

# Statements on Intellectual Freedom, Inclusion and Diversity

The screenshot shows the top navigation bar of the University of Florida Libraries website. It includes links for 'Hours', 'Ask A Librarian', and 'Off-Campus Access'. The main header features the 'UF George A. Smathers Libraries' logo, a search bar labeled 'OneSearch', and social media icons for Facebook, Twitter, and YouTube. Below the header is a secondary navigation bar with dropdown menus for 'Using the Libraries', 'Finding Help', 'My Accounts', 'Libraries & Collections', and 'About the Libraries'. The main content area is titled 'Inclusion and Intellectual Freedom' and contains two sections: 'Inclusion Statement' and 'Intellectual Freedom Statement'. The 'Inclusion Statement' text reads: 'The George A. Smathers Libraries support intellectual freedom, freedom of speech and the open exchange of ideas and opinions that support the community building, learning and research efforts of the University of Florida. The Libraries welcome all members of our community, regardless of their race, sex, sexual orientation, gender identity, religion, disability, age, veteran status, ancestry, national or ethnic origin, or citizenship status.' The 'Intellectual Freedom Statement' text reads: 'The Libraries are committed to protecting and advancing intellectual freedom, as an important set of rights. Intellectual freedom includes the right to access the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous. When intellectual freedom exists, these views and expressions are accessible without the necessity of endorsement by other individuals, groups or institutions, and without the imposition of political, moral, or aesthetic views of another individual, group or institution. Intellectual freedom includes the right to free expression, where an individual or group may fully engage in the quality and diversity of thought and expression, and develop their own views and expressions without being coerced and/or inhibited. The right to privacy is essential for intellectual freedom.' The footer of the page includes the University of Florida logo, the FDLP (Federal Depository Library Program) logo, and a list of links: 'Staff web', 'Departments', 'Conduct in the library', 'Privacy policy', 'ADA/Accessibility', 'Employment', 'Site index', 'Contact Webmaster', and 'Staff login'. Below the links, it states: 'Statement on Inclusion and Intellectual Freedom', '© Board of Trustees of the University of Florida. The content of this web site may not be used without permission.', and 'Terms of Use and Copyright Information'.

**General Collection Guidelines and Strategies**

The University Libraries attempts to build collections and provide access to information that is appropriate to the teaching, research, and outreach needs of the University community and to contribute more broadly to the shared information resources of the Commonwealth and the nation. This document describes some of the basic principles involved. Much greater detail is provided in the individual collection development statements, posted on this page, which focus on specific disciplines or programs supported by the Libraries.

**Intellectual Freedom and Diversity**

An important consideration in selecting or retaining materials for the Penn State University Libraries collections is the American Library Association's "Library Bill of Rights", which states that:

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. 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.

In addition, the University Libraries is committed to its vision of providing information resources that strengthen the University's efforts to recruit and retain a diverse student and faculty population by acquiring an appropriately balanced collection of information resources. The collections reflect this commitment by supporting study that enhances knowledge of our pluralistic society. Therefore, diversity resources acquired for the Libraries' collections are those that provide a global view of human affairs. They reflect a broad and universal perspective in a subject or discipline, and reflect the various interests and needs of the University's many communities.

**Electronic Formats**

In general, electronic formats are preferred over paper formats because of their convenience and rapid delivery to the widespread Penn State community. However, this preference is one of many considerations including costs, permanence, rights restrictions, usability, overlap with existing resources, obligations to consortial institutions, and other factors, many of which are dictated by licensing terms. Sometimes these factors override the general preference for electronic formats.

**Duplication and Retention**

In recent years, digital information, improvements in document delivery, and increases in inter-institutional library cooperation have dramatically improved everyone's access to information. At the same time, prices of both electronic and paper publications have increased and space at university campuses has become an increasingly precious resource. Because of these trends the University Libraries attempts to reduce duplication wherever feasible. While a wide variety of reasons for exceptions occur, duplicate copies of paper resources or duplication of a specific resource in multiple formats (such as paper and digital) is generally avoided.

The needs of the Penn State community for library and information resources change over time. Because of this the collection also changes. As with any library, materials are sometimes removed from the collections. Care is taken when doing this to consider interdisciplinary uses, alternative modes of access, responsibilities to consortial institutions, state and national needs for research resources, and other potential future needs.

