N. L. Terteling Library
The College of Idaho
Collection Development Policy
2012

Introduction
This collection development policy will establish concise guidelines and criteria for the selection and maintenance of the N. L. Terteling Library’s collections, both in print and online. The library’s primary purpose in developing its collections is to directly support the College’s curriculum and mission.

Given the small size of the campus and the interdisciplinary nature of much of the research conducted here, and in the interest of promoting ease of access to all library materials, branch libraries are, at this writing, believed to be unnecessary and not recommended. All materials purchased with library funds shall be housed in, or in the case of electronic resources, emanate from, the N. L. Terteling Library.

Under the administration of the Library Director who is ultimately responsible for the growth and maintenance of collections, the librarians and faculty share responsibility for the development of the library’s collections. Suggestions and recommendations are invited from students, staff, alumni and friends. The process by which library funds are allocated is a question of procedure rather than policy and will be reviewed separately and periodically by the Library Director and Library Committee (Curriculum Council) to determine the best method for consistent collection development to support the curriculum and mission of The College of Idaho.

The College of Idaho Mission
The College of Idaho, a private, residential liberal arts college, prepares students to lead productive and fulfilling lives. We are committed to an innovative, individualized curriculum in liberal arts and professional studies, to building community, and to exercising stewardship.

Library Mission
The N. L. Terteling Library connects the College of Idaho community – students, faculty, staff and administration – with the information resources they need to support scholarship, instruction, and life-long learning. In partnership with the faculty, the library seeks to build, organize, and preserve a collection of materials in appropriate formats that support the curriculum and facilitate access to resources for faculty research. Together the library and the faculty guide students through the research process, helping them to develop skills in finding, evaluating, and using information and communicating the results of intellectual inquiry. The library serves as an intellectual and social hub on campus, providing an atmosphere that is conducive to individual study, reflection, and collaborative work.

Intellectual Freedom Principles
The N. L. Terteling Library upholds the following American Library Association policies and statements:

- Library Bill of Rights
- The Freedom to View
- Code of Ethics
- Challenged Materials
- Evaluating Library Collections
- Privacy

In addition, the library upholds the Intellectual Freedom Principles for Academic Libraries developed by the Association of College & Research Libraries Intellectual Freedom Committee.
These policies and statements are available from the American Library Association web site at http://www.ala.org and will be reproduced in Appendix A.

As long as materials fit within the general collection parameters of the library, all points of view and subjects will be considered without prejudice or censorship. The library staff ensures equity and freedom of access to information unimpeded by social or cultural barriers. To facilitate this access, arrangement of library materials is in accordance with standard library classification schemes. Placement of items on shelves is determined solely by the classification system employed and the shelf space available.

The Curriculum
In its PEAK curriculum, the College of Idaho offers the majors listed below. The support of these curricular areas is the library’s primary collection development objective.

Accounting
Anthropology/Sociology
Art
Biology
Business Administration
Chemistry
Creative Writing
Education (Interdisciplinary Studies for Elementary Precertification)
Environmental Studies
Exercise Science
Health Sciences
History
International Political Economy
Literature in English
Mathematics
Mathematics - Physics
Music (also Composition/Music Theory)
Philosophy
Physical Education
Political Economy
Psychology
Religion
Spanish
Theatre

The following academic minors, cooperative programs, and other curricular options are also supported. Cooperative programs (marked with a *) are only supported as appropriate, based on the content of these programs offered at The College of Idaho.

