

# JAMES WHITE LIBRARY RESOURCES DEVELOPMENT POLICY 2022

## PART A. THE GUIDING PHILOSOPHY

### 1. MISSION STATEMENT

The James White Library Resources Development Policy reflects the unique mission of Andrews University.

“Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.”<sup>1</sup>

Andrews University invites students to:

#### Live Wholly

Nurture Your Body, Mind & Spirit. Andrews University has a foundational commitment to wellness. Our community promotes physical, mental, and spiritual development.

#### Explore Intentionally

Discover Your Future. Andrews is a place where our students can explore their futures to best understand and pursue God's plans for their lives.

#### Learn Deeply

Create & Research. Andrews offers unparalleled opportunities for its students to study and learn in ways that consistently expand beyond specific assignments.

#### Engage Globally

Understand Our World. Andrews offers students distinctive ethnic and cultural diversity opportunities that equip them to better understand and change the world.

The library plays a significant part in the accomplishment of this mission. Arthur DeJong, a Christian educator, suggests that academic excellence at a church-related college or university includes the student's “acquisition of important knowledge along with the accompanying skills; but as much – or more – it means learning how to learn, developing the desire to continue to learn, to be curious, to develop and use one's imagination, and to satisfy a creative mind.”<sup>2</sup> These skills of information literacy and research are learned, to a significant extent, through the use of the library's resources.

The University's mission statement echoes an assertion by Ellen White about the purpose of a Christian education: “To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and

soul, that the divine purpose in his creation might be realized – this was to be the work of redemption. This is the object of education, the great object of life.”<sup>3</sup>

The meanings we assign to “the image of God” expression include the freedom to choose, the power to think, and the ability to make independent decisions. It follows then, that whatever Andrews University does for its students, it must not deny their freedom to think and act for themselves. Rather, it is called upon to develop this power within its students. Edward Heppenstall articulates this mission succinctly: “The purpose of the Christian college is to instruct and capture the life of the student for Christ without violating his freedom or bypassing his right to think for himself.”<sup>4</sup>

## **2. CHRISTIAN PERSPECTIVE**

In its resources development, the James White Library makes a deliberate effort to reflect a Christian perspective or worldview.

The Seventh-day Adventist philosophy of education embraces two concepts that go hand in hand – the idea that education has to do with the whole person (body, mind, and spirit), and the integration of faith and learning. Although the reality does not meet the ideal in either of these elements, that does not diminish their importance.

The Christian is inundated with conflicted conversations in virtually every aspect of life, and much of this is mediated through documents like those found in the library. Metamodernist perspectives are emerging in today’s society, infiltrating the culture of western higher education. Its perspectives often ignore or undervalue the Christian worldview, and students are exposed to its incomplete and limited viewpoints during the years when they are forming their own worldviews.

Significant numbers of scholarly publications in a wide range of disciplines further the conversations out of which particular knowledge is created. While the library cannot predict with certainty which voices will endure, it should act positively to be a reliable conversation hub emphasizing the selection of authoritative materials representing the best of each learning community. Enveloping this pursuit of knowledge through conversation within these communities of learning is an abiding faith in God’s love for people and the desire to achieve His vision of excellence as revealed in the Christian Scriptures. In the selection of general and recreational reading materials, librarians recognize their responsibility to encourage and nurture moral integrity in the lives of others.<sup>5</sup>

## **3. PURPOSE**

James White Library contains a diverse collection of printed materials, but it also provides access to a vast and expanding universe of electronic information.

Academic libraries in the 21st century face a tremendous expansion of information resources. The conjunction of the knowledge explosion with new communication technologies – in particular, the Internet – has created a situation in which students and

faculty have virtually unrestricted access to the universe of information. Its existence increases the responsibility of the James White Library to formulate policies, including selection criteria, for all of its resources, whether owned or accessed.

#### **4. ACADEMIC FREEDOM**

The library's resources, both owned and accessed, present a diversity of ideas and viewpoints on topics of study, interest, and research.

