

The University of Montana Libraries Collection Development Policy

Introduction

The primary goal of collection development at The University of Montana Libraries is to build a collection in support of the curricular and research needs of the students, faculty and staff of The University of Montana (UM). This collection development policy reinforces the missions of both the Libraries and the University.

I. Overview

The University of Montana and Community Profile

The University of Montana—Missoula (UM) is a co-educational, doctoral institution, serving a student population of 13,000. Of these, approximately 10,500 are undergraduate and 1500 are graduate students. Faculty and staff comprise a population of 750 with a student/faculty ratio of 19/1. UM's main campus sits on 200 acres with 62 buildings; the College of Technology occupies two sites in central and west Missoula. Founded in 1893, UM is part of the Montana University System and is located in the northwest part of the state in a community of 50,000.

Collections at UM-Missoula exceed one million volumes and combined collections within the Montana Public Access Catalog of The Affiliated Libraries of The University of Montana are in excess of 1.6 million volumes.

Patrons

Undergraduate students
Graduate students
Postgraduate students
Teaching faculty
Researchers
Staff and administrators
Alumni
Physically disabled
Montana residents

II. Subject Areas and Formats

The purpose of this Collection Development Policy is to provide guidelines that assure quality and relevance in the acquisition and retention of materials in a collection designed to support the mission of UM. The collection secondarily provides academic library service to Montana residents. In addition, the library serves as a regional US Government Documents Depository Library, receiving all publications distributed through this program.

The major factors that influence the acquisition of information resources are:

- ♦ relevance to the curriculum and research programs of UM AND LIST?;
- ♦ balance in the collection;
- ♦ accuracy and objectivity;
- ♦ professional reviewing recommendations; and
- ♦ reputation of the author, publisher, and/or producer.

Selection Parameters

Selection of materials is completed in one of two ways.

- ♦ Library faculty subject librarians serve as liaisons to each department and program. In addition, all departments and programs have library representatives whose professional responsibility includes purchase recommendations in their respective disciplines. In collaboration, the subject librarians and representatives build the collections based on curricular and research needs. Final approval concerning acquisitions resides within the professional responsibilities of the subject librarians.

- ♦ Library faculty subject librarians in collaboration with library representatives from a variety of departments and programs have developed Approval Plan profiles. These profiles provide a base for the expeditious and efficient acquisition of information resources from a competitive vendor. Final approval concerning acquisitions resides within the professional responsibilities of the subject librarians.

General Selection Guidelines

- ♦ Depth and breadth of collections complement curriculum and research.
- ♦ Duplicate titles are not ordinarily acquired either by purchase or by receipt as a gift or exchange.
- ♦ Textbooks or other class required materials are not ordinarily acquired either by purchase or by receipt as a gift or exchange.

- ♦ Media materials are collected with the following exceptions.
 - *Audio recordings*: Audiocassettes (including 8 track); Reel-to-reel audio tape; LP records; 45-rpm records; and 78-rpm records.
 - *Visual recordings*: ¾ inch format videocassettes; Beta format videocassettes; and Video laserdiscs.
 - *Mixed media* containing any excluded format.

Acquisition requests for audio and visual materials in other dated or obsolete formats will be referred to the Media Resources Coordinator and evaluated on a case-by-case basis.

- ♦ **Electronic Resources** form one of the largest and fastest growing collections. Every effort has been made to provide remote access to these resources for 24/7 access to UM students, faculty and staff with an internet connection regardless of their location.
- ♦ **Serials**: with statement especially about duplication re: electronic resources.

Formats

Books (hardbound or paperback)
 Newspapers
 Journals (paper, micrform, and electronic)
 Microforms
 Films and videos
 Pictures
 Audio recordings
 Online resources
 Musical scores
 Pamphlets
 Manuscripts and archival materials
 maps
 Government documents
 CDs, DVDs, and laser discs

Archives and Special Collections

The K. Ross Toole Archives is one of a small number of professionally staffed archival repositories in the state of Montana. Collecting is focused on materials that

document the history, resources, activities and people of Montana, with particular emphasis on western Montana.

Subject areas with strong representation in the Archives include business history, Montana journalists and writers, the forest products industry, political figures (particularly Montana congressmen), the City and County of Missoula, and The University of Montana. There are several hundred oral history recordings and over 70,000 images in the collections.

While the Archives welcomes donations, it reserves the right to refuse a proposed collection that falls outside its collecting scope, exceeds its financial and material resources to care for it, or has too high a maintenance cost in proportion to probable research benefits. The Archives does not generally collect artifacts and accepts computer-dependent electronic records only with the authorization of the Archivist. Special Collections are preserved in a locked area because the items in them fit one or more of the following criteria: they are rare, valuable, fragile, especially likely to be stolen or mutilated, or because of donor restrictions, as in the case of the Phillips Collection.