Analytical Chemistry
Anthropology / Sociology
Art and Design
Art History
Asian Studies
Bilingual Education
Biology
British Studies
Business
Chemistry
Classics
Coaching
Computer Science
Computer Studies
Creative Writing
Criminal Justice Studies
Dual-Degree Engineering
Education / Education Studies
English as a Second Teaching Field
Environmental Architecture *
Environmental Humanities
Environmental Science
French / French Foundations
German / German Foundations
Health Education
History
Human Biology
Interactive Journalism / Journalism
International Development
Latin American Studies
Law *
Leadership
Literacy Education
Literature in English
Mathematics
Medical Laboratory Science *
Music / Music Performance
Natural Sciences
Nursing *
Pharmacy *
Philosophy
Physical Education
Physical Sciences
Physics
Political Economy
Pre-Law
Psychology
Religion
Spanish / Spanish Foundations
Speech Rhetoric
Speech-Language Pathology and Audiology *
Teaching English as a Second Language
Technical and Analytical Skills in the Natural Sciences
Theatre
Visual Studies

**Collection Levels by Library of Congress Class**
Library of Congress classifications do not correspond exactly to specific programs offered in the College of Idaho curriculum. Collecting Levels are explained in more detail in Appendix B.

<table>
<thead>
<tr>
<th>LC Class</th>
<th>LC Definition</th>
<th>Collecting Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>General Works</td>
<td>1 (Minimal)</td>
<td>General reference materials are collected at minimal level. <em>The library is exploring the feasibility of adding online access to general and subject encyclopedias.</em></td>
</tr>
<tr>
<td>B, BC, BD, BH, BJ</td>
<td>Philosophy, Logic, Aesthetics, Ethics</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of philosophy, both Eastern and Western, taught in the curriculum. Areas of emphasis include (but are not limited to) Bioethics, Buddhist Philosophy, Environmental Philosophy, Ethics, Feminist Philosophy, Identity, Logic, Marx, Morality, Plato, Marx, Nietzsche, and Philosophy of Religion.</td>
</tr>
<tr>
<td>BF</td>
<td>Psychology</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of psychology taught in the curriculum. Areas of emphasis include (but are not limited to) Abnormal Psychology, Cognitive Psychology, Developmental Psychology, Educational Psychology, Emotion, Learning, Psychology Research Methods, Personality, and Sexuality.</td>
</tr>
<tr>
<td>BL-BX</td>
<td>Religion</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of religion taught in the curriculum. Religious texts of the major religions should be included, e.g., the Bible and the Koran.</td>
</tr>
<tr>
<td>C</td>
<td>Auxiliary Sciences of History</td>
<td>2 (Basic)</td>
<td>Biographies, works of historiography and other materials in this area that support the curriculum should be included.</td>
</tr>
</tbody>
</table>
| D-F      | History       | 3 (Instructional Support) | Concentration should be given to areas of history emphasized in the curriculum, though no geographical areas or chronological periods are excluded. Some areas of emphasis include (but are not limited to) Asia (China and Japan in particular), British Empire, Colonialism, Genocide, Greece and Rome, Immigration, Judaic Studies, Latin America, Revolution, Social History, the U.S. Civil War, and Women. Collections of primary source materials are obtained when possible. *The library is exploring the feasibility of adding access to online collections of such materials.* Works in this area may also support the
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<tr>
<th>Code</th>
<th>Subject</th>
<th>Level</th>
<th>Notes</th>
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<tbody>
<tr>
<td>G, GA, GB, GC</td>
<td>Geography</td>
<td>2 (Basic)</td>
<td>Concentration should be given to general works in Geography and those related to topics of local or regional concern. Works in this area may also support the curriculum in Anthropology, Environmental Studies, and History.</td>
</tr>
<tr>
<td>GE, GF</td>
<td>Environmental Sciences, Human Ecology</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of environmental studies and ecology emphasized in the curriculum.</td>
</tr>
<tr>
<td>GN</td>
<td>Anthropology</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of anthropology emphasized in the curriculum.</td>
</tr>
<tr>
<td>GR, GT</td>
<td>Folklore, Manners and Customs</td>
<td>2 (Basic)</td>
<td>Areas of emphasis in this area are driven by both the curriculum and strong student interest. These areas include (but are not limited to) the body, costume and dress, food and drink and supernatural beings (vampires, etc.).</td>
</tr>
<tr>
<td>GV</td>
<td>Recreation</td>
<td>2 (Basic)</td>
<td>Areas of emphasis in this area are driven by both the curriculum and student interest and often correspond to sports offered at the College of Idaho including (but not limited to) baseball, skiing, and soccer. Other areas of emphasis include sports psychology, sports marketing and the business of sports.</td>
</tr>
<tr>
<td>HA</td>
<td>Statistics</td>
<td>2 (Basic)</td>
<td>Works on statistics are collected at a basic level to support student research utilizing statistical methods.</td>
</tr>
<tr>
<td>HB, HC</td>
<td>Economics</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of economics emphasized in the curriculum. Works in this area support the curriculum in Business, Political Economy, International Development and International Political Economy.</td>
</tr>
<tr>
<td>HD, HE, HF, HG, HJ</td>
<td>Business, Industry, Commerce, Labor, Finance</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of business emphasized in the curriculum. Works in this area support the curriculum in History and Political Economy.</td>
</tr>
<tr>
<td>HM, HN, HQ, HS, HT, HV, HX</td>
<td>Sociology and related topics (including social history and conditions; social problems; the family; women; community, class; race; social pathology; socialism)</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of sociology emphasized in the curriculum. Works in this area may also support the curriculum in Anthropology, Criminal Justice Studies, Education, History, Literature in English and Political Economy.</td>
</tr>
<tr>
<td>J</td>
<td>Political Science</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of politics and international relations emphasized in the curriculum.</td>
</tr>
<tr>
<td>K</td>
<td>Law</td>
<td>2 (Basic)</td>
<td>Areas of emphasis in this collection include constitutional law and related topics.</td>
</tr>
<tr>
<td>L</td>
<td>Education</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of curriculum in Asian Studies, British Studies, Latin American Studies, and Modern Foreign Languages.</td>
</tr>
</tbody>
</table>
education emphasized in the curriculum. Because Masters-level programs in education are offered at the College, collecting is at the high end of the Instructional Support (3) level. K-12 textbooks are collected and housed in the Curriculum Resource Center only as available through the Idaho State Department of Education adoption process (in which the Terteling Library is designated as a depository). General works on higher education and liberal arts education are collected at a minimal level.