**Responsibility**

Even in this broadest statement of principles, it is clear that there is much to consider when assembling the library collections. In order to be responsible stewards of important University resources (particularly labor, space, and funds) the University Libraries entrusts librarians with the responsibility of determining how to balance these concerns, and other needs of the institution, when making decisions on individual collecting opportunities. There are many opportunities but only a fraction of them prove feasible. The more specific collection development statements posted by the Libraries help to describe how these decisions are made.

The screenshot displays the Penn State University Libraries website. At the top, there is a navigation bar with links for Alerts, Hours and Locations, My Account, Give now, and Renew Books, along with a search bar. The main header features the Penn State University Libraries logo and the text "PennState University Libraries". Below this is a secondary navigation bar with links for SERVICES, RESEARCH, ABOUT, and ASK, and a note about the Pattee and Paterno libraries being open from 7:45 AM to 9:00 PM.

The main content area is titled "Diversity" and includes a "DIVERSITY" section with links to "Message from the Dean on Diversity" and "University Libraries Civility Statement and Guidelines". A "CONTACT" section provides information for Human Resources, including the address (515 Paterno Library, University Park, PA 16802-1812), phone numbers (814-863-4949 and 814-863-5592), and email (UL-HUMAN-RESOURCES@lists.psu.edu).

The central text area is titled "Diversity" and "Penn State University Diversity Statement". It states: "The University Libraries are committed to diversity in all of its forms, embracing differences with acceptance and respect. We will create an environment of respect and inclusion for faculty, staff, students, and members of the Commonwealth. We will provide collections and programs that reflect the diversity of our community and raise cultural awareness. We will ensure equitable access to our facilities, resources and services, and we will improve our workforce by attracting and developing talented faculty and staff from diverse backgrounds." Below this is the "University Libraries Civility Statement and Guidelines" section, which defines civility as a conscious demonstration of mutual respect and lists the values of cooperation, tolerance, acceptance, inclusiveness, kindness, courtesy, and patience. It also includes a link to the "University Libraries Civility Statement and Guidelines".

On the right side, there is a photograph of a diverse group of people in a library setting. Below the photo is an "ASK A LIBRARIAN" button. At the bottom right, there is a logo for the "ACRL DIVERSITY ALLIANCE" with the tagline "Committed to equality".

Statement on Equity, Diversity, and Excellence

December 14, 2006

## Statement on Equity, Diversity, and Excellence

The purposes of this statement are to express the University's values regarding equity and diversity, and relate these to the institution's unwavering commitment to excellence in the pursuit of our academic mission.

### Equity and Human Rights

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the *Ontario Human Rights Code*. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

### Diversity and Inclusiveness

Our teaching, scholarship and other activities take place in the context of a highly diverse society. Reflecting this diversity in our own community is uniquely valuable to the University as it contributes to the diversification of ideas and perspectives and thereby enriches our scholarship, teaching and other activities. We will proactively seek to increase diversity among our community members, and it is our aim to have a student body and teaching and administrative staffs that mirror the diversity of the pool of potential qualified applicants for those positions.

### Excellence

We believe that excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential, that facilitates the free expression of their diverse perspectives through respectful discourse, and in which high standards are maintained for students and staff alike. An equitable and inclusive working and learning environment creates the conditions for our diverse staff and student body to maximize their creativity and their contributions, thereby supporting excellence in all dimensions of the institution.

Excellence at the University of Toronto is predicated on core freedoms that are at the heart of every university's mission --- freedom of speech and expression, academic freedom and freedom of research.

### Responsibility

The creation of an equitable community, one that is diverse as well as inclusive and that is respectful and protects the human rights of its members, requires the work of every member of the community, across all of our sites and campuses, including students, teaching staff, administrative staff, visitors, alumni and guests.

For its part, the University will strive to make considerations of equity a part of the processes of setting policies, developing procedures, and making decisions at all levels of the institution. While for governance purposes, responsibility for the Statement resides with the Vice-President of Human Resources and Equity, daily responsibility for ensuring that the values expressed in this Statement live and breathe throughout the University will also rest with the President, the Vice-President and Provost, the Vice-Presidents and Vice-Provosts, and each Principal, Dean, Chair and Manager, within the scope of each person's role in the University.

