

HEKMAN LIBRARY
COLLECTION DEVELOPMENT
AND MANAGEMENT POLICY

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I. History of the Hekman Library

The first Calvin University “library,” established in 1892, was a reading room on the Williams Street campus. This grew into a two-room library in the administration building at the Franklin Street campus. The first Hekman Memorial Library building was built on the Franklin campus in 1928 thanks to a generous donation from the Hekman family. It was replaced with a new building in 1951. After the college moved to the Knollcrest campus, the current library was built in 1970 and a fifth floor was added in 1994.

Martin Jacob Wyngaarden wrote of the library in 1928, “An important way to combat the influence of evil, shoddy, or pernicious books is to furnish many useful and good books on many subjects.” The library started out by collecting mainly theological works, but quickly expanded its collection policy to include books from other subject areas. Today all subjects taught at the university and seminary are well represented.

The library houses several special collections. In 1951 the Cayvan music collection was donated and over time was transformed into what is currently Cayvan Recorded Media, a large collection of audio-visual materials including vinyl records, CDs, video-cassettes and DVDs, as well as printed choral music. In 1963 the Curriculum Center was formed as a separate entity to provide teaching aids and materials for education students. In 2014 the collection was reduced and moved to the Hekman Library, and is now known as the Curriculum Collection. The library became a depository library for Federal government documents in 1967 and for Michigan documents in 2003. The Children’s Literature Collection was created within the H. J. Kuiper Reading Room around 1994. The collection features titles recognized with the ALA-sponsored Newbery, Caldecott, and Printz awards, and also for recent years, the titles on ALA’s list of Notable Children’s Books. The Ministry Resource Center formed in 2002, and includes practical materials to support those going into the field of ministry and those involved in church work.

The library also includes Heritage Hall, which is the official archive of Calvin University, Calvin Theological Seminary, and the Christian Reformed Church in North America. The collection also includes, among other things, memorabilia related to the aforementioned institutions, the personal papers of faculty from the university and seminary, rare books, information about ministers, and accounts of the Dutch migration.

Although not organizationally part of the library, the H. Henry Meeter Center for Calvin Studies is a special collection that access to even more rich resources. The Meeter Center opened in 1981 and is an extensive, world-renowned collection of works by and about John Calvin and Calvinism.

The library has seen great technological change over the years. “Revolutionary” microform readers were introduced in 1954 and photocopiers in the mid-1960s. A searchable database replaced the card catalog in 1991. Today, the library’s website is the primary vehicle for delivering most of the library’s services.

General Collection Statistics as of June 30, 2017

- 521,057 print book titles
- 381,459 ebook titles
- 116,768 bound journal volumes
- 5,909 print journal titles
- 35,045 ejournal titles (number includes journals accessible through research databases)
- 103,959 physical media titles (includes microforms, audiovisual, maps)
- 136 paid databases
- 5 locally created databases

Special Collections Statistics as of June 30, 2017

- 14,948 items in the Cayvan Recorded Media Collection
- 7,739 print books in the Children’s Literature Collection
- 10,291 items in the Curriculum Collection
- 189,949 items in Government Documents (all formats)
- 3,275 cataloged volumes in Heritage Hall (Archives)
- 7,123 items in the Meeter Center for Calvin Studies
- 7,590 items in the Ministry Resource Center
- 10,200 items in the Rare Books and Journals Collection

II. Guiding Principles

A. *Governance*

The Hekman Library is governed by both Calvin University and Calvin Theological Seminary. The Hekman Library Committee “shall function as the principal agent of the seminary and university faculties in recommending policy governing the affairs of the library.” Each institution maintains its own acquisitions budget. The remainder of the library budget is funded by contributions from both institutions. The Theological Librarian maintains a separate collection development policy (See Appendix G) for the part of the collection pertaining to the research and curricular needs of the seminary. The Selection Criteria section of this policy, unless specifically stated, does not apply to the seminary’s collection.

