

JAMES WHITE LIBRARY DIVERSITY RESOURCES DEVELOPMENT POLICY

1-0 MISSION STATEMENT

The James White Library seeks to support the mission of Andrews University by combining a rich diversity of appropriate information resources with excellence in service. The Library acquires, accesses, organizes and presents its resources primarily to meet the academic needs of students, wherever they are located, and the instructional and research needs of the faculty. Recognizing the international scope and influence of Andrews University, the Library acquires broadly and shares appropriate information resources through affiliate and consortial arrangements.

2-0 PHILOSOPHY

One definition of cultural diversity from the *Institute for Cultural Partnerships* is: “The mosaic of individuals and groups with varying backgrounds, experiences, styles, perceptions, values and beliefs.”¹

The James White Library values diversity and strives to appreciate the differences among the many groups on campus. We believe that creating a collection to promote intergroup understanding within our diverse population is beneficial, not only to the individual, but also to the campus community.²

The student population has several characteristics which impact the selection and delivery of library resources, among them being: the cultural and ethnic diversity within the campus population; the large segment of international students whose primary language may not be English; a 50% graduate student body, including non-traditional, field based programs; growing numbers of students in off-campus programs, whether at extension sites, or on affiliated overseas campuses.

“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.

Collection development responsibilities include selecting materials and resources in different formats produced by independent, small and local producers as well as information resources from major producers and distributors. Materials and resources should represent the languages commonly used in the library’s service community and should include formats that meet the needs of users with disabilities. collection development and the selection of materials and resources should be done according to professional standards and established selection and review procedures. Librarians may seek to increase

user awareness of materials and resources on various social concerns by many means, including, but not limited to, issuing lists of resources, arranging exhibits, and presenting programs.”³

1 <http://www.culturalpartnerships.org/productspubs/glossary.asp>)

2 (paraphrased, with permission, from the *Penn State University Libraries Diversity Committee*)
<http://www.yk.psu.edu/Information/mission.htm>

3 American Library Association, Diversity in Collection Development

Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article 2 of the LIBRARY BILL OF RIGHTS: "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." A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development responsibilities include selecting materials in the languages in common use in the community which the library serves. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to an issue, and variations of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron's right to read, view, or listen to materials and resources protected by the First Amendment, no matter what the view point of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs and interests of all persons in the community which the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues. Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible." Adopted July 14, 1982; amended January 10, 1990 by the ALA Council.

One of the goals of the GENERAL EDUCATION curriculum at Andrews also addresses diversity: "Multiculturalism/Diversity—Students will understand how people of various groups and cultures are shaped by their heritages and how the oneness in Christ of all believers impacts communication with and service to others regardless of cultural background, gender, disability, religious beliefs, or ideological differences."... "Multiculturalism/Diversity in the General

Education Curriculum--Beginning with the 2005–2006 Bulletin, General Education at Andrews University includes an explicit emphasis on multiculturalism and diversity. This emphasis recognizes the historical development of various cultures and groups in the United States, the global nature and mission of the Seventh-day Adventist Church, and the diverse student body and faculty of the university with more than ninety countries from around the world represented on campus.” The James White Library at Andrews University has always collected widely and diversely because of the international nature of its constituents and patrons.

GOALS

James White Library recognizes that there is a vast and rapidly growing reservoir of information. Much of it is relevant to the mission and academic programs of Andrews University. The library will identify and acquire a representative and balanced collection of resources to support the University’s curricula and interests. In support of the Institutional emphasis on diversity, the library will collect materials that reflect the cultures and experiences of all races, ethnicities, religions, genders, socio-economic groups and individuals with disabilities.

3-0-1 Specifically, the Library supports the instructional and appropriate research needs of its clientele by:

- ~acquiring a diverse and growing collection of print resources, both monographic and serial.

- ~providing access to bibliographic and full-text electronic resources, whether owned or leased.

- ~acquiring other relevant non-print and audio-visual materials, together with equipment for their effective use.

3-0-2 The James White Library will place an emphasis on:

- ~ strengthening and enriching its collections of print and electronic resources in the areas of diversity studies and multiculturalism, as well as increasing diversity of resources and addressing collection development issues in areas that need improvement.

- ~actively incorporating multicultural/diversity perspectives into all recommended purchases and peruse publisher lists from small publishers and those that are not normally considered “mainstream.”

- ~encouraging diversity related research among library faculty members.