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<tbody>
<tr>
<td>M</td>
<td>Music</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of music emphasized in the curriculum. Sheet music and other printed music is collected at a minimal level.</td>
</tr>
<tr>
<td>N</td>
<td>Art</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of art emphasized in the curriculum.</td>
</tr>
<tr>
<td>P</td>
<td>Language and Literature</td>
<td>3 (Instructional Support)</td>
<td>Concentration should be given to areas of literature and language emphasized in the curriculum. Works in this area may support the curriculum in Asian Studies, British Studies, Classics, Latin American Studies, Literature in English, Modern Foreign Languages, and Theatre. Plays, works of fiction, graphic novels, and poetry are collected to support both the curriculum and student interest.</td>
</tr>
<tr>
<td>Q</td>
<td>General Science</td>
<td>1 (Minimal)</td>
<td>General works on the history and philosophy of science are collected at a minimal level. Works of nature writing are also collected at a basic level.</td>
</tr>
<tr>
<td>QA</td>
<td>Mathematics</td>
<td>3 (Instructional Support)</td>
<td>General works on mathematics and computer science are collected, with concentration in areas emphasized in the curriculum.</td>
</tr>
<tr>
<td>QB</td>
<td>Astronomy</td>
<td>2 (Basic)</td>
<td>General works on astronomy are collected at the basic level. Works on historical topics in astronomy may also support the curriculum in History.</td>
</tr>
<tr>
<td>QC</td>
<td>Physics</td>
<td>3 (Instructional Support)</td>
<td>General works on physics are collected, with concentration in areas emphasized in the curriculum. Works on climate change are often classified in this area.</td>
</tr>
<tr>
<td>QD</td>
<td>Chemistry</td>
<td>3 (Instructional Support)</td>
<td>General works on chemistry are collected, with concentration in areas emphasized in the curriculum.</td>
</tr>
<tr>
<td>QE</td>
<td>Geology</td>
<td>2 (Basic)</td>
<td>General works on geology are collected at the basic level. Works on paleobiology and evolution, often classified here, may support the curriculum in Biology.</td>
</tr>
</tbody>
</table>
| QH, QK, QL, QM, QP, QR | Biology, Botany, Zoology, Human Anatomy, Physiology, Microbiology | 3 (Instructional Support) | Concentration should be given to areas of biology emphasized in the curriculum. Works in this area may also support the curriculum in Physical Education (Kinesiology) and Psychology.
<table>
<thead>
<tr>
<th>Region</th>
<th>Subject</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>R</td>
<td>Medicine</td>
<td>2 (Basic)</td>
</tr>
<tr>
<td></td>
<td>General “popular” titles are collected in areas including (but not limited to) healthcare, natural history, evolution, and environmental and ecological topics. Works on the biology, ecology, and management of specific species (or other groups of organisms) and ecosystems are collected. Other areas of emphasis include population genetics, reproduction, diversity, evolution, and animal behavior, animals, plants and ecosystems of the Intermountain West and of locations to which the Biology department leads or plans to lead trips. General reference works are collected in the areas of anatomy, physiology, and microbiology. Works on the brain from both a psychological and biological perspective are collected.</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Agriculture</td>
<td>2 (Basic)</td>
</tr>
<tr>
<td></td>
<td>General and popular works on agriculture and related topics are collected at the basic level. Works in this area may support the curriculum in Biology and Environmental Studies.</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Technology</td>
<td>2 (Basic)</td>
</tr>
<tr>
<td></td>
<td>General and popular works on technology are collected at the basic level. Works in this area may support the curriculum in Anthropology (food), Art (photography, crafts), Business, Chemistry, Dual-Degree Engineering, Environmental Studies, History, and Theatre (sewing, costume design).</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Military Science</td>
<td>1 (Minimal)</td>
</tr>
<tr>
<td></td>
<td>General and popular works on military topics are collected at a minimal level. Areas of emphasis are the history, morality and social and environmental consequences of war.</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Naval Science</td>
<td>1 (Minimal)</td>
</tr>
<tr>
<td></td>
<td>General works on naval topics may be collected at a (very) minimal level.</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>Bibliography and Library Science</td>
<td>1 (Minimal)</td>
</tr>
<tr>
<td></td>
<td>General works on library and information science are collected at a minimal level.</td>
<td></td>
</tr>
</tbody>
</table>

