

**Report to ALA Council  
Policy Monitoring Committee  
2015 ALA Midwinter Meeting**

In accordance with Policy A.4.2.6 of the *ALA Policy Manual*, the Policy Monitoring Committee (PMC) has reviewed all actions taken by the ALA Council during the 2014 ALA Annual Conference for possible incorporation into, addition to, or changes to the *ALA Policy Manual*. Based on Council actions at the Annual Conference in Las Vegas, Nevada, the following additions and changes are recommended:

**ACTION ITEMS# 1-3:**

**Item #1: Communication to ALA members by ALA Committees and Council Committees**

At the 2014 ALA Annual Conference, the ALA Council adopted a Resolution on Communication by ALA and Council Committees (2014-2015 ALA CD#27.1) to read: “Each chair of an ALA Committee or a Council Committee is responsible for submitting to the ALA Executive Director at least two times each year a substantive report on the committee’s work and accomplishments so that these reports can be made available to all interested ALA members. Such reports may address, but not be limited to, matters such as accomplishments, planned activities, issues that affect the committee’s work and their implications for the future, interactions with other units within ALA, relationship of the committee’s work to the ALA strategic plan, current level of committee members’ involvement (more substantive than an attendance roll), committee self-check on its value and viability (update charge, discontinue committee, consolidate with another, change structure, other observations).”

PMC moves that the above text be incorporated into the *ALA Policy Manual* as Policy A.5.5.4 Committee Reporting.

**Item #2: Lifespan of Membership Initiative Groups**

At the 2014 ALA Annual Conference, the ALA Council adopted this revision to ALA Policy A.4.3.2: “Once established, a MIG may operate for three years at which point it may re-petition for another three- year term or may request another place within the ALA structure by following the procedures for establishing that type of group, or may request the ALA COO to disband it. The re-petitioning process can be renewed every three years. If the re-petition process is not carried out when due, the MIG will be disbanded.”

PMC moves that the revised text be incorporated into the *ALA Policy Manual* as Policy A.4.3.12 to read:

“A Membership Initiative Groups (MIG) is formed when a group of ALA members identifies a common concern or interest about librarianship which falls outside the delegated responsibility of a single division, roundtable, or unit, and wishes to establish a short-term, renewable mechanism to address this concern or interest. To establish a MIG, which must be approved by COO and reported to Council, a group must submit to the Committee on Organization a statement of purpose, at least one hundred signatures of ALA members in good standing, and the names and addresses of designated organizers. Once established, a MIG may operate for three years at which point it may re-petition for another three-year term or may request another place within the ALA structure by following the procedures for establishing that type of group, or may request the ALA COO to disband it. The re-petitioning process can be renewed every three years. If the re-petition process is not carried out when due, the MIG will be disbanded.”

### **Item #3: Copyright: Interpretation of the Code of Ethics**

At the 2014 ALA Annual Conference, the ALA Council adopted a new interpretation to the Code of Ethics regarding “The Copyright” as recommended in ALA CD#40.1.

The new interpretation to Code of Ethics will be represented in the *ALA Policy Manual* by means of an abstract, supplied by the originating committee, followed by a reference to the Policy Reference File, where the full text of the Interpretation will reside.

**PMC MOVES INSERTION** of the following as B.1.4:

#### **B.1.4 Copyright**

Librarians are sources of copyright information for their user communities. Librarians should acquire a solid understanding of the purpose of copyright law and knowledge of its details relevant to library activities. They should do so in order to develop the ability to critically analyze issues of fair use or other limits to the rights of copyright holders, as well as to gain the confidence to implement the law using good judgment. Librarians and library staff should be educated to recognize and observe copyright and its limits, to understand and act on their rights and those of their users, and to be ready to inform or properly refer users with questions pertaining to copyright. When the balance between rights holders and information users' needs to be restored, librarians should engage with rights holders and legislators and advocate on behalf of their users and user rights. Adopted, 2014. (See “Policy Reference File”: Committee on Professional Ethics Report: 2013-2014 ALA CD#40.1\_63014\_act)

## **NON-ACTION ITEMS #4-16 (housekeeping)**

During the 2014 ALA Annual Conference, the ALA Council adopted 14 amended Interpretations to the *Library Bill of Rights*. The interpretations are traditionally represented in the *ALA Policy Manual* by means of an abstract, followed by a reference to the Policy Reference File, where the full text of the Interpretations reside. In these cases the latest date of revisions and the parenthetical statements will be updated to reflect the new revision date, and the new existing text of the abstract. Revisions to the 14 Interpretations are presented below for the ALA Council's information.