Responsible academic freedom demands that the library not restrict itself to collecting materials which support only one side of a question or issue. Christ said, "You will know the truth and the truth will set you free."<sup>6</sup> Freedom is a gift of God and includes the freedom to discover truth and create knowledge. Christian faith does not try to suppress the right to discover. "The Word of God puts no padlock on the mind."<sup>7</sup>

An official Seventh-day Adventist statement on academic freedom supports this view, while recognizing the importance of the Christian environment in which intellectual research and growth occurs:

"Roots of the Christian university are found in a principle that has long undergirded the development of all higher education – the belief that the best education is attained when intellectual growth occurs within an environment in which Biblically-based concepts are central to the aims of education. ...

For the church college or university, academic freedom has an additional significance. It is more important than it is in the secular institution, not less, for it is essential to the well-being of the church itself."<sup>8</sup>

Within the environment of a Christian university, students are encouraged to pursue and investigate truth, testing their discoveries against the framework of the scriptures, and guided by teachers and librarians who espouse a Christian worldview. Within this setting, the library provides a diversity of learning and research materials reflecting a variety of viewpoints and interpretations.

In selecting resources, the primary consideration must be the intent or purpose of the material in relation to the mission, curricula and research needs of the university. It will be recognized that not all of the content of books, periodicals and other resources will be compatible with Seventh-day Adventist belief, behavior, lifestyle, or perspectives.

#### **5. DIVERSITY**

One definition of cultural diversity from UNESCO "Refers to the manifold ways in which the cultures of groups and societies find expression. These expressions are passed on within and among groups and societies. Cultural diversity is made manifest not only through the varied ways in which the cultural heritage of humanity is expressed, augmented and transmitted through the variety of cultural expressions, but also through

diverse modes of artistic creation, production, dissemination, distribution and enjoyment, whatever the means and technologies used.”<sup>9</sup>

Multiculturalism/diversity permeates the culture of Andrews University, beginning with the students who are beginning their college experience. “The Andrews Core Experience Program 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.”<sup>10</sup>

The James White Library at Andrews University has always collected widely and diversely because of the international nature of its constituents and patrons. It 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.

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

" Library workers have an obligation to select, maintain, and support access to content on subjects by diverse authors and creators that meets—as closely as possible—the needs, interests, and abilities of all the people the library serves. This means acquiring materials to address popular demand and direct community input, as well as addressing collection gaps and unexpressed information needs. Library workers have a professional and ethical responsibility to be proactively inclusive in collection development and in the provision of interlibrary loan where offered.

A well-balanced collection does not require a one-to-one equivalence for each viewpoint but should strive for equity in content and ideas that takes both structural inequalities and the availability of timely, accurate materials into account. A diverse collection should contain a variety of works chosen pursuant to the library’s selection policy and subject to periodic review.

Collection development, as well as cataloging and classification, should be done according to professional standards and established procedures.”<sup>11</sup>

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 viewpoint of the author, creator, or selector.

“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, by the ALA Council; amended January 10, 1990; July 2, 2008.<sup>12</sup>

As recommended by the ALA Council, The James White Library will place an emphasis on:

- “selecting content in multiple formats;
- considering resources from self-published, independent, small, and local producers;
- seeking content created by and representative of marginalized and underrepresented groups;
- evaluating how diverse collection resources are cataloged, labeled, and displayed;
- including content in all of the languages used in the community that the library serves, when possible; and
- providing resources in formats that meet the needs of users with disabilities.”<sup>13</sup>

<sup>1</sup> Andrews University Mission Statement. <https://www.andrews.edu/about/>

<sup>2</sup> Arthur DeJong. *Reclaiming a Mission*. (Eerdmans, 1990), p.148.