**Selection Guidelines**

The importance of judicious selection has increased proportionately with the increased production of books, periodicals and other library materials and the rising costs of these materials. The following guidelines define the obligations and limitations of the Terteling collection. These parameters, along with the selection criteria which follow, will serve to protect the interests of each subject specialization in a balanced collection.

- Current and in-print publications are generally a priority for purchase although retrospective or out-of-print purchases are made when necessary to fill gaps in the collection.
• To prevent dilution of fiscal resources, the library will generally not purchase multiple copies of materials.
• Books may be purchased in either hardcover or paperback depending on cost and expected usage.
• Specialized research materials will primarily be provided through Interlibrary Loan.
• Materials that are lost, missing, or damaged will be considered for replacement subject to criteria as stated in this Collection Development Policy.
• Textbooks are acquired on an occasional basis only if they provide needed coverage of a subject. Because the library’s collection is intended to supplement and augment the curriculum, traditional textbooks used in current course offerings are generally not purchased. Trade books used as texts in courses will be considered for purchase subject to the same criteria as other materials.
• Material will be collected primarily in the English language except where another language is the basis for an existing academic program or course offerings (currently Chinese, French, German, Greek, Latin, Spanish).
• While all formats are considered potential resource materials for the library collection, the following formats are given highest priority: books, periodicals, online resources, DVDs. Blu-ray titles are considered in cases when usage is expected to be high and a DVD/Blu-ray package is available. Microfiche, microfilm, VHS video cassettes and newspapers are collected when necessary, though in a more restricted way. Dissertations, computer software, catalogs and folded maps are only acquired in unique cases of need, as determined by the Library Director. Pamphlets, brochures, posters, archival materials and ephemera are not collected.
• The holdings of other area libraries and the availability of materials through interlibrary loan will be a factor in purchase decisions. Interlibrary loan transactions will be monitored by library staff to ensure that items requested on multiple occasions by multiple borrowers are added to the library’s collection whenever possible and practical.