B. *Clientele*

The library’s Collection Development and Management Policy is guided by the principle that the faculty, staff, and students of Calvin University and Calvin Theological Seminary are its primary clientele. Within that community, providing adequate resources for student study and research is the first priority. Members of the Calvin community have full rights to all materials and services both on-campus and off-campus within the parameters of the general library policies (<http://library.calvin.edu/about/policies/>). The library may occasionally collect items for alumni,¹ emeriti of Calvin University and Seminary, visiting scholars, and Christian Reformed pastors. The library, its resources, and selected services are also available to guests visiting the building. This includes guests who are part of the Visiting Patron program.² Guest access to electronic resources is allowed on campus, but not off campus.

C. *Collection Levels*

The library collects at a baccalaureate level or higher for all disciplines in the *Calvin University Catalog*. For the general collection the library acquires materials at the Intermediate Level (Study or Instructional Support Level 3b), and for subjects supporting graduate work the library acquires materials at the Advanced Level (Study or Instructional Support Level 3c) or Research Level (Level 4), as defined by the Washington Library Network collection codes.³ Within theology, the

¹ Alumni can make ILL requests only if there is no fee imposed by the lending library. Alumni may request up to 5 items per year.

² “Visiting Patron, also known as Reciprocal Borrowing, is an optional service provided by MeLCat to give patrons of participating libraries the option to get immediate access to the materials they need. Patrons may go directly to another library that also participates in this service and check out available and eligible materials in person, using their home library card, without the need to place the request via MeLCat and wait for the materials to be delivered to their home libraries for pickup.” (<https://www.mcls.org/mel/melcat/faq/visiting-patron-faq/>)

³ The collection levels are taken from the “W.L.N. Collection Codes” as shown in the American Library Association’s *Guide for Written Collection Policy Statements*, 2nd edition, 1996. For a basic description, see the Library of Congress website: <https://www.loc.gov/acq/devpol/cpc.html>. For detailed descriptions, see the Columbia

library collects exhaustively in Reformed theology, Calvinism, and the integration of faith and learning.

D. Collection Development Limitations

Because Calvin University is a baccalaureate institution, the collection development and management policy generally excludes the purchase of very specialized and esoteric resources and tools. However, Calvin University faculty and students are occasionally involved in advanced research projects and the university sets high academic standards for both faculty and students, so high-end resources and tools can be considered for purchase with strong rationale and within the limits of the library budget.

E. Mission Statements

1. Mission of Calvin University

Calvin University's mission is to equip students to think deeply, to act justly, and to live wholeheartedly as Christ's agents of renewal in the world.

2. Mission of Calvin Theological Seminary

Calvin Theological Seminary is a learning community in the Reformed Christian tradition that forms church leaders who cultivate communities of disciples of Jesus Christ.

3. Mission and Vision of the Hekman Library

The Hekman Library's mission is to support the curricular needs and scholarship of the Calvin community. We maintain a relevant and expansive collection of easily accessible resources and offer knowledgeable research assistance and instruction in a hospitable environment. Our vision is to seek to nourish the Calvin community of learners so we grow as Christian stewards in society and creation.

F. Diversity and Inclusion

As a Christian institution in the Reformed tradition, Calvin University values and promotes diversity and inclusion. Scripture calls us to love others as we love ourselves, to exhibit and extend hospitality and to pursue reconciliation. At Calvin University we believe that love, hospitality, and reconciliation are the markers of biblical shalom and are to be exhibited in all aspects of our lives as we worship, work, play, and learn.⁴

The Hekman Library believes it is important to model the university's diversity and inclusion goals in its collection. The library is committed to keeping and creating a diverse collection that features resources that deal with issues of race, ethnicity, nationality, gender, sexual identity/orientation, age, ability, socioeconomic status, and religion. See Appendix I for the library's Diversity and Inclusion Plan.