<sup>3</sup> Ellen G. White. *Education*. p.15,16. <https://egwwritings.org/book/b29>

<sup>4</sup> Edward Heppenstall. “Academic Freedom and the Quest for Truth.” *Spectrum*, 1 (4): 34- 40, 1969, p. 39.  
[https://www.andrews.edu/library/car/cardigital/Periodicals/Spectrum/1972\\_Vol\\_4/1\\_Winter.pdf#page=36](https://www.andrews.edu/library/car/cardigital/Periodicals/Spectrum/1972_Vol_4/1_Winter.pdf#page=36)

<sup>5</sup> See I Corinthians 10:23-24

<sup>6</sup> John 8:32 (NIV)

<sup>7</sup> Edward Heppenstall. *Op cit.*, p. 37.

<sup>8</sup> Academic Freedom in Seventh-day Adventist Institutions of Higher Education. (General Conference of Seventh-day Adventists, 1987). <https://www.adventist.org/official-statements/theological-and-academic-freedom-and-accountability/>

<sup>9</sup> UNESCO, “Cultural Diversity.” Retrieved October 4, 2022 from <https://en.unesco.org/creativity/cultural-diversity-0>

---

<sup>10</sup> Andrews Core Experience (ACE) Program, *Andrews University Bulletin* 2021-2022, <https://bulletin.andrews.edu/content.php?catoid=19&navoid=4155>. See also “Diversity @ Andrews, <https://www.andrews.edu/diversity/andrews/index.html>

<sup>11</sup> American Library Association, “Diverse Collections: An Interpretation of the Library Bill of Rights.” <https://www.ala.org/advocacy/intfreedom/librarybill/interpretations/diversecollections>

<sup>12</sup> American Library Association, “Diversity in Collection Development: An Interpretation of the Library Bill of Rights.” Retrieved October 4, 2022 from <https://alair.ala.org/bitstream/handle/11213/7776/CD19.4.doc?sequence=1&isAllowed=y>

<sup>13</sup> ALA, “Diverse Collections.”

## **PART B. GENERAL GUIDELINES**

Note: See Part C for guidelines relating to particular collections or information formats.

### **1. MISSION STATEMENT**

The James White Library at Andrews University transforms its users by facilitating discovery and knowledge creation in order to enrich the world and the Seventh-day Adventist Church.

### **1. COLLECTION DEVELOPMENT GOALS**

- a. James White Library recognizes that there is a vast and rapidly growing reservoir of information. The Library aims to identify and acquire a representative and balanced collection of resources to support the University's curricula and interests.
- b. The James White Library provides core resources, in all formats, to support the broad undergraduate and graduate level curriculum, including Open Educational Resources (OER).
- c. The James White Library provides advanced level resources in the following specialty subject areas offering doctoral programs: Theology, Nursing, Physical Therapy, Business Administration, and Education, and in the cognate area of Seventh-day Adventists. The Library will acquire specialty resources to support the deep curriculum needs in these areas.
- d. The Library collects exhaustively and preserves resources produced by and about Seventh-day Adventists.
- e. To a lesser extent the Library provides leisure reading and audio-visual materials.

### **1. DEFINITIONS**

- a. Users
  - i. Students of Andrews University, whether on or off-campus. The student population has several characteristics which impact the selection and delivery of library resources:
  - ii. Cultural and ethnic diversity within the campus population.
  - iii. Large segment of international students. For many of these students: their primary language is not English, or their previous library experience is limited, or their families are resident on the campus

- iv. A significant number of students in graduate and doctoral programs, including non-traditional field-based programs.
- v. Growing numbers of students in off-campus locations, whether remote learning online programs, extension sites programs, affiliated campuses, or other remote sites.
- vi. Faculty and staff of Andrews University
- vii. Beyond these categories, the Internet creates an unidentifiable body of digital users who access James White Library from around the world.

b. Collection Levels:

- i. 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.

- ii. 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.

- iii. 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.

- iv. 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 of major review journals.

v. 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.

1. **SPECIFICATIONS**

a. Location of Collections.

While most print and audio-visual materials are located within the main building, significant collections are also located in the Architecture Building and Hamel Hall (Music).

b. Each collection listed here has its own resources development policy, included in Part C.