Selection Criteria
The following criteria should be considered by both librarians and faculty when reviewing materials for potential selection for the library’s collections:

• Authority of the author
• Publisher reputation
• Currency considered in tandem with lasting value of the content
• Reviews in the professional literature
• Recommendations by subject bibliographies/lists
• Inclusion in Resources for College Libraries (RCL)
• Strength of present library holdings in the subject area
• Importance to a discipline
• Historical significance
• Cost
• Condition
• Demand
• Organization and indexing
• Scope
Gift Acceptance Policy
The Terteling Library will accept donations of books and DVDs if donors agree to all of the following three conditions:

1. Librarians will elect to add whatever materials from the donation they deem appropriate to the collection (in accordance with the criteria outlined in this Collection Development Policy). Information regarding collection development decisions is not communicated to the donor.
2. Items added to the library’s collection will be placed in the general circulating collection (or other areas of the library, as appropriate, such as Reference or Media), not maintained in a separate location.
3. The library may then sell or donate any materials in the gift that it has not added to the collection. Any proceeds from such a sale benefit the Friends of the N. L. Terteling Library organization (and are ultimately used to purchase new items for the library’s collection).

In cases where all of these conditions are acceptable to the donor, gifts will be accepted by the library without question. If all of these conditions are not acceptable to the donor, gifts will only be accepted if mutually acceptable terms can be agreed upon by both the donor and the Library Director. The library does not provide any of the following services:

- Packing or pick-up of donated items
- Detailed inventory of donations (we will provide a count)
- Appraisal of the value of donated items

The library does not accept donations of any of the following:

- Periodicals
- VHS tapes
- LPs
- Self-published books

Collection Evaluation and Maintenance
In order to maintain a current and pertinent collection, the library staff frequently evaluates the collection to ensure that it continues to meet the user population's needs. Faculty are often consulted during these evaluations and offer useful input on discarding and replacement decisions. The following criteria are considered in the de-selection (weeding) process:

- Physical condition
- Frequency of patron usage
- Availability of duplicate copies
- Availability of newer edition or format (e.g. online)
- Outdated information
- Irrelevance to college curriculum
Appendix A

American Library Association policies and statements:

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.


The Freedom to View
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 guarantee 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 January 10, 1990, by the ALA Council.

**Code of Ethics**

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

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

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

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

I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

IV. We recognize and respect intellectual property rights.

V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted June 28, 1995, by the ALA Council

**Challenged Materials: An Interpretation of the Library Bill of Rights**

The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form that reflects the Library Bill of Rights, and that is approved by the appropriate governing authority.

Challenged materials that meet the criteria for selection in the materials selection policy of the library should not be removed under any legal or extra-legal pressure. The *Library Bill of Rights* states in Article I that “Materials should not be excluded because of the origin, background, or views of those contributing to their creation,” and in Article II, that “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and
uncertain line. The Constitution requires a procedure designed to focus searchingly on challenged expression before it can be suppressed. An adversary hearing is a part of this procedure.

Therefore, any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.


**Evaluating Library Collections: An Interpretation of the Library Bill of Rights**

The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library and the needs of the community it serves. Continued evaluation is closely related to the goals and responsibilities of all libraries and is a valuable tool of collection development. This procedure is not to be used as a convenient means to remove materials presumed to be controversial or disapproved of by segments of the community. Such abuse of the evaluation function violates the principles of intellectual freedom and is in opposition to the Preamble and Articles I and II of the Library Bill of Rights, which state:

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.

The American Library Association opposes such “silent censorship” and strongly urges that libraries adopt guidelines setting forth the positive purposes and principles of evaluation of materials in library collections.

