comprehensive sex education literature ([ALA Policy 52.5.2](#)).
- Article VI maintains that "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." This protection extends to all groups and members of the community the library serves, without regard to sex, gender identity, gender expression, or sexual orientation.

The American Library Association holds that any attempt, be it legal or extra-legal, to regulate or suppress library services, materials, or programs must be resisted in order that protected expression is not abridged. Librarians have a professional obligation to ensure that all library users have free and equal access to the entire range of library services, materials, and programs. Therefore, the Association strongly opposes any effort to limit access to information and ideas. The Association also encourages librarians to proactively support the First Amendment rights of all library users, regardless of sex, gender identity, gender expression, or sexual orientation.

Adopted June 30, 1993, by the ALA Council; amended July 12, 2000, June 30, 2004, July 2, 2008

Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights

The American Library Association recognizes that persons with disabilities are a large and often neglected part of society. In addition to many personal challenges, some persons with disabilities face economic inequity, illiteracy, cultural isolation, and discrimination in education, employment, and the broad range of societal activities. The library plays a catalytic role in their lives by facilitating their full participation in society.

The First Amendment to the U.S. Constitution mandates the right of all persons to free expression and the corollary right to receive the constitutionally protected expression of others. A person's right to use the library should not be denied or abridged because of disabilities. The library has the responsibility to provide materials “for the interest, information, and enlightenment of all people of the community the library serves.” (See also the Library Bill of Rights.) When information in libraries is not presented in formats that are accessible to all users, discriminatory barriers are created.

Library staff should be proactive in reaching out to persons with disabilities and facilitating provision of resources and services. Library staff also should be aware of the available technologies and how to assist all users with library technology. All library resources should be available in formats accessible by persons of all ages with different abilities. These materials must not be restricted by any presuppositions about information needs, interests, or capacity for understanding. The library should offer different, necessary modes of access to the same content using equipment, electronics, or software. All information resources provided directly or indirectly by the library, regardless of technology, format, or method of delivery, should be readily, equally and equitably accessible to all library users. Libraries should make every effort to support the needs of their users with disabilities and when necessary, should seek financial or other assistance to do so.

ALA recognizes that providing specialized services often requires retention of extensive patron records, such as a user's transaction histories. Libraries assume responsibility for protecting the confidentiality of all personally identifiable information entrusted to them to perform services.

Libraries should provide training opportunities for all staff and volunteers in order to sensitize them to issues affecting persons with disabilities and to teach effective techniques for providing services for users with disabilities and for working with colleagues with disabilities.

Libraries should use strategies based upon the principles of universal design to ensure that library facilities, policies, services, and resources meet the needs of all users. Libraries should provide a clear path for persons with disabilities to request accommodations that will enable them to participate fully in library programs and services. Further, libraries and schools should work with persons with disabilities, agencies, organizations, and vendors to integrate assistive technology into their facilities and services to meet the needs of persons with a broad range of disabilities, including learning, mobility, sensory, and developmental disabilities.

The preamble to the Library Bill of Rights states, “all libraries are forums for information and ideas.” By removing the physical, technological, and procedural barriers to accessing those forums, libraries promote the full inclusion of persons with disabilities into our society.

ALA related policy: 54.3.2 Library Services for People with Disabilities
Adopted January 28, 2009, by the ALA Council.

DRAFT 2000 BSA (ACCEPTED BY DR. ROBERTSON FROM DR. LAWSON IN FULFILLMENT OF AN SMC INSTITUTIONAL GOAL)

REVISED 2005 BSA

REVISED 2008 BSA

REVISED 2011 BSA (updated language)

REVISED 2012 BSA (Electronic Resources revision)

REVISED 2017 BSA (Updated SMC Mission, Vision, and Goals; updated Selection Criteria, Format, Curricular Areas, Areas of Collection and Periodicals; added ALA Equity, Inclusion, Diversity, updated Access to Digital Information, Services, and Networks; added Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation; Services to Persons with Disabilities, all Interpretations of the Library Bill of Rights; updated language; removed Access for Minors)