

COLLECTION DEVELOPMENT POLICY

**Alvin Sherman Library, Research, and Information Technology Center, a
Joint-Use Facility with Broward County Board of County
Commissioners**

2018

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1. Purpose and Audience

The Collection Development Policy states the principles by which the Nova Southeastern University, Inc. (NSU) and Broward County Library System select materials for the Alvin Sherman Library, Research, and Information Technology Center, a joint-use library. The Agreement between the Broward County Board of County Commissioners and NSU is the basis that supports this collection. It informs users, administrators, governing bodies, and their libraries of the scope and nature of this library collection.

Although many definitions exist for collection development, the definition guiding this policy is:

“Collection development is the selection, acquisition, evaluation, and maintenance of a collection of materials and resources that meets the needs of the people it is intended to serve.”

2. Clientele or Audience

This facility serves two diverse clienteles: the students/faculty/staff of NSU and the Broward County community. The population of Broward County as of 2016 was est. to be 1,891,150. The total enrollment for NSU in the fall of 2015 was 23,236. The facility includes areas with materials for children, young adults, and adults. Materials are catalogued using the Library of Congress, Dewey Decimal, or ANSCR classification system.

3. Mission Statement

The Nova Southeastern University Libraries collaborate to be the premier research, cultural and lifelong learning centers for NSU and the community.

4. Intellectual Freedom and Censorship

The Alvin Sherman Library recognizes its responsibility to keep in its collection materials on all matters of interest to its users, including materials that support all sides of controversial subjects. Censorship will not be exercised based on frankness of language, partisan or doctrinal concerns, or the manner an author may use in dealing with controversial subjects.

Material selection for children reflects the concept of children as individuals with greatly varying needs at any given time in their development. The Alvin Sherman Library is deeply committed to the conviction that a library should provide all children with the freedom to select books and materials without being limited to an artificial grouping by age or grade level. Segregation of children’s material by location is not required. Responsibility for children’s use of library materials rests with their parents or legal guardians. Selection of adult materials will not be inhibited by the possibility that materials may come into the possession of children.

To challenge an item, a patron may complete the Request for Reconsideration of Library Material (see Appendix A). The Alvin Sherman Library Collection Development Committee or its designee(s) will consider the complaint and draft a response to the complainant, referring to this section of the Collection Development Policy and the ALA Statements “Library Bill of Rights” (see Appendix B) and “Freedom to Read” (see Appendix C). The patron may appeal to the Vice President for Information Services and University Librarian for a final decision.

5. History of the Joint-Use Library

On December 14, 1999, Broward County Board of County Commissioners and Nova Southeastern University, Inc. signed the agreement for a joint-use library to continue in force for the next forty (40) years. The library’s research and technology capabilities serve a public purpose and benefit the Broward County community, along with the research needs of NSU’s students, faculty, and staff.

6. History of the Alvin Sherman Library and The Oceanographic Campus Library at Nova Southeastern University, Inc.

The first main library at NSU opened in 1967 on Las Olas Boulevard in downtown Fort Lauderdale. It moved in 1968 to the Parker Building on the Davie campus and became known as the Science Library (subsequently the George English Library). The smaller Social and Behavioral Sciences Library was located in the Rosenthal Center, moving later to what is now the Hollywood Mailman Building. As the University and its programs grew, the Social and Behavioral Sciences Library, known as the Einstein Library, became the de facto main library. By 1989, the two libraries had merged in Parker under the Einstein name.

The Library, Research, and Information Technology Center opened in October 2001, with 325,000 square feet housing an opening collection of 240,000 volumes. In September 2003, the facility’s name changed to the Alvin Sherman Library, Research, and Information Technology Center. In the collection report of July 1, 2016, the size of the library’s collection was 1,185,532.