Adopted February 2, 1973, by the ALA Council; amended July 1, 1981.

**Privacy: An Interpretation of the Library Bill of Rights**

**Introduction**

Privacy is essential to the exercise of free speech, free thought, and free association. The courts have established a First Amendment right to receive information in a publicly funded library. Further, the courts have upheld the right to privacy based on the Bill of Rights of the U.S. Constitution. Many states provide guarantees of privacy in their constitutions and statute law. Numerous decisions in case law have defined and extended rights to privacy.

In a library (physical or virtual), the right to privacy is the right to open inquiry without having the subject of one's interest examined or scrutinized by others. Confidentiality exists when a library is in possession of personally identifiable information about users and keeps that information private on their behalf.

Protecting user privacy and confidentiality has long been an integral part of the mission of libraries. The ALA has affirmed a right to privacy since 1939. Existing ALA policies affirm that confidentiality is crucial to
freedom of inquiry. Rights to privacy and confidentiality also are implicit in the Library Bill of Rights’ guarantee of free access to library resources for all users.

Rights of Library Users
The Library Bill of Rights affirms the ethical imperative to provide unrestricted access to information and to guard against impediments to open inquiry. Article IV states: “Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.” When users recognize or fear that their privacy or confidentiality is compromised, true freedom of inquiry no longer exists.

In all areas of librarianship, best practice leaves the user in control of as many choices as possible. These include decisions about the selection of, access to, and use of information. Lack of privacy and confidentiality has a chilling effect on users’ choices. All users have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.

Users have the right to be informed what policies and procedures govern the amount and retention of personally identifiable information, why that information is necessary for the library, and what the user can do to maintain his or her privacy. Library users expect and in many places have a legal right to have their information protected and kept private and confidential by anyone with direct or indirect access to that information. In addition, Article V of the Library Bill of Rights states: “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.” This article precludes the use of profiling as a basis for any breach of privacy rights. Users have the right to use a library without any abridgement of privacy that may result from equating the subject of their inquiry with behavior.

Responsibilities in Libraries
The library profession has a long-standing commitment to an ethic of facilitating, not monitoring, access to information. This commitment is implemented locally through development, adoption, and adherence to privacy policies that are consistent with applicable federal, state, and local law. Everyone (paid or unpaid) who provides governance, administration, or service in libraries has a responsibility to maintain an environment respectful and protective of the privacy of all users. Users have the responsibility to respect each others’ privacy.

For administrative purposes, librarians may establish appropriate time, place, and manner restrictions on the use of library resources. In keeping with this principle, the collection of personally identifiable information should only be a matter of routine or policy when necessary for the fulfillment of the mission of the library. Regardless of the technology used, everyone who collects or accesses personally identifiable information in any format has a legal and ethical obligation to protect confidentiality.

Conclusion
The American Library Association affirms that rights of privacy are necessary for intellectual freedom and are fundamental to the ethics and practice of librarianship.


2See in particular the Fourth Amendment’s guarantee of “[t]he right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures,” the Fifth Amendment’s guarantee against self-incrimination, and the Ninth Amendment’s guarantee that “[t]he enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.” This right is explicit in Article Twelve of the Universal Declaration of Human Rights: “No one shall be
subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.” See: [http://www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html). This right has further been explicitly codified as Article Seventeen of the “International Covenant on Civil and Political Rights,” a legally binding international human rights agreement ratified by the United States on June 8, 1992. See: [http://www.unhchr.ch/html/menu3/b/a_ccpr.htm](http://www.unhchr.ch/html/menu3/b/a_ccpr.htm).

3Ten state constitutions guarantee a right of privacy or bar unreasonable intrusions into citizens' privacy. Forty-eight states protect the confidentiality of library users' records by law, and the attorneys general in the remaining two states have issued opinions recognizing the privacy of users' library records. See: State Privacy Laws.


