

**COLLECTION POLICY STATEMENT**

**University of Louisiana at Monroe**

**UNIVERSITY LIBRARY**

**UPDATED November 2008**

## **Collection Policy Table of Contents**

- I. Purpose of the Collection Policy
- II. Mission of the University Library
- III. Intellectual Freedom and Censorship
- IV. Cooperative Arrangements.
- V. Goal and Objectives for the Collection
- VI. Collection Development Responsibility
  - A. Policies
  - B. Procedures
- VII. Netlibrary & ebrary Collections
- VIII. McNaughton Collection
- IX. General Guidelines for Acquisitions
  - A. Specific
  - B. General
- X. Reference Collection
- XI . Archives/Special Collections
- XII. Government Publications
- XIII. Serials
- XIV. Newspapers
- XV. Microforms
- XVI. Gifts and Exchanges
- XVII. Other Materials





from any site. A LALINC Borrowers Card enables a user to check out materials directly at a given site.

## **V. GOALS AND OBJECTIVES FOR THE COLLECTION**

### **GOAL**

The university library will provide strong, well-diversified collections in appropriate formats that maintain the balance of primary and secondary resource materials. Every attempt will be made to keep the collection viable, notwithstanding budgetary restrictions, special constraints, and the availability of materials while affirming and supporting intellectual freedom. Library materials will be inspected, on a continuing basis, in accordance with library policies, to determine and address those in need of accordance rmine and

departments are completing academic accreditation procedures, with regard to actual need and fiscal realities.

3. Non-mandatory requests will be processed as funding is available.

4. Collaboration and cooperation among disciplines is both encouraged and required for effective and fair collection development.

5. Final judgment of collection development and acquisitions decisions will be made with inherent good faith and fairness concerning all academic disciplines, curricula, and graduation requirements criteria and based upon available funding.

6. Final judgment of Collection Development and Acquisitions matters are to be reserved for the library following established procedural policy.

7. The Library recognizes the rights of the users to access information and ideas, regardless of point of view. Toward that end, we support the ALA Bill of Rights (Appendix 1) and the Intelle

## **VII. Netlibrary & ebrary Collections**

Netlibrary is a collection of nearly 50,000 electronic books that may be reviewed and “checked out” to the users. Each user must create a logon to Netlibrary or ebrary from within the ULM Library.

### **VII. McNaughton Collection**

This is a collection of rented books available for circulation. Popular fiction and non-fiction is available on a rotating basis. As many as 180 books are available at one time for the users.

## **IX. Guidelines for Acquisition**

### **A. Material formats**

ULM Library will secure materials in a variety of formats as the depth of academic programs at ULM expands and new formats and ways of accessing information are developed.

### **B. Specific considerations in choosing individual items.**

1. Lasting and scholarly value of content.
2. Appropriateness of the level of treatment.
3. Strength of present holdings in same or similar subject areas.
4. Cost of item.
5. Suitability of format to content.

### **C. General guidelines**

1. Cooperative acquisition plans will be considered for infrequently used research materials.
2. Materials will be acquired in any suitable format.
  3. Duplicate copies will be purchased when justified by heavy and continued use. If the Library holds materials in one format, duplicate copies in other formats will not normally be purchased.
4. The Library will consider very carefully the purchase of specialized materials for research projects. Faculty and graduate students may utilize interlibrary loan to obtain research materials not owned by the Library.
5. Worn and missing materials will be considered individually for replacement.

## **X. Reference Collection**

A Reference book is designed by the arrangement and treatment of its subject matter to be consulted for definite items of information rather than to be read consecutively. The Reference books are located on the first floor of the library and are restricted to use in the library. These books are identified in the catalog with the abbreviation REF. above the call number.

The Reference Collection, located near the Reference Counter, consists of standard reference tools, set aside from the general reference collection for the purpose of providing rapid access to information of a factual nature. Examples of reference sources typically located in the Reference Collection are almanacs, dictionaries,







2. Serials needed to meet minimum collection levels for accreditation purposes.

As a rule, only serials that are indexed are selected for purchase. However, if a title is proved to be essential for a particular course of study, it will be considered.