The NSU “Oceanographic Center” opened in Fort Lauderdale in 1966 with three professors, five students, and a dozen assistants who worked out of temporary trailers and a 2-story houseboat, which contained units essential to the center’s research, including the library. In December 1970, the houseboat, staff, and equipment moved to its permanent location on the Intercoastal Waterway opposite Port Everglades in Dania Beach. Today it is a part of the NSU Halmos College of Natural Sciences and Oceanography (HCNSO), which is located on two campuses: the Oceanographic Campus (OC) in Dania Beach and at NSU’s main campus in Fort Lauderdale. The Dania Beach campus Oceanographic Campus Library (OCL), originally located in the houseboat and then the Dr. Charles and Hamilton Forman building, is now located in the Guy Harvey Oceanographic Center (GHOC) building, which opened in 2012. In the collection report from July 1, 2017, the size of the OCL library collection was 25,088.

7. History of the Broward County Library System

The Broward County Library System was chartered in 1974 by the Broward County Commission, with municipal libraries in Fort Lauderdale and Hollywood. The county system expanded through bond issue programs, capital programs, and the inclusion of existing municipal libraries. Today, Broward County Library serves the needs of a large and diverse population with the flagship Main Library, the African-American Research Library and Cultural Center, 5 regional libraries, 28 branch libraries, 3 reading centers, and 3 kiosks for digital materials located in Main, Broward County Governmental Center and the Court House/Jury waiting area. In 1996, Broward County Library was named “Library of the Year” by *Library Journal*—the highest honor a U.S. public library can receive.

8. Organization of the Collection Management and Development Program: Selection Responsibilities

- a. The Alvin Sherman Library consists of print and non-print materials suggested or selected by NSU librarians, faculty, staff, students, and/or public patrons in collaboration with Broward County Library Collection Development staff.

The academic library collection of the Alvin Sherman Library consists of materials suggested or selected by NSU librarians, faculty, staff, and/or public patrons.

- b. The academic and research library collection of the Oceanographic Campus Library (OCL) consists of print, non-print, and online materials in the subject areas of marine, aquatic, and environmental sciences, which are suggested or selected by the OCL librarians and the NSU Halmos College of Natural Sciences and Oceanography (HCNSO) faculty, staff, researchers, and students.

9. Philosophy for Management of Collection

- a. Selection criteria – Factors to be considered in selection of materials for purchase and acceptance of donations:
 - i. Supportive of the mission, vision, and core values of NSU
 - ii. Favorable review in standard library review media
 - iii. Favorable review in noted periodicals or newspapers
 - iv. Profile in noted periodicals or newspapers
 - v. Credentials of the author to write or produce the title
 - vi. Currency and accuracy of content
 - vii. Quality of content (writing style, grammar, etc.)
 - viii. Quality of illustrations for juvenile materials
 - ix. Suitability of content and presentation for intended audience
 - x. Balance of presentation of controversial issues
 - xi. The diversity of user population of NSU and Broward County

- xii. Quality of binding (print titles, for multiple circulations), or quality of physical items (audiovisual titles, for multiple playbacks)
 - xiii. Availability of electronic access as technology improves
 - xiv. Consistent printing style for print titles and lack of typographical errors
 - xv. Quality of production values (sound and picture) for audiovisual titles
 - xvi. Value of material in relation to the existing collection and the Library's collection goals and overall mission
 - xvii. Demand for the material
 - xviii. Faculty, student, and public recommendations
 - xix. Space and budgetary considerations
 - xx. Translator's reputation, if the book is a foreign-language work
 - xxi. Relevance to current NSU Curriculum and/or Broward community interest
- b. Preservation – Standard preservation principles are applied to the entire collection. The library applies the same principles to the preservation of materials to the entire collection. The best media available for the material are chosen. Decisions to mend pages and book bindings are made, as needed, for worn and/or damaged books. Each decision is based on the actual condition of the book, the number of duplicate copies in the collection, the current validity of its contents, availability of the title for reorder, and the cost of mending versus the cost of replacement. Decisions regarding preservation of digital content include consideration of new technologies, formats, and services as they become available, e.g., Portico, CLOCKSS or LOCKSS.
- c. Replacement – The library does not automatically replace all materials withdrawn from the collection because of loss, damage, or wear. Decisions to replace an item are based on the following considerations:
- i. Demand for specific title
 - ii. Availability in E-format
 - iii. Number of copies held (although duplication of titles is not generally encouraged, multiple copies may be purchased)
 - iv. Existing coverage of the subject within the collection
 - v. Availability of newer and revised materials on the subject
- d. Non Circulating items on circulation stacks – To meet the requirements of accrediting agencies, such as the American Bar Association (ABA), National Council for Accreditation of Teacher Education (NCATE) or American Psychological Association (APA), certain items must be designated non-circulating. These items are not reference in nature and can be housed in the general collection for in-library use. Other items that are non-circulating are retired reference