- ~employing library instruction methods to highlight the libraries diversity collections.

- ~developing a coding system in the library online catalog to facilitate the identification of diversity materials.

~publishing regular announcements of new diversity related materials.

~hiring from a wide and diverse population.

DEFINITIONS

4-0-1 Clientele:

4-0-1-1 ~Students of Andrews University, whether on or off-campus. As is stated in the General Resources Development Policy—“The student population has several characteristics which impact the selection and delivery of library resources:

~Cultural and ethnic diversity within the campus population.

~Large segment of international students...

~A significant number of students in graduate and doctoral programs...

~Growing numbers of students in off-campus programs, whether at extension sites, affiliated campuses overseas, or other remote sites.

4-0-1-2 Faculty and staff of Andrews University

4-0-1-3 Individuals enrolled in short-term programs and seminars, and attendees at conventions held on the campus.

4-0-1-4 Andrews University alumni, campus visitors, and community residents within Berrien County and Michiana.

4-0-1-5 Beyond these categories, the Internet creates an unidentifiable and amorphous body of electronic users who access James White Library from around the world.”

4-0-2 Collection Levels:

4-0-2-1 **A Level -Comprehensive / Exhaustive Level** (highest intensity of collecting)

Includes all significant works of recorded knowledge in any form, print and non-print media, as well as manuscripts. This level in a narrowly defined field becomes a “special collection”, such as the collections of the Center for Adventist Research.

4-0-2-2 **B Level-Research Level**

Resources for doctoral dissertations and independent research. Includes: materials containing reports on research, new findings, results of scientific

investigation and experimentation, all important reference works, including major indexing and abstracting services and databases. There will be a wide selection of specialized monographs, and an extensive collection of scholarly journals

4-0-2-3 **C Level-Advanced Study Level**

Resources to support upper level undergraduate and master's degree programs. Typically includes basic monographs, complete collections of important writers, selections from works of secondary writers, basic reference tools and bibliographic apparatus, selection of representative journals.

4-0-2-4 **D Level-Initial Study Level**

This level supports undergraduate programs. Includes current, carefully chosen monographs (such as are represented by *Choice* selections indicated for average undergraduate readership). There is broad selection of works of more important writers, and most significant works of secondary writers. Includes current editions of reference tools and bibliographies, and a selection from major review journals.

4-0-2-5 **E Level-Basic Level**

To introduce and define the subject and to indicate varieties of information available in other sources. Includes major dictionaries and encyclopedias, selected editions of important works of authors, historical surveys, important bibliographies, and a few major periodicals.

5-0 SPECIFICATIONS

5-0-1 Location of Collections.

While most print and audio-visual materials are located within the main building of the James White Library, there are specialized collections in the Architecture Resource Center and the Music Materials Center, as well as in the Center for Adventist Research.

5-0-2 Each of these collections has its own resources development policy.

5-0-3 Responsibility for Resources Development.

The ultimate responsibility for resources development rests with the Library Dean, and the Collection Development Librarian, as well as specific delegation to librarians with particular collection development

roles. In addition, the Collection Development Librarian oversees and coordinates the Library Liaison Program in which librarians work collaboratively with department faculty in building resources that support their academic programs. The Library encourages participation of department faculty in both selection and de-selection decisions within their subject disciplines.

5-0-4 Nature of Programs

Andrews University offers a variety of academic and professional programs which have different degrees of library dependence, and varying needs for books, periodical resources, audio-visual materials and electronic resources. The level of a program (undergraduate, graduate, doctoral) will also influence the Library's allocation of its resource budgets.

5-0-5 Formats Collected.

The Library is committed to providing information in whatever formats are relevant and usable to support the academic programs of the University. Resources include monographs, periodicals, newspapers, maps, charts, music scores, vertical file materials, microforms, videotapes, sound recordings, slides, and realia. Multimedia and electronic formats include CD-Rom, DVD, and emergent forms, such as the Internet. There is a large collection of e-journals, both in databases and from specific publishers, which is added to as budget allows, as well a smaller collection of e-books. Pertinent websites are also cataloged and an open source collection of Seventh-day Adventist theses and dissertations is being added to on a regular basis. There is a deliberate effort made to collect materials supporting diversity and multiculturalism within these formats.