Items are added to Special Collections rather than to one of the circulating collections when they are purchased or donated based on the criteria listed, and items may be transferred into or out of Special Collections from the circulating collections as appropriate if they are identified as meeting or not meeting these criteria.

III. Collection Supplements and Related Issues

Gifts

Gifts are a source of many valuable additions to the collection. However, the library will not accept gifts with any restrictions or conditions as to their disposition or location except by expressed permission of the Dean of Library Services. The library will not provide any valuation of gifts, in accordance with University policy. Non-library faculty or staff cannot accept gifts on behalf of the library.

The subject librarians will review all new titles. All duplicate titles will be reviewed for replacement of currently owned volumes in collaboration with the subject librarians and the acquisitions staff. All of the general and detailed policies, that apply to purchased materials, also apply to gifts—monographs, media and serials. This includes the physical condition as a factor in assessing gift acquisitions. The costs of repair and processing, and the binding of serials must not be ignored. Processing time must also be evaluated when considering the acceptance of large collections in any format.

Serials, in particular, require additional evaluation when they are to be received as gifts. For a serial subscription, the continuity of the gift is mandatory. When received from an organization, ongoing intent to donate should be verified before a final acquisition decision is made. Primary copies from an individual donor are not accepted unless the subject librarian expressly permits it. Runs of serials for which the library is not maintaining a continuing subscription will not be accepted unless the subject librarian expressly permits it.

Interlibrary Loan and Course Reserves

Interlibrary Loan and Course Reserves provide access to a variety of resources not owned by the Mansfield Library. Through the online Interlibrary Loan service, UM students, faculty and staff are able to request materials not owned by the Mansfield Library. Materials not owned by the library may also be placed on course reserve, both in hard copy and electronically, for use by students enrolled in UM classes.

Budget and Allocations

Collection development and management at the University of Montana is the responsibility of library faculty in consultation with university faculty, staff and students. The Acquisitions Budget balances the needs of diverse disciplines and users. Departmental allocations for monographs/books/media have traditionally been calculated using a formula that takes into account various factors such as degree programs, number of faculty, number of graduate and undergraduate students.

Assessment

Collection assessment is completed by subject librarians in collaboration with departments during accreditation reviews.

Weeding, and Withdrawal

Weeding and withdrawal are done at the express consent of subject librarians and within the parameters of collection guidelines.

Complaints and Censorship

These collections build on the principles outlined in the Library Bill of Rights (American Library Association) (Appendix A), the Freedom to Read Statement (American Library Association and Association of American Publishers) (Appendix B), the Freedom to View Statement (American Film and Video Association) (Appendix C), and An Affirmation to the Right to Information (Montana Library Association) (Appendix D).

Reviews of materials included or excluded from the collection can be addressed by the following procedures.

1. Contact appropriate subject librarian.
2. Complete the Collection Review form [link to: form] and submit it to the Chair of the Collection Development Committee for review.
3. Submit form and committee review to the Dean of Libraries for review.
4. Submit form, committee review, and Dean review to the Provost and Vice President for Academic Affairs.

Submitted by:
Collection Development Committee
January 2005

Appendices

Appendix A

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

*Appendix B***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 books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

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 stress. Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or

manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which 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 towards 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 which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested.

Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which 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 contained in the books 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 books 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 determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. 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 which 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 literature 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 taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

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

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

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to

determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression.

By the exercise of this affirmative responsibility, they can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated 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 their freedom and integrity, and the enlargement of their service to society, requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, 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, by the ALA Council and the AAP Freedom to Read Committee.

*Appendix C***FREEDOM TO VIEW STATEMENT**

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979.

This statement was updated and approved by the AFVA Board of Directors in 1989.

Appendix D

On April 25, 1995, the Board of Directors of the Montana Library Association adopted the following policy statement proposed by the Intellectual Freedom Committee.

AN AFFIRMATION OF THE RIGHT TO INFORMATION

We affirm the right of every Montanan to freely and confidentially access information and ideas, and to be afforded the opportunity to select from a variety of materials relating to the widest possible spectrum of issues and points of view.

The cornerstone of a viable democracy is an informed citizenry.

Libraries serve as neutral arenas in which all point of views are made available to all citizens.

It is no coincidence that all governments which have attempted the suppression of individual rights have restricted access to information in libraries.

Libraries take no position on issues of controversy; rather they collect and provide access to information and points of view so that citizens can freely determine their own thoughts on critical issues.

Efforts to censor or restrict access to information are on the rise both nationally and in Montana.

The Montana Library Association supports free access to information for all citizens. The Association supports the American Library Association Library Bill of Rights.