sets that were removed from the reference area to create space for needed study tables.

- e. De-selection – De-selection or weeding is the withdrawing of damaged or obsolete materials from the library’s collection. This process is an integral part of collection development and maintenance. In general, the same criterion applies to weeding as to the selection of new materials. Materials that fall into the following categories may be considered for withdrawal:
 - i. Superseded editions, unless an edition is considered a classic
 - ii. Items that are worn, mutilated, moldy, badly marked, pest-riddled, smoke-damaged or water-damaged
 - iii. Duplicate copies of seldom-used titles
 - iv. Materials that contain outdated or inaccurate information
 - v. Materials owned in electronic format with perpetual access
 - vi. Outdated or old technology formats no longer maintained
- f. Materials special in nature should not be de-selected unless conditions warrant. Every effort will be made to obtain a replacement.
 - i. Books or materials written by NSU faculty
 - ii. Books given by donors that include book plates
- g. Out-of-Print – The library does not normally purchase out-of-print materials. However, when such materials are necessary to the integrity of the collection, an effort is made to purchase them.

10. Cooperative Collection Development Agreements

As a member of SEFLIN (Southeast Florida Library Information Network), ICUF (Independent Colleges and Universities of Florida), Florida Academic Library Services Cooperative (FALSC), LYRASIS and the Florida Electronic Library via the Florida State Library, the library makes its collections available to other institutions. The Alvin Sherman Library benefits from these agreements by having reciprocal access to the collections of other libraries.

11. General Collection Management and Development Policy

- a. Types of publications and materials collected:
 - i. Books, including monographs and books in series in available formats.
 - ii. Periodicals
 - iii. Newspapers
 - iv. Reprints
 - v. Theses and dissertations
 - vi. Microforms
 - vii. Audio and visual materials in available formats

- viii. Software and applications
 - ix. Realia
 - x. Kits
- b. Local history and Florida authors -- Local history, rare books, manuscripts, realia, and archival materials are not systematically collected at this time.. See gift policy for further information.
- i. Purchase of local authors' works is considered based on the Alvin Sherman Library collection development criteria
 - ii. Florida authors are collected and housed in a special area
- c. Youth literature and materials – The primary purpose of the youth's literature and materials collections is meeting the informational, recreational, and cultural reading needs of children, teens, students, and teachers. Materials chosen reflect both the general demands of the majority of youth and the unique demands of youth with special needs or talents. The following criteria, in addition to the General Criteria for Selection of Library materials, are to be considered in the purchasing of books for children and teens:
- i. The annual Newbery; Caldecott; Coretta Scott King Author; Coretta Scott King Illustrator; Pura Belpre Author; Pura Belpre Illustrator; Sidney Taylor Award; and Michael L. Printz award winners will be purchased.
 - ii. Selections from the Newbery and Caldecott runners-up and the New York Times "10 Best Illustrated Books of the Year" will be purchased to support the teaching of literature for children.
 - iii. Seasonal subjects (e.g., Christmas, Easter, Kwanzaa, Martin Luther King, Jr. Day, and Washington's Birthday) may be selected.
 - iv. Titles, which a faculty member has determined to be in direct support of the children's literature program, may be ordered if they meet the criteria for monographs.