- i. Center for Adventist Research. Houses an exhaustive and growing collection of books, pamphlets, periodicals, manuscripts, photographs, sound recordings and other media relating to the history and mission of the Seventh-day Adventist Church. (C-1)
- ii. Architecture Resource Center. This branch library, located in the Architecture Building, supports the curriculum of the School of Architecture and Interior Design houses a specialized collection in environmental design. (C-2)
- iii. General Reading Collection. This relatively small collection for leisure reading is housed on the top floor of the library. (C-3)
- iv. Music Materials Center. Located in Hamel Hall, this branch library provides specialized collections and services supporting the study of music. Music reference materials, sound recordings and printed music are housed here. (C-5)
- v. Periodicals Department. The Library processes and maintains a collection of print periodicals, as well as electronic titles. There are also several current newspaper subscriptions. (C-6)
- vi. Special Collections. This collection is housed in the Center for Adventist Research. It consists of items in the James White Library collection that need extra protection and/or special care due to their monetary, scholarly, or artifactual value, physical structure, or condition.
- vii. Seminary Library. This is a comprehensive and growing collection of monograph and periodical resources, of which a significant core was part of the SDA Theological Seminary Library when it was located in Washington, D.C. (C-8)

c. Responsibility for Resources Development.

The ultimate responsibility for budgeting resources rests with the Library Dean. In addition, the The Chair of the Liaison Committee oversees and coordinates a 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.

The Library attempts to balance the resource needs of the various academic programs through budget.

d. Nature of Programs.

Academic programs 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.

e. Formats Collected.

The Library is committed to providing information in whatever formats are relevant and usable to support the academic programs of the University.

f. 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 department faculty and liaison or subject librarians, in collaboration, to determine their continued value in relation to budget.

g. Electronic Access.

Databases, both bibliographic and full-text, are accessed through the Library's webpage. The Library provides access to thousands of full-text e-books and online periodical titles to its collection. Digital technologies are dynamic in nature and development.

h. 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, condition of the materials, and specifications made by the donor.

i. 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.

j. Priorities, Limitations

i. Unless preservation, demand, or potential use justifies it, the Library acquires paperback rather than hardback versions of books.

ii. Materials in the following categories are not normally added to the collection:

iii. Genealogy, except with reference to Seventh-day Adventism

1. Material published by a foreign state for the purpose of propaganda
2. Textbooks currently adopted for use in a course on the Andrews campus
3. Laboratory workbooks
4. Programmed texts or workbooks
5. Students, Instructors, and Answer manuals to texts
6. Popular materials on pseudo-scientific subjects

k. 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.

l. Distance and Remote Program

The Library provides the best possible level of collection for distance users, within limitations of budget and available technology.

1. **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 most disciplines the “just in time” philosophy is superior to a “just in case” policy. The selection of resources must be value-based.

Specific criteria apply to particular collections. Refer to policies in Part C.

a. Depth of Content

Materials selected for the Library will meet a quality and intellectual level suitable to academic programs and the university community.

b. 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 will create a need for at least minimal resources in a variety of modern languages.

c. 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.

1. **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:

a. 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.

b. Physical condition of the items.

c. Outdated information or superseded knowledge.

d. Multiple copies that are no longer in demand.

e. Low usage.

f. Materials in support of discontinued programs.

g. Mistakes in selection.

## 1. MATERIALS REVIEW

### Materials Reconsideration

Every student, faculty, staff, and administrator has the right to question library resources. The James White Library takes seriously each request to reconsider a library item and responds respectfully. This reconsideration policy provides the procedures and timeline for handling challenges. Criteria for acquiring library materials are outlined in the *James White Library Resources Development Policy (2022)*.

The Library does not remove an item simply because a patron believes it is inappropriate or offensive. Each complaint is assessed objectively based on standards for collection development and the removal of library resources. Physical items may be reconsidered when they are out-of-date, inaccurate, or no longer reflect the consensus of the field or the curriculum, in poor physical condition, rarely used, in an obsolete format, no longer fit the needs of library patrons, have excess copies, or are available in digital format. As a Seventh-day Adventist institution, [the mission, institutional outcomes and values of the university](#) inform decisions about library resources and services.