#### B. Back Files

The Library would like to have complete holdings of the leading serials in each area of study. However, a certain amount of selectivity must be employed. Increased costs and limited storage space make selection on the basis of priorities essential in terms of back volumes purchased.

Back issues of serials may be purchased if specifically requested by faculty or librarians and if funds permit.

#### C. Requests

Serial requests should be submitted to the subject specialist assigned to the college. All requests should identify the importance of the title(s). The Library will gather the cost per title information and when funds are not available, return the lists to the requesting department/faculty.

### **XIV. Newspapers**

University Library currently has a sampling of major out-of-state and Louisiana newspapers.

Relevance to specific courses, depth of study, extent of need and relatedness to several disciplines are the factors to be considered in selecting new subscriptions. These factors will also apply to the selection of newspapers which are historically significant but are no longer published.

A back file of each title is kept for a limited period of time or until the microform copy is received.

### **XV. Microforms**

Any form of photographic record, on a reduced scale, of printed or





budget, items such as rare books may be purchased.

#### G. Maps

Maps that support the instructional program may be purchased, if requested by faculty and librarians. The Sanborn maps are available via LLN on our web page

#### H. Audiovisual Materials

Audiovisual materials such as videocassettes and DVDs, with instructional value, may be purchased, taking into consideration budget and space restrictions. See also Section XI for policy concerning microforms.

#### I. Pamphlets and Clippings

These materials may be acquired when needed to support the instructional program of the University.

#### J. E-journals

The Library receives two types of electronic journals (e-journals): those received without LOUIS/LLN participation and those directly ordered by the University Library.

#### K. Electronic databases

With few exceptions, electronic database access is acquired via our LOUIS/LLN participation. What is included in the LOUIS/LLN databases are recommended by a statewide committee of librarians.

### **XVIII. Weeding**

Withdrawal from the collection and/or storage of marginally useful materials on a continuing basis is imperative for optimum use of space and materials. Such weeding of a collection should have the same priority as selection, but must be done by skilled people, and where appropriate, should be based on more than one individual's opinion. Weeding will be performed on a regular basis.

I. Appendix

***Library***

## II APPENDIX

### **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 <<http://www.ala.org/work/freedom/lbr.html>> 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 <<http://www.aaup.org/>>:

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.

### III APPENDIX

#### 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

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



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

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

**CENSORSHIP FORM FOR CHALLENGED MATERIALS AND ACCESS**

Title: \_\_\_\_\_

Copyright: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

**GROUNDS FOR CHALLENGE:**

- 1. Cultural: Anti-ethnic \_\_\_\_\_ Insensitivity \_\_\_\_\_ Racism \_\_\_\_\_  
Sexism \_\_\_\_\_ Other \_\_\_\_\_
- 2. Sexual: Homosexuality \_\_\_\_\_ Nudity \_\_\_\_\_ Sex Education \_\_\_\_\_  
Sexually explicit \_\_\_\_\_ Other \_\_\_\_\_
- 3. Values: Anti-family \_\_\_\_\_ Offensive language \_\_\_\_\_ Political  
viewpoint \_\_\_\_\_ Religious viewpoint \_\_\_\_\_ Unsuitable to age  
group \_\_\_\_\_ Other \_\_\_\_\_
- 4. Social issues: Abortion \_\_\_\_\_ Drugs \_\_\_\_\_ Occult \_\_\_\_\_  
Suicide \_\_\_\_\_ Violence \_\_\_\_\_ Other \_\_\_\_\_

Note: This section must be filled out to make a challenge to material or access

Name: \_\_\_\_\_

Occupation: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone:  
(optional) \_\_\_\_\_

What kind of action do you desire to be taken concerning the challenged materials or access?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you like a meeting with the Dean of the Library? \_\_\_\_\_

May we contact you for further information or details? \_\_\_\_\_