Statement on Freedom of Speech

May 28, 1992

## Statement on Freedom of Speech

In policies approved by the Governing Council, the University community has held that the essential purpose of the University is to engage in the pursuit of truth, the advancement of learning and the dissemination of knowledge. To achieve this purpose, all members of the University must have as a prerequisite freedom of speech and expression, which means the right to examine, question, investigate, speculate, and comment on any issue without reference to prescribed doctrine, as well as the right to criticize the University and society at large. The purpose of the University also depends upon an environment of tolerance and mutual respect. Every member should be able to work, live, teach and learn in a University free from discrimination and harassment.

The existence of an institution where unorthodox ideas, alternative modes of thinking and living, and radical prescriptions for social ills can be debated contributes immensely to social and political change and the advancement of human rights both inside and outside the University. Often this debate may generate controversy and disputes among members of the University and of the wider community. In such cases, the University's primary obligation is to protect the free speech of all involved. The University must allow the fullest range of debate. It should not limit that debate by preordaining conclusions, or punishing or inhibiting the reasonable exercise of free speech.

Of necessity, there are limits to the right of free speech, for example, when members of the University use speech as a direct attack that has the effect of preventing the lawful exercise of speech by members or invited guests, or interfering with the conduct of authorized University business, the University may intervene. Similarly, although no member of the University should use language or indulge in behaviour intended to demean others on the basis of their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, handicap, age, marital status, family status, the receipt of public assistance or record of offence, the values of mutual respect and civility may, on occasion, be superseded by the need to protect lawful freedom of speech. However, members should not weigh lightly the shock, hurt anger or even the silencing effect that may be caused by use of such speech.

The right to free speech is complemented by the right of freedom of association. The right to free speech extends to individuals cooperating in groups. All members have the freedom to communicate in any reasonable way, to hold and advertise meetings, to debate and to engage in peaceful assemblies and demonstrations, to organize groups for any lawful activities and to make reasonable use of University facilities, in accordance with its policies as they are defined from time to time and subject to the University's rights and responsibilities.

This policy statement does not exhaust University policy with respect to freedom of speech and is not intended to amend or qualify University policies on academic freedom, as currently expressed, for example, in Article 5 of the Memorandum of Agreement between the University of Toronto and the University of Toronto Faculty Association.

January 29th , 1992



The screenshot shows the Washington State University Libraries website. At the top, there is a navigation bar with links for 'A-Z Index', 'Statewide', 'myWSU', 'WSU Home', and a search box for 'Search WSU Web/People'. The main header features the 'Libraries' logo and a background image of a modern building interior. Below the header, there are links for 'Home' and 'My Library Accounts'. The main content area is titled 'Intellectual Freedom Principles for Academic Libraries' and includes a sub-header: 'The Washington State University Libraries have adopted the following Intellectual Freedom Principles that are endorsed by the Association of College and Research Libraries'. The text explains the importance of intellectual freedom in academic libraries and lists 12 principles. A sidebar on the left contains various utility links such as 'ask us', 'Hours & Locations', 'Contact Us', 'Jobs', 'Give to the Libraries', 'Research Help', and a search box. At the bottom of the page, contact information for WSU Libraries is provided, including the address, phone number, and links for 'Contact Us', 'Website Feedback', and 'Problems Accessing Library Resources?'.

WASHINGTON STATE UNIVERSITY LIBRARIES

Intellectual Freedom Principles for Academic Libraries

<https://libraries.wsu.edu/policies/intellectual-freedom>

WASHINGTON STATE UNIVERSITY

Libraries

Home My Library Accounts

## Intellectual Freedom Principles for Academic Libraries

### The Washington State University Libraries have adopted the following Intellectual Freedom Principles that are endorsed by the Association of College and Research Libraries

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to provide an interpretation of general intellectual freedom principles in an academic library setting and, in the process, raise consciousness of the intellectual freedom context within which academic librarians work. These principles should be reflected in all relevant library policy documents.

1. 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.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.
9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.
11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

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