### **Item #4**

#### **Old abstract: B.2.1.13 Access for Children and Young Adults to Nonprint Materials (Old Number 53.1.4)**

Recognizing that librarians cannot act in loco parentis, policies which set minimum age limits for access to nonprint materials and equipment with or without parental permission abridge library use for minors. Nevertheless, ALA acknowledges and supports the exercise by parents of their responsibility to guide their own children's viewing, using published reviews of films and videotapes and reference works that provide information about the content, subject matter, and recommended audiences.

Is REPLACED with:

#### **B.2.1.13 Access to Library Resources and Services for Minors (Old Number 53.1.3)**

Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, or format. This principle of library service applies equally to all users, minors as well as adults. Lack of access to information can be harmful to minors. Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors. Adopted 1989, amended 1991, 2004, 2014. (See "Policy Reference File": Access to Library Resources and Services for Minors: An Interpretation of *the Library Bill of Rights*: 2013-2014 ALA CD#19.4\_63014\_act)

### **Item #5**

#### **Old abstract: B.2.1.3 Access to Resources and Services in the School Library Media Program**

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have

access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Is **REPLACED** with:

### **B.2.1.3 Access to Resources and Services in the School Library**

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery. Adopted 1986, amended 1990, 2000, 2005, 2014. (See “Policy Reference File”: Access to Resources and Services in the School Library: An Interpretation of the *Library Bill of Rights*: 2013-2014 ALA CD# 19.5\_63014\_act)

### **Item #6**

#### **Old abstract: B.2.1.21 Importance of Education to Intellectual Freedom (Old Number 53.1.21)**

Importance of Education to Intellectual Freedom Libraries of all types foster education by promoting the free expression and interchange of ideas. Libraries use resources, programming, and services to strengthen intellectual and physical access to information and thus build a foundation of intellectual freedom: collections (both real and Virtual) are developed with multiple perspectives and individual needs of users in mind; programming and instructional services are framed around equitable access to information and ideas; and teaching of information skills is integrated appropriately throughout the spectrum of library programming and leads to empowered lifelong learners. Through educational programming and instruction in information skills, libraries empower individuals to explore ideas, access and evaluate information, draw meaning from information presented in a variety of formats, develop valid conclusions, and express new ideas. Such education facilitates intellectual access to information and offers a path to intellectual freedom.

Is **REPLACED** with:

#### **B.2.1.21 Advocating for Intellectual Freedom**

Libraries of all types foster education by promoting the free expression and interchange of ideas, leading to empowered lifelong learners. Libraries use resources, programming, and services to strengthen intellectual and physical access to information and thus build a

foundation of intellectual freedom: developing collections (both real and virtual) with multiple perspectives and individual needs of users in mind; providing programming and instructional services framed around equitable access to information and ideas; and teaching information skills and intellectual freedom rights integrated appropriately throughout the spectrum of library programming. Adopted 2009, amended 2014. (See “Policy Reference File”: Advocating for Intellectual Freedom: An Interpretation of the *Library Bill of Rights*: ALA CD#19.6\_63014\_act)

## **Item #7**

### **Old abstract: B.2.1.1 Challenged Materials (Old Number 53.1.1)**

Challenged materials that meet the criteria for selection in the materials selection policy of the library should not be removed under any legal or extra-legal pressure.

Is **REPLACED** with:

### **B.2.1.1 Challenged Resources**

“Libraries: An American Value” states, “We protect the rights of individuals to express their opinions about library resources and services.” The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined written policy for collection development that includes a procedure for review of challenged resources. Collection development applies to print and media resources or formats in the physical collection. It also applies to digital resources such as databases, e-books and other downloadable and streaming media. Adopted 1971, amended 1990, 2014. (See “Policy Reference File”: Challenged Resources: An Interpretation of the *Library Bill of Rights*: 2013-2014 ALA CD#19.7\_63014\_act)

## **Item #8**

### **Old abstract: B.2.1.11 Diversity in Collection Development (Old Number 53.1.11)**

Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials and resources legally obtainable should be assured to the user, and policies should not unjustly exclude materials and resources even if they are offensive to the librarian or the user. This includes materials and resources that reflect a diversity of political, economic, religious, social, minority, and sexual issues. A balanced collection reflects a diversity of materials and resources, not an equality of numbers.