The Alvin Sherman Library's youth materials are intended to comprise a collection that, supplemented by the adult collection, satisfy basic needs for recreational and informational reading, viewing, or listening.

- d. Languages and translations – The Alvin Sherman Library also collects materials in selected international languages. Careful consideration is given to population shifts, immigration patterns, and circulation statistics. The Alvin Sherman Library also collects academic materials in other languages.

- e. Faculty publications:
 - i. NSU faculty are highly encouraged to donate a copy of their academic publications to support the library's collections; however, when donation is not possible, ~~At~~ appropriate NSU faculty publications may be purchased.
 - ii. Faculty publications will have a note in the bibliographic record.
 - iii. If two copies of faculty NSU publications are acquired, the first copy is for the collection and the other copy goes to Archives.
 - iv. Selectors, with the Assistant Director, Collection Development, will make the determination of which items shall be added to the circulating collection and/or to Archives.

- f. Popular works – Popular materials consist of a of current bestsellers and enduring titles, fiction and nonfiction. We collect popular material in physical and electronic formats.

- g. Scholarly works – The academic library collection consists of materials of lasting and scholarly value, including serials, monographs, books in series, etc.

- h. Multiple copies – Multiple copies may be purchased based on anticipated or demonstrated demand from patrons.

- i. Reference works – The library's reference collection is designed to meet the basic research, verification, location, and information needs of the Alvin Sherman Library's patrons. An attempt is made to provide reference material in print and electronic formats in all subject areas. The material in the reference collection is reviewed regularly, and outdated resources are removed or updated. Electronic format is preferred for all reference works.

- j. Expensive purchases – If the price for a purchase is over \$5000.00, the following steps are necessary to add an item to the permanent collection. The Collection Review Committee will consider the following:
 - i. Criteria stated elsewhere in the Alvin Sherman Library Collection Development Policy
 - ii. Review of approval copies or electronic trials of the product, if appropriate
 - iii. If the purchase is/will be supported by NSU faculty
 - iv. There are funds in the budget to support

- k. Electronic Databases – Criteria for selection of electronic databases include the extent to which a new database enhances the library's bibliographic access to information, improves the overall collection, or

is relevant to the curriculum. Decisions for acquisition and renewal are based on user needs, regional access, price considerations, content evaluation, usage statistics, and availability of compatible hardware, licensing and copyright requirements, as well as rights for archiving, downloading, printing, and remote access. Preservation of digital content includes consideration of new technologies, formats, and services as they become available, e.g., Portico, CLOCKSS or LOCKSS.

1. A textbook is designed for use by students in supporting specific courses of study. The NSU Libraries may purchase some textbooks for courses at the University, as outlined below. However, we are unable to purchase an item for every student in every course due to budgetary constraints.

There are occasions when selective acquisition of textbooks by NSU Libraries may be warranted:

1. The textbook is recognized as a classic by experts in the field
2. The textbook is written by a current NSU faculty member
3. Other materials in the curricular area are insufficient
4. Materials that support upper-level undergraduate and graduate-level study

The high cost, frequent revision, and generally low-quality binding can make textbooks a poor investment for the library. The Textbook Review Committee will consider all submissions for purchase. If a print copy of a current textbook is purchased, at least one copy will be placed on reserve for short checkouts.

Other types of supplemental course materials may warrant special attention, except for:

1. Workbooks
2. Coursepacks
3. Bundled textbooks
4. E-book packages

Faculty, please fill out this form to submit a request for textbook consideration: <https://nova.libsurveys.com/textbookrequest>.