5The phrase “Personally identifiable information” was established in ALA policy in 1991. See: Policy Concerning Confidentiality of Personally Identifiable Information about Library Users. Personally identifiable information can include many types of library records, for instance: information that the library requires an individual to provide in order to be eligible to use library services or borrow materials, information that identifies an individual as having requested or obtained specific materials or materials on a particular subject, and information that is provided by an individual to assist a library staff member to answer a specific question or provide information on a particular subject. Personally identifiable information does not include information that does not identify any individual and that is retained only for the purpose of studying or evaluating the use of a library and its materials and services. Personally identifiable information does include any data that can link choices of taste, interest, or research with a specific individual.

6Article Eleven of the Code of Ethics for Librarians (1939) asserted that “It is the librarian’s obligation to treat as confidential any private information obtained through contact with library patrons.” See: Code of Ethics for Librarians (1939). Article Three of the current Code (1995) states: “We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.” See: [http://www.ala.org/alaorg/oif/ethics.html](http://www.ala.org/alaorg/oif/ethics.html).


9Existing ALA Policy asserts, in part, that: “The government’s interest in library use reflects a dangerous and fallacious equation of what a person reads with what that person believes or how that person is likely to behave. Such a presumption can and does threaten the freedom of access to information.” Policy Concerning Confidentiality of Personally Identifiable Information about Library Users.


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

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services, and policies that serve the entire academic community.

2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.

3. The development of library collections in support of an institution’s instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.

4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.

5. Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.

6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.

7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.

8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.

9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.

10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.

11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.

12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.
Approved by ACRL Board of Directors: June 29, 1999
Adopted July 12, 2000, by the ALA Council.

From a letter dated November 15, 2000, to Judith F. Krug, director, Office for Intellectual Freedom, from the American Association of University Professors:

A copy of the new ACRL/ALA statement on Intellectual Freedom Principles for Academic Libraries: An Interpretation of the ‘Library Bill of Rights’ was forwarded to one of our Council members and considered by the AAUP Council in its meeting on November 11, 2000.

The AAUP Council is pleased to endorse the statement, but wishes to preface that endorsement with the following language from the Joint Statement on Faculty Status of College and University Librarians, as contained in AAUP: Policy Documents and Reports, 1995 edition:

“College and university librarians share the professional concerns of faculty members. Academic freedom, for example, is indispensable to librarians, because they are trustees of knowledge with the responsibility of ensuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn. Moreover, as members of the academic community, librarians should have latitude in the exercise of their professional judgment within the library, a share in shaping policy within the institution, and adequate opportunities for professional development and appropriate reward.”

Please convey to the members of the ACRL Board and ALA Council our concern that college and university librarians are designated the same rights afforded to other faculty in regard to intellectual freedom.
Appendix B

Collection Levels
The College of Idaho’s undergraduate curriculum is generally well served at or below the Instructional Support Level (3), as defined below. The library does not strive to maintain any collections above level 3. Items at the Research (4) or Exhaustive (5) level and those that are Out of Scope (0) will generally be obtained through interlibrary loan, including much of the specialized material required for faculty research. In almost all cases, library materials acquisition funds should be limited to items appropriate to the Minimal (1), Basic Information (2) and Instructional Support (3) levels.


0: Out of Scope
The library does not collect in this subject.

1: Minimal Level
A subject area in which few selections are made beyond very basic or introductory works.

2: Basic Information Level
A collection of up-to-date materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere. A basic information level is sufficient to support students in introductory courses.

3: Instructional Support Level
A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers. At the study or instructional support level, a collection is adequate to support independent study and most learning needs of College of Idaho students.

4: Research Level
A collection which includes the major published source materials required for dissertations and sustained independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Pertinent foreign language materials are included. Older materials is usually retained for historical research and actively preserved. A collection at this level supports doctoral and other original research.

5: Exhaustive Level
A collection in which a library endeavors, as far as it is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages for a necessarily defined and limited field. This level of collecting intensity is that which maintains a "special collection"; the aim, if not the achievement, is exhaustiveness. Older material is retained for historical research with active preservation efforts.