Is **REPLACED** with:

### **B.2.1.11 Diversity in Collection Development**

Library collections must represent the diversity of people and ideas in our society. There are many complex facets to any issue, and many contexts in which issues may be expressed, discussed, or interpreted. Librarians have an obligation to select and support access to content on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community the library serves. Adopted 1982, amended 1990, 2008, 2014. (See “Policy Reference File”: Diversity in Collection Development: An Interpretation of the *Library Bill of Rights*, 2013-2014 ALA CD#19.8\_63014\_act)

### **Item #9**

#### **Old abstract: B.2.1.8 Exhibit Spaces and Bulletin Boards (Old Number 53.1.8)**

Exhibit Spaces and Bulletin Boards Libraries maintaining exhibit spaces and bulletin boards for outside groups and individuals should develop and publish statements governing use to assure that space is provided on a equitable basis to all groups that request it. A publicly supported library may designate use of exhibit space for strictly library-related activities, provided that this limitation is viewpoint neutral and clearly defined. Libraries may include in this policy rules regarding the time, place, and manner of use of the exhibit space, so long as the rules are content neutral and are applied in the same manner to all groups wishing to use the space.

Is **REPLACED** with:

#### **B.2.1.8 Exhibit Spaces and Bulletin Boards**

Libraries that make bulletin boards available to public groups for posting notices of public interest should develop criteria for the use of these spaces based on the same considerations as those outlined above. Libraries may wish to develop criteria regarding the size of material to be displayed, the length of time materials may remain on the bulletin board, the frequency with which material may be posted for the same group, and the geographic area from which notices will be accepted. Adopted 1991, amended 2004, 2014. (See “Policy Reference File”: Exhibit Spaces and Bulletin Boards: An Interpretation of the *Library Bill of Rights*, ALA 2013-2014 ALA CD#19.9\_63014\_act)

## Item #10

**Old Title: B.2.1.2 Expurgation of Library Materials (Old Number 53.1.2)**

Is REPLACED with:

### **B.2.1.2 Expurgation of Library Materials**

**Note:** At the 2014 Annual Conference, the ALA Council amended the wording in Expurgation of Library Materials: An Interpretation of the *Library Bill of Rights*. The policy abstract was not changed.

Adopted 1973, revised 1981, 1990, 2008, 2014. (See “Policy Reference File”: Expurgation of Library Materials: An Interpretation of the *Library Bill of Rights*, ALA CD#19.10\_63014\_act)

## Item #11

**Old abstract: B.2.1.18 Intellectual Freedom Principles for Academic Libraries (Old Number 53.1.18)**

The general principles set forth in the *Library Bill of Rights* form an indispensable framework for building collections, services, and policies that serve the entire academic community. Among many other requirements, academic libraries must protect the privacy of their users; develop collections without consideration of personal values; maintain a balance of materials; provide open and unfiltered access to the Internet; promote a service philosophy that affords equal access to information for all in the academic community without discrimination of any kind; and ensure a procedure of due process for dealing with the removal or addition of library resources, exhibits, or services.

Is **REPLACED** with:

**Intellectual Freedom Principles for Academic Libraries.** A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, age, values, gender, sexual orientation, gender identity, cultural or ethnic background, physical, sensory, cognitive or learning disability, economic status, religious beliefs, or views. Adopted 2000, amended 2014. (See “Policy Reference File”: Intellectual Freedom Principles for Academic Libraries: An Interpretation of the *Library Bill of Rights*: 2013-2014 ALA CD#19.11\_63014\_act)

## Item #12

### Old abstract: B.2.1.7 Labeling and Rating Systems (Old Number 53.1.7)

Prejudicial labeling and ratings presuppose the existence of individuals or groups with wisdom to determine by authority what is appropriate or inappropriate for others. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read or view.

Is **REPLACED** with:

### B.2.1.7 Labeling and Rating Systems

Viewpoint-neutral directional labels are a convenience designed to save time. These are different in intent from attempts to prejudice or discourage users or restrict their access to resources. Labeling as an attempt to prejudice attitudes is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library resources. Adopted 1951, amended 1971, 1981, 1990, 2005, 2009, 2014. (See "Policy Reference File": Labeling and Rating Systems: An Interpretation of the *Library Bill of Rights*: 2013-2014 ALA CD #19.12\_63014\_act)

## Item #13

### Old abstract: B.2.1.22 Minors and Internet Interactivity (Old Number 53.1.22)

The First Amendment applies to speech created by minors on interactive sites. Usage of these social networking sites in a school or library allows minors to access and create resources that fulfill their interests and needs for information, for social connection with peers, and for participation in a community of learners. Restricting expression and access to interactive Web sites because the sites provide tools for sharing information with others violates the tenets of the *Library Bill of Rights*. It is the responsibility of librarians and educators to monitor threats to the intellectual freedom of minors and to advocate for extending access to interactive applications on the Internet.