Subscribed collections cannot be modified at the individual level, and the library's control over access to individual titles may be restricted.

Challenged items may remain on the shelf or accessible online and available to library users during the reconsideration process.

### Procedures

1. Materials in the library are selected to support the instructional and research needs of the university community. A person who wishes to request the reconsideration of library material must:
2. File a formal written request for reconsideration to the Dean of Libraries, who will acknowledge receipt of the challenge and inform the requester of the procedure and timeline for a response.
3. Submit no more than one request per semester to the Dean of Libraries.
4. Upon receipt of the formal complaint:  
The request will be reviewed by the appropriate Liaison Librarian, the Acquisitions Librarian, and one other librarian voted for by the Library Faculty Committee.
5. Together, these librarians will develop a recommendation that will be submitted to the library faculty for a vote. The Dean of Libraries is responsible for communicating the final decision.

6. Possible action includes: (a) removal of an item because it is inappropriate, (b) retaining the item, (c) relocation of an item to another section of the collection, or (d) the addition of a source to balance the collection.
7. The requester can appeal the response or decision to the Chief Academic Officer, who has the option to take it before the Library Council. If a resolution is still not acceptable, a final appeal may be made to the university's President.

### **Timeframe**

The time frame from receipt of the complaint to the response should not exceed four weeks, not including intersession.

Week 1 – Receipt of the letter. Dean acknowledges receipt of the letter. Shares the *James White Library Resources Development Policy. Part A. Guiding Philosophy* and timeframe for initial response.

Week 2 – The Reconsideration Committee meets to consider the request.

Week 3 – Reconsideration Committee makes recommendations to Library Faculty Committee.

Week 4 – Library Faculty Committee votes on the recommendation.

The Dean of Libraries informs the requester of the response.

### References:

[ALA Code of Ethics | ALA](#)

*James White Library Resources Development Policy. Part A. Guiding Philosophy (2022).*

April 2025

## PART C – SPECIFIC GUIDELINES

### 1. REFERENCE MATERIALS

#### a. Resources Development Goals

- i. To provide reference sources in print and electronic formats to support the curricular offerings of the university.
- ii. To develop a broad electronic reference collection that fills the basic information needs of the clientele and considers the unique characteristics of the university. (Databases)
- iii. To maintain a current and relevant broad reference collection that reflects national and international issues.
- iv. To help preserve information for historical research by sending superseded reference materials to the stacks.

#### b. Collection Levels

##### i. B Level - Research Level

Provide reference resources to support the doctoral program of the School of Education. The Seminary Library will support the reference needs of the Seminary doctoral program.

##### ii. C Level - Advanced Study Level

Provide reference resources in the graduate level for those subject areas which do not have special libraries/collections.

##### iii. D Level - Initial Study Level

Provide reference resources in the major subject areas where the University offers undergraduate degrees.

##### iv. E Level - Basic Level

Provide reference resources to meet the general information needs of the clientele.

#### c. Continuations and Standing Orders

The collection relies on standing orders for continuous updating.

#### d. Specifications

i. Responsibility for Resources Development

The collection of subscription Reference databases falls under the responsibility of the Database Manager in consultation with the other professional librarians and in coordination with the Systems Librarian. Proprietary databases which have to be paid for are subject to the approval of the Dean of Libraries who is in charge of the electronic resources budget.

Input may be received from other librarians, faculty, and students. Liaisons should regularly make decisions on the reference multidisciplinary collection.

ii. Priorities and Limitations

1. Priority is given to the academic needs of the university.
2. Titles that are for entertainment, hobbies, private businesses, or genealogy are not acquired.
3. There are financial limitations to acquiring everything that our primary clientele needs but efforts will be made to provide access to materials for academic research through other means such as interlibrary loan, document delivery, and referrals to nearby libraries.

iii. Off-Campus Services

Current and relevant means of reaching out to off-campus students will be provided in the best possible way.

