

Embry-Riddle Aeronautical University

Hunt Library Collection Management Policy September 2012

Terminology Revised 10/6/2015

INTRODUCTION

Embry-Riddle Aeronautical University (ERAU) has been associated with some form of aviation education since 1925. Begun as a flight school, it was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in 1968 and gained university stature in 1970. In addition to meeting SACS standards, ERAU is also approved by a variety of subject specific associations and entities, including the Accrediting Board for Engineering and Technology (ABET), the Association of Collegiate Business Schools and Programs (ACBSP) and the Federal Aviation Administration (FAA). The mission of ERAU is to teach the science, practice, and business of aviation and aerospace.

ERAU is comprised of three campuses, one in Daytona Beach, Florida, one in Prescott, Arizona, and the third, Worldwide, offers courses both online and in classrooms throughout the world to professionals working in civilian and military aviation and aerospace careers. The Prescott campus is served by the Hazy Library, while the Hunt Library provides collections and services to students, faculty, and staff at the Daytona Beach and Worldwide campuses.

The Hunt Library focuses its collection management activities on a collection of information resources that is responsive to the specialized academic degree programs, the general education program, an increasing emphasis on research, and a multi-cultural educational community. The library also acknowledges the importance of preserving and providing access to unique and historical aviation and aerospace resources.

This policy is a statement of the operating guidelines that the Hunt Library staff uses in the acquisition of information resources. Materials selection is soundly based on an understanding of the curriculum and research of ERAU students and faculty.

SELECTION GUIDELINES

INTELLECTUAL FREEDOM

The Hunt Library endorses the principles set forth by the American Library Association in The Library Bill of Rights (see Appendix A) and the Freedom to Read Statement (see Appendix B).

Hunt Library selects information resources that represent the widest range of viewpoints consistent with the library and university missions and according to their merit regardless of their popularity, or the sex, religion, political philosophy, national origin of the authors, frankness of language, or controversial treatment of issues.

If members of the ERAU community have objections to information resources accessible through the Hunt Library, they may register such objection by completing the Library Materials Reconsideration Form (see Appendix D).

OBJECTIVES

The Hunt Library will acquire, preserve, or provide access to all types of information resources necessary to meet its responsibility to the library mission.

GENERAL GUIDELINES

All materials are evaluated under these general guidelines:

- Depth of current collection in the subject area
- Lasting value of the content
- Demand for and use by students, faculty, and staff
- Suitability of format to content
- Authoritativeness of the Author/Publisher
- Price in relationship to the total budget
- Ease of access (e.g., electronic resources available through the Internet)

All materials purchased with funds allocated to the library become the property of the library.

COLLECTION MANAGEMENT TEAM

The library has a standing Collection Management Team which formally reviews requests to purchase materials. This team meets regularly (normally weekly or as needed) to ensure that prompt decisions are made and materials can be ordered for inclusion in the collection in a timely manner. The Collection Management Team attempts to optimize library holdings with respect to the curriculum, patron needs, library and university goals, materials availability, and budgetary resources. It receives input both formally and informally from the entire spectrum of the university community. The subject expertise of the faculty is tapped through designated librarians who serve as librarians to academic departments.

The Collection Management Team is chaired by the Collection Management Librarian who coordinates the process and sees that the items approved are purchased. Other members include three reference librarians, one of whom represents the Worldwide Campus, and the Interlibrary Loan Librarian. The Director is an ex-officio member and attends when appropriate.

The composition of the team is intended to incorporate a variety of viewpoints within a small efficient body while maintaining a high level of commitment to developing a quality collection which meets the university's goals. In addition to their professional training and experience, the members also bring some position-specific expertise to the team.

SELECTION AND EVALUATION TOOLS

Librarians consult subject-specific and standard library reviewing sources such as *Choice*, *Library Journal*, *Sci-Tech News*, etc. when making selection decisions. In addition librarians use faculty expertise as a resource for selection and evaluation of the collection. They also consider Interlibrary Loan requests and student feedback.

SELECTION LEVELS

Graduate Program subject areas	Advanced Study Level
Undergraduate Program subject areas	Initial Study Level
General Education subject areas	Basic
All other academic subject areas	Basic
General Interest / Leisure	Minimal Level

Collection Codes:

These codes were developed by the American Library Association.¹

Advanced study level. A collection which is adequate to support the course work of advanced undergraduate and master's degree programs, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs both current and retrospective, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference books and fundamental apparatus pertaining to the subject.