- m. Audio Books – The Alvin Sherman Library provides a well-balanced collection of both fiction and nonfiction works with an emphasis on popular titles. The library strives to maintain a representative collection that includes current and emerging technology. The collections consist of physical and downloadable copies from various vendors. Unabridged versions are collected.
- n. Media – Popular and academic music and visual media in current and emerging technological forms are collected. We purchase Region 1 Format (USA).
- o. Electronic books – The Alvin Sherman Library electronic book (e-book) collection provides diversity in forms of recorded knowledge resources to support NSU curricula; it meets the research needs of Broward County residents by encouraging the use of **new technologies**. E-books are the **PREFERRED** material type for academic collection. **License agreements vary for access and use of e-books such as perpetual rights, leasing, and sharing. Perpetual rights are defined as the library owning outright an e-book with a one-time purchase. This may or may not include a nominal annual access fee and may or may not include free access to subsequent editions and revisions. Leasing is defined as owning an e-book for a finite period. Purchasing a print monograph can sometimes include access to the electronic equivalent either temporarily or for the life of the print edition**
- p. The Library accepts NSU dissertations, masters, and honors papers from the various NSU programs which grant PhD, Psy D, EDD, DBA, DIBA, MS, and other related degrees. These dissertations are considered ‘gift’ books. The collection is not comprehensive.

12. NSU Archives and Special Collections Policy

The NSU Archives appraises, collects, organizes, describes, and preserves the official and ancillary university records of historical, cultural, legal, fiscal, and administrative value as well as collections which directly or complementarily serve the teaching fields of the University. The NSU Archives seeks and stores information and materials about members of the greater university community and their contributions to the growth and history of the university as well as their individual fields of research.

The NSU Archives urges the NSU community to have regard for, and not discard, their individual and personal documents, artifacts, memorabilia, correspondence, and photographs relevant to university activities. **If in doubt, don't throw it out.** Allow the university's professional archivists to determine the long-term value and significance of your materials, while respecting your confidentiality.

For the complete Archival Policy nova.edu/archives/index.html

Appendix A

Procedure for Reconsideration of Library Material

This procedure sets forth the following steps that will be taken when a patron requests reconsideration of library material in the Alvin Sherman Library, Research, and Information Technology Center.

1. The Collection Development Librarian will acknowledge receipt of the patron's complaint. A copy of the Collection Development policy, the Library Bill of Rights and the Request for Reconsideration of Library Material will be given to the patron or mailed if the complaint is registered by mail. If the patron complains in person, the staff member should make brief notes, noting the date of the complaint and the circumstances.
2. The patron will complete the "Request for Reconsideration of Library Material" and return it to the Reference Librarian who then forwards it to the Assistant Director of Collection Development Librarian along with a copy of the material in question. If the complaint is written, the librarian will include a copy of any correspondence. If the complaint was made in person, the librarian will submit notes that detail the content of the original conversation with the form.
3. When the "Request for Reconsideration of Library Material" is received, a committee will be composed of the Collection Development Committee or its designees and one other professional librarian or faculty member selected for his/her expertise in the subject materials. The members of the committee will each read the book or listen to or view the work in question, gather professional reviews, and prepare a written evaluation of the work to determine whether it meets the criteria of the Alvin Sherman Library, Research, and Information Technology Center Collection Development Policy. This same Committee should review the removal of different formats of the title.
4. From these evaluations, the Collection Development Committee or its designees will prepare a written consensus as to the appropriateness of the material and forward this to the Vice President for Information Services and University Librarian for his or her information.
5. A letter prepared by the Collection Development Committee summarizing this consensus report will be sent to the patron. The patron should receive a response within 30 days after the library's receipt of the "Request for Reconsideration of Library Material."
6. Administrative staff will be advised of the complaint and its final disposition for information purposes only.

Sample Letter To Patron Concerning Materials Selection Policy

Date

Dear _____,

This is to acknowledge receipt of your letter expressing concern as to the appropriateness of

at the Alvin Sherman Library, Research, and Information Technology Center.

Enclosed are a copy of our Collection Development Policy and a copy of the Library Bill of Rights of the American Library Association, a standard document supported by Nova Southeastern University, Inc. and Broward County Library.

After reading these items, please complete the enclosed form and mail it to the library to the following address for further handling.