G. Legal Issues and External Forces

Collection principles are regularly reviewed in order to adhere to the American Library Association's standards, as evidenced below. The library also follows John Calvin's lead:

University Libraries' policy: https://library.columbia.edu/about/policies/collection-development/general/collection_depth_indicators.html

⁴ "Our Commitment." *Diversity & Inclusion website*. Retrieved from <https://calvin.edu/about/diversity-inclusion/commitment/index.html>

“Therefore, in reading profane authors, the admirable light of truth displayed in them should remind us, that the human mind, however much fallen and perverted from its original integrity, is still adorned and invested with admirable gifts from its Creator. If we reflect that the Spirit of God is the only fountain of truth, we will be careful, as we would avoid offering insult to him, not to reject or condemn truth wherever it appears. In despising the gifts, we insult the Giver.”⁵

1. Intellectual Freedom

Calvin University and Calvin Theological Seminary are committed to the pursuit of Christian scholarship, which explores and engages issues in all areas of intellectual, artistic, and cultural endeavor. The Hekman Library supports that goal by providing access to materials that present a broad range of ideas and points of view in all areas of the curriculum. The Hekman Library recognizes that free access to ideas and full freedom of expression are fundamental to the educational process. The library subscribes to and complies with the American Library Association Library Bill of Rights⁶ and its accompanying statements of interpretation, including, but not limited to, statements on Intellectual Freedom;⁷ the Freedom to Read;⁸ Freedom to View;⁹ Access to Digital Information, Services, and Networks;¹⁰ Challenged Materials;¹¹ and Statement on Labeling.¹²

2. Censorship

The Hekman Library does not, without due process, withdraw at the request of any individual or group material that has been chosen on the basis of stated selection criteria. An individual or group questioning the appropriateness of material within the collection can submit a “Challenged Materials Policy Form” (see Appendix A) to the Dean of Hekman Library.

3. Copyright

The Hekman Library uses due diligence in complying with all of the provisions of the U.S. Copyright Law (17 U.S.C.) and its amendments, as well as the Digital Millennium Copyright Act of 1998.¹³ The library supports the Fair Use section of the Copyright Law (17 U.S.C. 107), which permits and protects 12 citizens’ rights to reproduce and make use of copyrighted works for the purposes of teaching, scholarship, and research.

4. Cooperative Library Agreements (Consortia)

The Hekman Library is able to broaden access to resources for our users by participating in several cooperative arrangements:

⁵ Calvin, J. (1845). *Institutes of the Christian Religion* (Book II, p. 317). (H. Beveridge, Trans.). Edinburgh: Calvin Translation Society.

⁶ American Library Association. (1996). *Library Bill of Rights*. Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill>

⁷ American Library Association. (2014). *Intellectual Freedom Principles for Academic Libraries*. Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/intellectual>

⁸ American Library Association. (2004). *The Freedom to Read Statement*. Retrieved from <http://www.ala.org/advocacy/intfreedom/freedomreadstatement>

⁹ American Library Association. (1989). *The Freedom to View*. Retrieved from <http://www.ala.org/vrt/professionalresources/vrtresources/freedomtoview>

¹⁰ American Library Association. (2009). *Access to Digital Information, Services, and Networks*. Retrieved from <http://www.ala.org/alaorg/oif/electacc.html>

¹¹ American Library Association. (2014). *Challenged Materials*. Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/challenged-resources>

¹² American Library Association. (2015). *Labeling Systems*. Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill/interpretation/labeling-systems>

¹³ See the full Act at <http://www.copyright.gov/legislation/dmca.pdf>.

- Midwest Collaborative for Library Services (MCLS) consortium (formerly called Michigan Library Consortium), which offers group-rate purchases of electronic resources, training, and coordination of services and tools
- Grand Rapids Area Users of Library Serials (GRAULS), which, among other things, encourages journal cooperation among area libraries
- OCLC, which provides cataloging, acquisitions, and interlibrary loan services. In addition, OCLC/WorldCat serves as the gateway for the requests the Hekman Library receives from libraries around the world
- Libraries Very Interested in Sharing (LVIS)¹⁴ and MeL (Michigan eLibrary) interlibrary loan program, which provides daily deliveries of books and articles not available in our collections
- American Theological Library Association (ATLA), which, among other services, offers free interlibrary loans between ATLA libraries

H. Transition to Digital

The transition from physical to digital information access has many broad and often challenging implications. Instability, expansive scale, and over-specialization in many of the available digital resources all tend to subvert collection development, forcing the library into situations involving excessive automation and stress on our findability systems. While the library continually strives for broad inclusion of valuable resources, it must always balance this principle with maintaining the integrity of our collection and its ability to meet the broad interests of our undergraduate population.