e. Selection Criteria

Selection of reference sources is based on the following criteria: listed in standard bibliographic sources, support for the university's curricular offering and research needs, reputation of author and/or publisher, availability of funds, scarcity of materials on the subject, contemporary significance, timeliness or permanence, format.

i. Languages

The majority of the resources are in the English language, with some standard sources in major languages such as German, French, Spanish, Portuguese, and Korean. Bi-lingual dictionaries represent as many languages as possible due to the multi-cultural and international nature of the clientele.

ii. Geographical, Cultural

The collection should have a heavy emphasis on U.S. and North America with a balanced view of the rest of the world. It will avoid bias and prejudice of other cultures and other sociopolitical issues.5-0-4

iii. Recency

Attempts will be made to keep standard reference titles and highly recommended titles recent. The Reference Collection may contain older materials for historical purposes and as dictated by usage and **needs**.

- f. Types of Materials Collected
  - i. Dictionaries and encyclopedias, general and special
  - ii. Handbooks in basic fields of knowledge Directories of people and institutions
  - iii. Atlases and gazetteers
  - iv. Statistical sources
  - v. Bibliographies
  - vi. Biographical sources
  - vii. Selected legal materials
- g. De-selection criteria
  - i. De-selection of reference sources is done by the liaison librarians.
  - ii. De-selection criteria for reference materials are as follows: usage, demand, age, subject duplication, physical condition, obsolete format, number of copies, and lack of enduring value.
- h. Materials Review
 

James White Library has a materials review procedure for challenged materials.

## 2. MULTI-MEDIA COLLECTION

- a. Formats Collected.
 

All non-book formats that contain materials in support of the university's academic programs and interests are collected.

Videos that support the curriculum are collected. Videos are previewed by the selector to determine whether they meet criteria of curriculum support, content, presentation, and technical quality. Selection is based on these criteria rather than solely for entertainment.
- b. Electronic Access.
 

Electronic resources, both on-site and through remote access are available.

c. Donations.

Gift materials are accepted in accordance with the James White Library policy on donated materials.

d. Duplicate and Multiple Copies.

These are handled in accordance with James White Library policies.

e. Priorities, Limitations.

Except for print and microforms, TMC does not usually make its materials available through interlibrary loan.

f. Selection criteria

i. Languages.

English is the primary language for acquisitions. Media in foreign languages are acquired for language learning.

ii. Geographical, Cultural.

iii. Recency.

Priority is given to acquiring media produced within the last five years. Historical microform is acquired for research. The K-12 curriculum collection is kept up-to-date with newly published textbooks.

g. Deselection criteria

Deselection is carried out in line with the James White Library policy on deselection. Specific de-selection criteria include obsolete format, and inadequate technical quality.

### 3. PERIODICAL RESOURCES

James White Library (JWL) has a general Resources Development Policy which is applicable to all departments and units of the organization. This document provides specific application of the broader policy to periodical resources.

a. Mission statement

James White Library aims to provide a representative collection of periodical resources, in a variety of formats, to support the information and research needs of the university.

b. Goals

- i. Maintain a core periodical collection to support the academic programs of Andrews University.
- ii. Subscribe to a wide range of electronic resources including full text databases, indexing and abstracting services, and e-journals.

c. Definitions

For the purposes of this policy, periodicals are defined as serial publications, in a variety of formats, that meet the following criteria:

- i. they are intended to continue indefinitely
- ii. their contents are produced by at least two persons
- iii. they appear in parts identified either by date and/or numbering of primary
- iv. (volume) and/or secondary (number) order
- v. they bear a common, running title on all parts
- vi. they are acquired through subscription or license agreements
- vii. they are intended to appear more frequently than annually
- viii. They include, but are not limited to, journals, magazines, newspapers, indexing/abstracting publications, and newsletters regardless of format.

d. Specifications

- i. Responsibility for Periodicals Resources Development.

The process of selection and evaluation of periodicals for the collection will include input from departmental faculty and liaison librarians.

- ii. Nature and Level of Programs.