Assistant Director of Collection Development
Alvin Sherman Library, Research, and Information Technology Center
Nova Southeastern University
3100 Ray Ferrero Jr. Blvd.
Ft. Lauderdale, FL 33314

You may expect a reply within thirty days (30) of our receipt of the form.

Sincerely,

Request for Reconsideration of Library Materials
Alvin Sherman Library, Research, and Information Technology Center

Note: Please print or type .

Name: _____ Telephone: (____) _____

Address:

City: _____ Zip Code: _____

Title of Item:

Author/Artist:

Please specify: _____
(book, sound recording, video, etc.)

1. What do you object to in the material? (Please be specific: If print, cite pages. If audio or video, specify sections or parts).
2. Why do you object to the material?
3. Did you read, see, listen to or otherwise use the material in its entirety? If not, which sections?
4. What do you believe is the theme of the material?
5. Do you think that people who want to use this material should be able to find it in the library? If not, why not?
6. Do you think that parents or guardians have the right and responsibility for guiding their own children's reading/viewing/listening and deciding what limits, if any, they place upon it?
7. Do you think other people should be able to tell you what you or your children should not read, view or listen to?

8. Have you read any reviews of this material? If yes, please cite.

9. Have you read the Alvin Sherman Library, Research, and Information Technology Center Collection Development Policy?

10. What would you like the library to do with this material?

Date _____

Signature _____

Signature _____

Appendix B

Library Bill of Rights

(<http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/intfreedom/librarybill/1bor.pdf>)

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

Interpretations of the Library Bill of Rights

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>

Appendix C

The Freedom to Read

<http://www.ala.org/advocacy/intfreedom/freedomreadstatement>

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label “controversial” views, to distribute lists of “objectionable” books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be “protected” against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a

creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
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

Appendix D

Academic Print Journal Retention Policy

Background:

The recurring expense of binding print periodical subscriptions represents long-term, complex fiscal, physical, and technical commitments, rather than the relatively short-term process and one-time expense of acquiring and processing a book. This is true regardless of whether the subscription is in print or online format. For this reason, periodicals binding and retaining must be a carefully considered activity and is treated differently from book retention. Journal subscriptions that are perceived to be of lasting value will be bound for permanent storage except titles which are also available in a permanent digital format.

Periodicals are retained and preserved for the Nova Southeastern University (NSU) Libraries to enhance the library's collection of learning resources with retrospective materials in various subject fields.

Criteria for retaining print journals:

To determine which periodicals will be retained in print format, the following criteria will be taken into consideration (ranked in order of importance):

1. Indispensable to the support of present and proposed curricula and research of the university.
2. Indexed in standard periodical indices.
3. Determined by library staff as necessary for the creation of a well-balanced collection.
4. Electronic back files not purchased and/or owned in perpetuity.

Policy for retention of duplicate print and microform journal holdings:

Many titles previously purchased and bound by NSU Libraries in print format, are now available electronically with perpetual access rights. This policy was developed in order to reduce duplication, save money, and conserve shelf space.

Criteria:

If a NSU Library has both print and electronic subscriptions to a journal title, the print subscription will be cancelled and the duplicate print and/or microform holdings will be weeded from the shelves if the following conditions are met:

1. The subscribed online content must be available regardless of our subscription status, also known as "perpetual access," for the coverage years being weeded. Archival access commences on the date that the contract agreement came into existence.

2. The online content must be equal to the print content. Tables, illustrations, figures and text must be of comparable quality to the print version. If such quality is found lacking, the print version must be retained.
3. No bound volumes purchased within the last 10 years will be withdrawn, to support the NSU audit rules. (NG state here and link to document.)

When withdrawing journal titles, the specific NSU Library will communicate this decision to the other libraries in the system.

DATABASE LIST:

Add a list of databases we subscribe to as of the date of this policy update that offer ejournal holding in perpetuity.

1. JSTOR
2. Project Muse
3. Sage
4. Highwire
5. Ingenta
6. PAO - Periodical Archives Online

...we had an ongoing email string, and Lia indicated that we have to check Sierra and ERM records for payment and license info.