Initial study level. A collection which is adequate to support undergraduate courses. It includes a judicious selection from currently published basic monographs (as are represented by *Choice* selections) supported by seminal retrospective monographs (as are represented by *Books for College Libraries*); a broad selection of works of secondary writers; a selection of the major review journals; and current editions of the most significant reference tools and bibliographies pertaining to the subject.

Basic level. A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

Minimal level. A subject area in which a few selections are made beyond basic works.

TEXTBOOKS

For the purposes of this policy, a textbook is a book specifically designed to be used as the basis of a course of study. Textbooks are typically designed to fit with a 14 week teaching cycle, and often have a companion teacher's edition. They are commonly reissued in updated editions every year or two, and often contain examples, problems, practice exams, etc.

¹ Anderson, J. S. (1996). *Guide to written collection policy statements* (2nd ed.). Chicago: American library Association

As a general policy, the Hunt Library does not purchase textbooks. Textbooks are quickly outdated, and acquisition would be in conflict with the library's intention to develop a collection of lasting value.

Exceptions can be made for items that are considered classics in their fields, have approached a "definitive" status, or when such items are the only or best sources of information for a particular topic.

Some textbooks, such as scholarly studies, works of literature, history, philosophy, and other types of texts, may already be part of the library's holdings because they meet the criteria of the library's general collection management policy, not because they are required for specific classes.

GIFTS

The Hunt Library accepts gifts of information resources (see Appendix C for the gift donation form). Gifts will be evaluated for inclusion in the library collections in accordance with all applicable sections of this Collection Management Policy using the same standards applied to purchased materials. Gifts become the property of the library and may be displayed, housed, or disposed of in any appropriate manner.

Hunt Library does not provide appraisals of the value of gift materials. Donors will receive a letter of thanks from the Library. Where appropriate special book plates noting the donor will be attached to the gift items. Desk or instructor's copies which are marked as such cannot be accepted as gifts.

LANGUAGES

The majority of information resources added to the collections of the Hunt Library will be in English since that is the language of instruction at ERAU. Significant works in aeronautics or aerospace may be acquired in other languages, including historical materials for the Special Collection. These materials may be original or translations. Criteria will include the importance of the work, its historical value or uniqueness, and the potential number of readers in the ERAU community conversant with the language.

In recognition of the diversity of the ERAU student body, Hunt Library acquires selected works in languages spoken by a substantial number of students as the budget allows.

MULTIPLE COPIES

As a general rule the Hunt Library purchases single copies of most print items.

The Collection Management Team will consider the anticipated and actual use of individual titles in determining whether to add multiple copies. For preservation reasons some titles will be acquired for both the print circulating and Special Collections. This applies to ERAU faculty-authored monographs as well as items deemed to be important permanent additions to the collections. Duplicate copies may also be purchased for the reference and circulating collections when appropriate.

FORMATS OF MATERIALS

BOOKS

To ensure the widest possible access to information resources to members of the ERAU campus and distance learning communities, Hunt Library purchases books in a multiple user e-book format, wherever appropriate. For the print collections, hardbound books are preferred because they are more durable.

SERIALS/PERIODICALS/NEWSPAPERS

The Hunt Library subscribes to serial publications in a variety of forms including scholarly journals, magazines, newspapers, newsletters, proceedings, abstracts, indexes, annuals, and monographic series. The electronic version, providing permanent access to backfiles is established, is the preferred format.

The library holds a commitment to continuing the acquisition process for serials subscriptions that are currently in the collection, but will periodically reexamine their necessity based upon relevance to the ERAU mission, subscription price, and use patterns.

New titles will be selected based upon cost, value to the subject area, reviews from available sources, and the availability of indexing to which the library has access.

MICROFORMS

The Hunt Library acquires information resources on microfiche or microfilm where these formats are the most cost-effective or the only method of acquisition.