The library intends to strike this balance by utilizing different access systems (catalog, website, SFX, WorldShare, etc.) appropriate to the nature of the content. Generally the catalog is considered the primary access system, and items considered for inclusion in the catalog are subject to the guidelines set forth for print materials and the additional criteria of both contractual (preferably perpetual) access and title-level selection. Inclusion within our supplementary search and access systems will be more relaxed to allow for greater agility when dealing with the unique demands of digital content (bulk purchases, free content, etc.).

III. Selection Process

A. Selectors and Their Responsibilities

1. Dean of the Library
Ultimate responsibility for the development, overall quality, and balance of the collection rests with the Dean of the Library. The Library Dean oversees the purchase of materials based on proposed new courses or programs in the university curriculum. (See the Educational Policy Committee for more information on new course proposals, which includes identifying library support issues.¹⁵)
2. Collection Development Librarian
Day-to-day responsibility for managing the acquisition of all materials for the library rests with the Collection Development Librarian. However, faculty and other librarians make most of the actual purchasing decisions.

¹⁴ LVIS, Libraries Very Interested in Sharing, is a “no charge” reciprocal agreement. To participate in LVIS a library must agree to provide monographic loans at no charge and up to 30 photocopied pages per citation.

¹⁵ Educational Policy Committee website: <http://www.calvin.edu/admin/comm/epc/>

3. Faculty in Academic Departments
The quality of the Hekman Library's collection is dependent to a large degree upon the conscientious and responsible book ordering of faculty. Approximately 65–70% of the library's book budget is designated to the academic departments. Each department's share of that budget is based on enrollment, growth of the department, the mix of journals and books, traditional spending patterns, demand, and circulation. Each academic department appoints a book order coordinator who encourages colleagues to order responsibly.
4. Liaison Librarians
Liaison Librarians are responsible for providing assistance and guidance to faculty selectors, which may include forwarding catalogs, reviews, or other selection materials to the appropriate faculty. Liaison Librarians may take a more active role throughout the year in evaluating and recommending specific titles for purchase. They may also be called upon to fill in collection gaps in subject areas not covered by faculty selectors.
5. Teaching and Learning Advisory Committee
The Teaching and Learning Advisory Committee consists of all of the librarians. It makes selection decisions for expensive non-journal materials (generally greater than \$1,000) that will incur an annual cost, such as research databases and electronic primary sources collections.

B. Electronic Resources

1. Liaison Librarians, Teaching and Learning Advisory Committee
The Liaison Librarians contribute to the selection and deselection of e-resources both individually and collectively (as the Teaching and Learning Advisory Committee).
2. Collection Development Librarian
The Collection Development Librarian is the point-person for communicating with vendors and arranging for trials and price quotes of databases and ebook platforms. The Librarian is responsible for doing a thorough evaluation of a product, gathering feedback, and presenting evaluation results to the Liaison Librarians. If a product is selected for purchase, the Librarian negotiates the price, takes care of the invoicing, and reads the licensing agreement. Access problems are reported to the Collection Development Librarian, who is responsible for fixes and liaising with a vendor's technical support service.
3. Dean of the Library
The Dean of the Library determines the budget for e-resources and is the final decision maker for database and ebook platform purchases.
4. Technology Department
The library's Technology Department is responsible for configuring the proxy server and gathering usage statistics for electronic resources. They also help troubleshoot access problems that the Collection Development Librarian cannot solve.
5. Acquisitions Assistant
The Acquisitions Assistant is responsible for purchasing ebooks and turning on titles in OCLC WorldShare.

6. Collection Management Department
The Collection Management Department is responsible for cataloging ebooks and checking for access.