5-0-6 Continuations/Standing Orders

The Library acquires all titles in a monographic series only if it determines that all or the majority of the titles in the series will be useful to the academic programs. Standing Orders are placed after consultation with the appropriate faculty. They should be reviewed on a regular basis by departmental faculty and liaisons, or subject librarians, in collaboration, to determine their continued value in relation to budget.

5-0-7 Electronic Access

Electronic access to the Library's website is provided via the Internet. Databases, both bibliographic and full-text, are accessed from library and campus servers as well as from remote sites. As was mentioned previously, the library has also added thousands of full-text, online periodical titles to its collection. Digital technologies are dynamic in nature and development.

5-0-8

Donations

The Library accepts donations of books and other resources, but with the stipulation that it will have the right to house and/or dispose of materials at its discretion. Factors that could dictate whether donated materials are retained or disposed include the following: relevance to the university's academic program, publications by and about Seventh-day Adventists, value for affiliate and other post-secondary SDA institutions, the need to provide bibliographic control, the impact of processing on staff, limitations of storage space, condition of the materials, and specifications made by the donor.

5-0-9

Duplicate and Multiple Copies.

The Library generally purchases a single copy of a work unless one is destined for a separate collection, such as the Center for Adventist Research. Additional copies may be acquired in certain circumstances, including academic demand.

5-0-10

Priorities, Limitations.

5-0-10-1 Unless preservation, demand, or potential use justifies it, the Library acquires paperback rather than hardback versions of books.

5-0-10-2 Materials in the following categories are not normally added to the collection:

- , Genealogy, except with reference to Seventh-day Adventism
- , Material published by a foreign state for the purpose of propaganda
- , Textbooks currently adopted for use in a course on the Andrews campus
- , Laboratory workbooks
- , Programmed texts or workbooks
- , Students, Instructors, and Answer Manuals to texts
- , Popular materials on pseudo-scientific subjects

5-0-11 Networking, Sharing, Cooperation.

The Library may initiate or support programs of cooperative acquisition or database sharing with other libraries, either individually or within a consortial framework.

5-0-12 Off-Campus Services.

The Library provides the best possible level of service for its off-campus users, within limitations of budget and available technology. Library materials or authorized copies may be provided via the library's website, by mail, fax, email or document delivery.

6-0 GENERAL SELECTION CRITERIA

In its resource building, the Library recognizes that in most fields of interest it is neither possible nor necessary to collect comprehensively. In many disciplines the "just in time" philosophy is superior to a "just in case" policy.

Specific criteria apply to particular collections, such as Architecture, Center for Adventist Research, Diversity, Music, and the Seminary collection.

6-0-1 Depth of Content

Materials selected for the Library will meet a quality and intellectual level suitable to academic programs and the university community, unless for special collections which collect comprehensively.

6-0-2 Languages

While the majority of the library's resources will be in the English language, the needs of particular programs will require materials in other languages. Additionally, the international flavor of the campus creates a need for at least minimal resources in a variety of modern languages.

In recent years there have been at least two significant gifts of materials in the Korean language and the Center for Adventist Research has numerous S.D.A. materials in other languages in its collection.

6-0-3 Geographical, Cultural

The collection has a heavy emphasis on North America, but there is significant attention to the needs and interests of students representing a diversity of cultures and geographical areas. The collection will avoid bias and prejudice of other cultures and socio-political issues.

7-0 GENERAL DE-SELECTION CRITERIA

De-selection is a continuous process, and is regularly conducted in subject disciplines where library materials become obsolete or in which archiving is not practiced. Particular criteria for de-selection may be found in the policies of collection development units (Part C). The following criteria are used for de-selection of materials not covered by specific policies:

- 7-0-1 Nature of programs supported. Materials supporting undergraduate programs should be evaluated every five years by the assigned liaison librarians in consultation with departmental faculty. Materials supporting graduate programs should also be evaluated regularly, but the research needs of students and faculty should be considered before removing materials. Doctoral programs require extensive research collections and caution should be exercised before materials are removed. Collaboration of departmental faculty in de-selection decisions is encouraged.
- 7-0-2 Physical condition of the item(s).
- 7-0-3 Outdated information or superseded knowledge.
- 7-0-4 Multiple copies that are no longer in demand.
- 7-0-5 Low usage.
- 7-0-6 Materials in support of discontinued programs.
- 7-0-7 Mistakes in selection.

8-0 MATERIALS REVIEW

The James White Library has a materials review procedure if there is objection to a particular library material. See the office administrative assistant for a form.