Academic programs and disciplines have differing degrees of dependence on periodical resources based on mode of delivery- on-campus or off-campus - and/or level of program - undergraduate, masters or doctoral. (Specific Programs)

- iii. Formats Collected.

Periodical resources may be acquired or held in various formats, including print, microform, and electronic depending on degree and nature of use.

Electronic access is preferred over print subscriptions with the sole exception for titles that are published print only. Refer to Section 5 for Selection Criteria.

iv. Donations of Print Periodicals.

Donated current *print* periodicals should normally meet selection criteria (Section 5) and carry a reasonable guarantee of delivery to the library on a regular or timely schedule.

Donations of back issues may be considered for any of these purposes: to fill gaps in holdings.

1. to upgrade the physical condition of holdings
2. to provide a duplicate set if there is high demand and available storage space.

v. Duplicate Subscriptions.

1. Print. For reasons of economy and space, the library does not usually purchase more than one print subscription to any title. Exceptions may be made for preservation concerns in the case of Adventist resources.
2. Electronic and Print. Where electronic full text is available to patrons, a print subscription may also be retained, depending upon these factors:
  - a. completeness of content stability of the electronic record
  - b. amount of projected use centrality of the periodical as a core title
  - c. quality of graphic content

vi. Priorities, Limitations.

1. Faculty research and interests requiring titles of an esoteric, ephemeral, or extremely technical nature will be met primarily through interlibrary loan or other methods of document delivery.
2. Print newspapers are selected to provide local, regional, national and international coverage on the basis of both their geographic location and documented journalistic quality. A wider selection of newspapers is available on the Internet.
3. Newsletters are seldom retained, because they are rarely indexed, the issues are hard to shelve, and they possess little value once their currency is exhausted. Exceptions are made in the case of the Center for Adventist Research

vii. Networking, Sharing, Cooperation.

James White Library seeks to collaborate through library consortia for cooperative collection development and the preservation of important serial resources. Wherever possible, purchases of electronic periodical resources should be negotiated through consortial agreements to maximize group discounts.

viii. Off-Campus Services.

Students are increasingly expecting off-campus access to the library's periodical resources. The following issues should be considered when selecting periodical resources:

1. online availability
2. online ordering and document delivery
3. online tutorials and library instruction

e. Selection Criteria

i. Selection criteria are a matrix of the following elements:

1. Subscription or access cost
2. Preservation factors
3. Space considerations
4. Location of patrons
5. Requirements of accrediting bodies
  - a. Projected nature and frequency of courses taught
  - b. Evidence of demand from interlibrary loan data
6. use as determined by:
7. Level of academic program.
8. Degree of dependence upon periodical resources in a particular academic program.
9. Inter-disciplinary value.
10. Subscription price.
11. Priority within the available budget.
12. Format availability and usability.

ii. Considerations in the choice of format may include:

1. campus-wide and off-campus access document delivery options
2. user convenience

iii. Concerns may include:

1. completeness and timeliness of electronic content
2. graphics quality

3. issues of permanence and stability of electronic product issues of ownership versus access
  - iv. Language of content. English is the primary language. Other languages will be included as required.
  - v. Document delivery issues, including access to regional library holdings.
  - vi. Availability and quality of indexing.
- f. Evaluation and De-Selection (Cancellation of Titles)
- Periodical resources are evaluated on an ongoing basis with faculty and liaison librarians. Those resources which no longer meet the Selection Criteria outlined in Section e should be considered for de-selection (cancellation). Additional factors to consider include:
- i. Evidence of non-use or low use.
  - ii. Subscription price. (Cost-per-use)
  - iii. Relevance to current curricula.
  - iv. Subscription/publication/delivery problems.
  - v. Availability of electronic full-text access.
- g. Discarding of Holdings
- Criteria for discarding print periodical resources may include:
- i. Incomplete or scattered holdings.
  - ii. Poor physical condition.
  - iii. Low dependence on back issues for academic programs.
  - iv. Peripheral to a particular discipline.
  - v. Inaccurate content.
  - vi. Popular culture titles with short-term interest and retention periods.
  - vii. Availability of archival electronic text.