GOVERNMENT DOCUMENTS/TECHNICAL REPORTS

The Hunt Library does not have federal or state government document depository but maintains an extensive collection of government documents and technical reports that support the ERAU mission. Major collections include documents from the *National Aeronautics and Space Administration (NASA)*, the

Federal Aviation Administration (FAA), the National Transportation Safety Board (NTSB), the American Institute of Aeronautics and Astronautics (AIAA), the Society of Automotive Engineers (SAE), the International Astronautical Federation (IAF), the National Advisory Committee for Aeronautics (NACA), the National Technical Information Service, (NTIS) the Human Factors and Ergonomics Society, the International Symposium on Aviation Psychology, and other services.

MANUSCRIPTS/RARE BOOKS/ARCHIVAL MATERIALS

The Hunt Library does not purchase manuscripts or rare books although these items on aerospace-related topics may be welcomed as gifts. The Special Collection of historical aviation materials consists primarily of donations.

MAPS/ATLASES

The Hunt Library does not maintain a separate collection of maps, nor does it actively collect in this area, although a small number of maps are kept for reference purposes. A representative collection of general and specialized atlases is maintained.

PAMPHLETS/BROCHURES/ETC.

The Hunt Library has an extensive Vertical File of current and historical materials, which includes pamphlets, brochures, annual reports, reprints of articles, clippings and other items which directly support the curriculum. The Library collects only those Vertical File materials which comply with copyright laws.

WORKS OF ART/PHOTOGRAPHS/MODELS/REALIA

The Library does not acquire these types of materials at this time except as gifts or occasionally to enhance the appearance of the building. The archival collection, however, contains a number of items which fall into these categories. The Library also houses a display collection of aircraft models which have been donated to the University.

AUDIOVISUAL MATERIALS

The Hunt Library acquires media to support the curriculum. The preferred format is electronic version accessible through the Internet. Physical materials, such as DVDs, are intended to directly support the curriculum and consequently use is restricted to the classroom or the library building.

COMPUTER SOFTWARE/CD-ROMS

The Library collects curriculum-related software. Software accompanying books are cataloged and placed in the appropriate collection.

THESES

The university requires all graduate students to donate a bound print version of their master's thesis or doctoral dissertation for the library collection. Students are also required to submit an electronic version to the library for inclusion in the ProQuest dissertation and theses database.

ELECTRONIC RESOURCES

The Hunt Library acquires new information resources in electronic format wherever possible and appropriate.

WITHDRAWAL, DESELECTION, AND REPLACEMENT

Withdrawal, also known as weeding, is the permanent removal of outdated, damaged, or redundant material from the collections. Deselection is the decision-making process for withdrawal. Primary responsibility for deselection lies with the Collection Management Team, although advice can be sought from other library staff.

The following types of materials are routinely removed from the collection:

- a. damaged books
- b. obsolete/superseded items
- c. older editions which do not have historical value in our collection

Items that are reported as missing or lost are reviewed by the Collection Management Team for possible replacement. The Committee is alerted when high demand titles are unavailable and immediate consideration of replacement is necessary by the Circulation/Media Services Manager who monitors both the missing and lost book reports. The Committee will consider such factors as cost, availability, anticipated use, other holdings, and newer publications on the subject when making its decision. Ordinarily, items that are still available and meet current selection criteria will be reordered subject to funding.

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 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.

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

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

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

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

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

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and

librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

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

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

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

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

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

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

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

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life.

Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

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

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

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

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

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

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

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of

enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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

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

A Joint Statement by:

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

Subsequently endorsed by:

[American Booksellers 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 C

Gift Donation Form for Library Materials

Hunt Library

Print/Media Material Donations

The Hunt Library gratefully acknowledges receipt from

Name: _____

Address: _____

Telephone Number(s): _____

Email Address: _____

Of the following material:

Connection to ERAU: Alumni Faculty Staff Student Friend

Donor Signature: _____ Date: _____

Staff Signature: _____ Date: _____

Donations that do not fit the scope and focus of the collection management policy are not added to the collection. These items may be included in the Library Book Sale, forwarded to dealers for resale, or discarded, at the library's discretion.

Appendix D

Embry-Riddle Aeronautical University Hunt Library Request for Reconsideration of Library Materials

“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.” An excerpt from the *Intellectual Freedom Principles for Academic Libraries: An interpretation of the Library Bill of Rights* by the American Library Association.

If you wish to request reconsideration of library material or resource, please submit in writing the author, title and reason for reconsideration request to: Library Director, 600 S Clyde Morris Blvd., Daytona Beach, FL 32114.

Thank you.