Is **REPLACED** with:

### Minors and Internet Activity

The First Amendment applies to speech created by minors on interactive sites. Use of these social networking sites in a school or library allows minors to access and create resources that fulfill their interests and needs for information, for social connection with peers, and for participation in a community of learners. Restricting expression and access to interactive web



sites because the sites provide tools for sharing information with others violates the tenets of the *Library Bill of Rights*. It is the responsibility of librarians and educators to monitor threats to the intellectual freedom of minors and to advocate for extending access to interactive applications on the Internet. Adopted 2009, amended 2014. (See “Policy Reference File”: Minors and Internet Activity: An Interpretation of the *Library Bill of Rights*: 2013-2014 ALA CD#19.13\_63014\_act)

## **Item #14**

### **Old abstract: B.2.1.23 Prisoners' Right to Read (Old Number 53.1.23)**

The American Library Association asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps and segregated units within any facility. Those who cherish their full freedom and rights should work to guarantee that the right to intellectual freedom is extended to all incarcerated individuals.

Is **REPLACED** with:

### **Prisoners' Right to Read**

Participation in a democratic society requires unfettered access to current social, political, economic, cultural, scientific, and religious information. Information and ideas available outside the prison are essential to prisoners for a successful transition to freedom. Learning to be free requires access to a wide range of knowledge, and suppression of ideas does not prepare the incarcerated of any age for life in a free society. Even those individuals that a lawful society chooses to imprison permanently deserve access to information, to literature, and to a window on the world. Censorship is a process of exclusion by which authority rejects specific points of view. That material contains unpopular views or even repugnant content does not provide justification for censorship. Unlike censorship, selection is a process of inclusion that involves the search for resources, regardless of format, that represent diversity and a broad spectrum of ideas. The correctional library collection should reflect the needs of its community. Adopted 2010, amended 2014. (See Policy Reference File: Prisoners' Right to Read: An Interpretation of the *Library Bill of Rights*: 2013–2014 ALA CD#19.14\_63014\_act)

## **Item #15**

### **Old abstract: B.2.1.6 Restricted Access to Library Materials (Old Number 53.1.6)**

Attempts to restrict access to library materials violate the basic tenets of the *Library Bill of Rights*. Policies to protect library materials for reasons of physical preservation, protection from theft, or mutilation must be carefully formulated and administered with extreme attention to the principles of intellectual freedom. All proposals for restricted access

collections should be carefully scrutinized to ensure that the purpose is not to suppress a view point or to place a barrier between certain patrons and particular content. A primary goal of the library profession is to facilitate access to all points of view on current and historical issues.

Is **REPLACED** with:

### **Restricted Access to Library Materials**

Physical restrictions and content filtering of library resources and services may generate psychological, service, or language skills barriers to access as well. Because restricted materials often deal with controversial, unusual, or sensitive subjects, having to ask a library worker for access to them may be embarrassing or inhibiting for patrons desiring access. Even when a title is listed in the catalog with a reference to its restricted status, a barrier is placed between the patron and the publication. (See also “Labeling and Rating Systems.”) Because restricted materials often feature information that some people consider objectionable, potential library users may be predisposed to think of labeled and filtered resources as objectionable and be discouraged from asking for access to them. Adopted 1973, amended 1981, 1991, 2000, 2004, 2014. (See “Policy Reference File”: Restricted Access to Library Materials: An Interpretation of the *Library Bill of Rights*: 2013-2014 ALA CD#19.16\_63014\_act)

### **Item #16**

#### **Old abstract: B.2.1.12 Universal Right to Free Expression (Old Number 53.1.12)**

The American Library Association believes that freedom of expression is an inalienable human right, necessary to self-government, vital to the resistance of oppression, and crucial to the cause of justice, and further, that the principles of freedom of expression should be applied by libraries and librarians throughout the world.

Is **REPLACED** with:

### **The Universal Right to Free Expression**

The American Library Association is unswerving in its commitment to human rights, but cherishes a particular commitment to privacy and free expression; the two are inseparably linked and inextricably entwined with the professional practice of librarianship. We believe that the rights of privacy and free expression are not derived from any claim of political, racial, economic, or cultural hegemony. These rights are inherent in every individual. They cannot be surrendered or subordinated, nor can they be denied, by the decree of any government or corporate interest. True justice and equality depend upon the constant exercise of these rights. Adopted 1989, amended 2014. (See “Policy Reference File”: The

Universal Right to Free Expression: An Interpretation of the *Library Bill of Rights*: ALA CD#19.17\_63014\_act)

## **In Conclusion**

The Committee would like to thank our staff liaison, Lois Ann Gregory-Wood, for her knowledge sharing, her patience, and her cheerful, ready assistance.

## **Policy Monitoring Committee**

Vicky L. Crone

Alys Jordan

Henry R. Stewart, Jr., Chair

John A Moorman, ALA Executive Board Liaison

Lois Ann Gregory-Wood, ALA Staff Liaison