C. Selectors for Specific Collections within the Library

1. Calvin Community-Produced Publications and Multimedia
The Acquisitions Assistant coordinates the acquisition of Calvin Community-produced publications and multimedia, such as books written by faculty and recordings of the January Series. The Collection Development Librarian assists when needed.
2. Cayvan Recorded Media
Musical and narrative recordings and movies are selected primarily by faculty to support their courses. However, some additional materials are selected by Cayvan Recorded Media staff and the librarians in order to support the collection's mission and to provide recreational listening and viewing materials.
3. Children's Literature Collection
Books for the Children's Literature Collection are selected by the librarian who is the liaison to the English Department.
4. Curriculum Collection
The librarian who is liaison to the Education Department, with guidance from Education Department faculty, selects books, kits, and manipulatives for the Curriculum Collection.
5. Government Documents
No one is a designated selector for government documents at this time, however, a working group has been formed and will be choosing a selector soon. If items are added to the collection, it is according to the government documents collection development policy. See Appendix D.
6. Graphic Novels
Graphic novels are selected by certain librarians in consultation with the English and CAS Departments.
7. Heritage Hall and Rare Books
Items for Heritage Hall are selected by the Curator. Items for the Rare Books collection are selected by the Curator of the Meeter Center at this time. See Appendix E.
8. Ministry Resource Center
The Theological Librarians are responsible for selecting materials for the Ministry Resource Center (MRC). See Appendix F.
9. Recreational Reading
Books for the Recreational Reading Collection are selected by the Acquisitions Assistant, with assistance from the Collection Development Librarian when needed.
10. Reference
The Reference Librarian is responsible for maintaining and developing the Reference Collection, but seeks the recommendations of the subject specialist librarians as well.

11. Theology

The Theological Librarians are responsible for selecting religious and theological materials. See Appendix G.

12. H. Henry Meeter Center

Both the Director and the Curator of the Meeter Center are responsible for selecting materials for the Meeter Center collection. See Appendix H.

IV. Criteria for Selection

Selectors exercise good judgment and use numerous tools and guidelines designed to evaluate the relevance and quality of an item, including:

- Positive reviews (*Choice, Kirkus, Library Journal, etc.*)
- Relevance and appropriate level of subject matter to the university's educational goals and the curriculum
- Timeliness or permanence of the material. In general, but with exceptions, the library will not purchase materials that are likely to have short-lived popularity
- The reputation, significance as a writer, and institutional affiliation of the author/editor
- Relative importance of a work in comparison with other similar materials on the subject
- The need for balance and multiple perspectives on subjects of interest to the university, including those perspectives not necessarily supported by the Christian Reformed Church
- Identified gaps in the collection
- Availability and demand through interlibrary loan
- Proprietary collection development tools (e.g. OCLC GreenGlass)

A. Monographs

1. Language

English language materials are preferred. Exceptions are made for materials needed to support foreign language courses and content that is recognized as important to the disciplines of the university but not available in English. Taught languages include Chinese, Dutch, French, German, Greek, Japanese, Korean, Latin, and Spanish. The addition of materials in non-standard languages (e.g., Navajo or Swahili) will be considered on a case-by-case basis by the Collection Development Librarian because of the additional cost required to process these titles. The addition of books in Dutch and Frisian will be considered on a case-by-case basis by the Liaison to the Germanic Languages Department and the Curator of Heritage Hall.

2. Out-of-Print Items

The Collection Management Department will attempt to obtain reasonably priced, used copies of out-of-print titles when necessary to replace lost or damaged books or when they are newly requested by faculty.

3. Textbooks

Books intended as basic university textbooks are not usually purchased by the library unless deemed necessary by a faculty member or generally considered a classic.

4. Editions

The latest edition of any item is purchased unless otherwise requested. Complete texts rather than abridged editions are purchased for the library.

5. Self-Published Books

The library generally does not collect self-published books of any kind. Exceptions are made on a case-by-case basis for alumni works. (See also Appendix E. Heritage Hall may choose to collect self-published books having to do with Dutch-American history.)

6. Book Format

Monographs may be purchased in hardcover, paperback, or ebook format. If there is a choice of formats, the format will be purchased that provides the best value to the library for the price.

If an ebook is available, it is usually purchased over print. Specifically, the Acquisitions Assistant checks the JSTOR, Cambridge, and Wiley ebook title lists first. Unless a paperback is available at a significant price difference, the ebook will be purchased. If the book is unavailable on those platforms, the Acquisitions Assistant check the ebook title list for ProQuest Ebook Central. See also Appendix C for a detailed collection policy for ebooks.

If a book is unavailable as an ebook on one of the library's preferred platforms, then print will be purchased. If there are both hardcover and paperback editions, the library will buy the hardcover book if it is under \$50.00. If it is over \$50.00 and there is more than a \$20 gap between paperback and hardcover, the library buys the book in paperback. (E.g., if hardcover is \$65.00 and paperback is \$29.00, the library would buy paper. But if hardcover is \$65.00 and paperback is \$50.00, then the library would buy hardcover.) See also Collection Management's binding guidelines.

7. Duplication of Titles

Generally, only one copy of a title is purchased unless unusually heavy use is anticipated. If the library owns an electronic version of a book, the physical book will not ordinarily be purchased if (1) the intellectual content is identical, and (2) the ebook is perpetually available. Duplication of titles in print and as ebooks is acceptable only when the print has some special historical value or the e-version is necessary to support demand and remote access.

An exception is made for faculty publications.

- Three copies of each monographic title¹⁶ authored by university and seminary tenure-track faculty and emeriti will be purchased; two copies for circulation and one for the Rare Book Collection. This rule also applies to monographic titles authored by faculty with other non-Calvin authors.
- Two copies of each monographic title edited by university and seminary tenure-track faculty and emeriti will be purchased; one copy for circulation and one for the Rare Book Collection. This rule also applies to monographic titles edited by faculty with other non-Calvin authors.
- One copy of a textbook authored by a tenure-track faculty member may be purchased for the Rare Book Collection.

Information about these publications will be obtained annually from the Provost's Office by the Collection Management Department.

8. Replacements

Replacement copies for books that are missing, lost, or damaged are ordered at the discretion of the Collection Development Librarian or the Liaison Librarians.

¹⁶ Not articles, textbooks, or other materials not normally collected

If a patron loses a book, the library will order the replacement and will not accept a purchased copy by the patron.

Damaged books are repaired in house whenever possible by the Access Services Department. Significantly damaged books are evaluated by the Collection Management Department and a decision is made whether to send out the book for repair or to deaccession it.

When an item cannot be located in the library's collections, Access Services staff will change its location to "missing." Missing books are searched for routinely by Access Services staff. When patrons report losing or damaging an item and pay for it, that item's location is also changed to "lost." A report will be created annually for the Collection Development Librarian that will include all books that have had a location of "missing" or "lost" for more than six months. The Collection Development Librarian and the Liaison Librarians will then determine whether or not each item should be replaced.

9. Price and Availability

If requested titles are in print and available new, they will be purchased new from an established vendor. Used books will not be purchased unless the title is unavailable new, regardless of price.

The library reserves the right to review and approve all requests for unusually expensive items and to refuse or delay their purchase depending on the availability of funds.

10. Interlibrary Loan Frequency

The Collection Development Librarian will annually review MeLCat and Interlibrary Loan requests to identify heavily used titles. If the cost is not prohibitive, frequently requested titles may be considered for acquisition.

B. Serials

The Hekman Library owns approximately 5,800 print serials. Current subscriptions are run through the vendor EBSCO. The library has access to approximately 32,800 electronic journal titles mostly through negotiated "big deals" with selected publishers. The serials collection is split among the general collection, theological (seminary) collection, and the Ministry Resource Center.

1. New Subscriptions

Except for the addition of new titles through "big deals," the subscription serials collection grows slowly. The Educational Policy Committee (EPC) requires that any new course proposal also identify new book or journal titles that may need to be added to the library collection to support the course. The necessary funds are then placed into the library budget. Otherwise, when a department requests a new journal that costs less than \$125.00, the library will order the journal. If the journal costs more than \$125.00, the department is required to find others of equal worth that they are willing to cancel. The Liaison Librarian may request from the Collection Development Librarian a list of current journal titles within a discipline to help faculty make these decisions. Cancellations and additions are all subject to review by the Collection Development Librarian.

In addition, the Collection Development Librarian will annually review Interlibrary Loan requests to identify heavily used serials. If the cost of loans on a specific title exceeds the

annual cost of the journal itself, and if the use looks systematic and consistent over more than a 24 month period, the title may be considered for acquisition.

2. Retrospective Purchasing

When new serial titles are added, the library may acquire up to five years' worth of back files if funding permits and at the discretion of the Liaison Librarian.

3. Serial Format – print, electronic, microfilm

When confronted with a choice between print, print plus online, or online only, the library will:

- Switch to online only when perpetual access is guaranteed by the publisher and there is an additional fee for both print and online.
- Maintain print plus online when perpetual access is not guaranteed by the publisher and there is not a significant additional fee for both formats or the online access is free.
- Maintain only the print format if perpetual access is not guaranteed and there is a significant additional fee for adding the online access. If there is a significant additional fee for maintaining the print format, the Collection Development Librarian will consult with the Liaison Librarians.
- Maintain print when there is no electronic option.

The collection of microfilm has decreased over time. When online-only perpetual access is not available, microfilm will only be considered if the print journal is in a format liable to degenerate with time (e.g., newsprint). A few Calvin community-produced publications, such as *Chimes* and *Kerux*, are microfilmed for preservation and archival use.

4. Perpetual Access

An electronic journal must provide perpetual access or post-cancellation access in order for the library to subscribe to it. Perpetual access may be provided on the publisher's website, on a CD, or via an archiving agency. CD content is not desirable, as it must be hosted locally. Archiving agencies are preferred to perpetual access on a publisher's website, as they are generally considered more stable. However, the publisher dictates the archiving option and the library cannot choose. Portico, LOCKSS, and CLOCKSS are common archiving agencies. The library currently subscribes to Portico and CLOCKSS because, among other things, content is hosted remotely. The library may consider resubscribing to LOCKSS in the event of cancelling a large number of periodicals that are only available perpetually via LOCKSS.

5. Journal Packages

The Dean of the Library will use price/value analysis performed by the Collection Development Librarian in order to make decisions about new or renewable journal packages. The Dean of the Library may also opt to seek further advice from others within the professional library and publishing communities. The most relevant criteria used by the Collection Development Librarian include:

- Cost
- Price/value (full-text, peer-reviewed, usage) ratio
- Perpetual access and the ability to discard print
- Reputation and reliability of the publisher and/or platform
- Reputation and reliability of archiving source (e.g. JSTOR, Portico)
- Special discounts

6. “Integration of Faith and . . .” Journals
In general, and on the advice of the Theological Librarians, the library will acquire journal titles that integrate the subject of faith into a specific discipline (philosophy, psychology, science, economics, etc.). This decision is exempt of the \$125.00 rule cited in IV.B.1 above.

C. *Electronic Resources*

1. General Selection Criteria for E-Resources¹⁷
 - a. Technical Feasibility
Selectors should consider the type of access: IP authentication is preferred to login/password access and remote hosting is preferred to local hosting. The resource must be compatible with EZproxy and the open-URL resolver SFX. The resource must function on common hardware and software, along with various common Web browsers and document formats. Platforms that require downloading of additional software should be considered carefully.
 - b. Functionality and Reliability
Selectors should consider a platform’s interface, including its reliability, search functionality, and downloading capabilities. The interface should be easy to navigate and meet prevailing ADA and accessibility standards.
 - c. Vendor Support
Selectors should consider the availability of technical support and user training. The vendor must be able to provide usage statistics in a compatible format, such as the latest versions of COUNTER and Sushi.
 - d. Supply
Selectors should consider a resource’s purchase model and pricing model. In general databases should be by subscription and through the MCLS consortium. Ebooks should be bought outright on a title-by-title basis and on a supported platform. Selectors should also consider ongoing maintenance fees and yearly price inflation. Open access ebooks will not automatically be added to the catalog unless they have been purposefully selected and meet a specific curricular need.
 - e. Licensing
Selectors should carefully consider a product’s licensing agreement. Authorized users should include faculty, students, and guests. Remote access, post-cancellation access, and ILL should be allowed whenever possible.
2. Specific Selection Criteria for E-Resources
The library subscribes to approximately 137 databases or electronic platforms. As with big deals, most databases are purchased through the MCLS consortium. Key database vendors include Gale, EBSCO, JSTOR, ProQuest, and Web of Science. Key ebook platforms include Cambridge, JSTOR, Oxford, ProQuest Ebook Central, Springer, and Wiley.

¹⁷ This section draws heavily from the IFLA document Johnson, S., Evensen, O. G., Gelfand, J., Lammers, G., Sipe, L. & Zilper, N. (2012) *Key issues for e-resource collection development: A guide for libraries*. International Federation of Library Associations and Institutions. Retrieved August 2, 2017, from <https://www.ifla.org/publications/key-issues-for-e-resource-collection-development-a-guide-for-libraries>

a. Research Databases

When evaluating new research databases, the Collection Development Librarian will arrange for a trial of the product. A detailed selection and platform criteria checklist can be found in Appendix C. The librarians as a team (the Teaching and Learning Advisory Committee) consider the following criteria:

- Content (e.g., academic quality, subject area)
- Personal request (e.g., faculty will use in class)
- Usability (e.g., accessibility, DRM restrictions, concurrent users)
- Cost (e.g., continuing fees, MCLS discount)
- Terms of use (e.g., perpetual access, ILL)

b. Ebook Platforms

The collection policy for monographs applies to both print and electronic books. The library purchases ebooks on a title-by-title basis and will occasionally purchase an ebook package or subscribed collection. Using as few ebook platforms as possible is the primary goal. A detailed selection and platform criteria checklist can be found in Appendix C.

The Collection Development Librarian considers the following criteria:

- Selection (e.g., added value over print)
- Ordering (e.g., availability on one of the library's preferred ebook platforms)
- Usability (e.g., accessibility, DRM restrictions, concurrent users)
- Cost (e.g., hosting fees, minimum purchase requirements)
- Terms of Use (e.g., perpetual access, ILL)
- Quality (e.g., MARC records)

c. Streaming Video Services

When evaluating new research databases, the Collection Development Librarian will arrange for a trial of the product. A detailed selection and platform criteria checklist can be found in Appendix C. The Collection Development Librarian considers the following criteria:

- Content (e.g., academic quality, subject area)
- Personal request (e.g., faculty will use in class)
- Selection (e.g., how are films selected, DDA)
- Quality (e.g., MARC records)
- Usability (e.g., accessibility, concurrent users)
- Cost (e.g., hosting fees, minimum purchase requirements)
- Terms of use (e.g., perpetual access, off-campus use)

D. Specific Collections

1. Calvin Community-Produced Publications and Multimedia

a. Books

See section IV.A.7.

b. Theses and Dissertations

Master's theses and PhD dissertations from the seminary are collected when available. Digitization of theses will likely commence when an institutional repository is created. Theses from the university's other graduate programs (Accountancy, Education, Speech Pathology) are not collected at this time.

- Two copies of each Master's of Theology thesis will be collected; one copy for the fourth floor and one copy for the Rare Books collection.

- Three copies of each Seminary PhD dissertation will be collected; two copies for the fourth floor and one copy for the Rare Books collection. PhD dissertations are usually digitized and added to Religion and Theology LibGuide.

c. Multimedia

The library collects Calvin community-produced multimedia, although not comprehensively. Eventually there will be an institutional repository for digital items.

- Video and sound recordings, if available, are acquired from the January Series.
- The library has acquired in the past but does not currently acquire video and sound recordings from the Music Department, Festival of Faith and Writing, Festival of Faith and Music, Paul Henry Lectures, Jellema lectures, Calvin Institute for Christian Worship events, sports events, and others for which recordings exist and copyright has been cleared.

d. Other Calvin-Produced Items

See the Heritage Hall collection policy in Appendix E.

2. Cayvan Recorded Media

Multimedia purchases are subject to the same selection guidelines as monographs. When available and necessary, public performance rights are purchased. The most current standardized format is preferred when making new selections. Additional considerations for purchase include whether the item has a print equivalent, if it provides information that is not available online, and if it is unique in its scope of subject.

Great works of classical composers are collected to facilitate student research and study. Care is taken not to duplicate music available through streaming databases, such as Naxos. Award-winning music and films, popular music, music genres from around the world, Broadway musicals, movie soundtracks, and television series are collected. Literary works on CD (audiobooks) are collected sparingly. The library provides Chinese and Japanese language services via Avalon, an online audio reserves system.

3. Children's Literature Collection

The library collects children's books that have won awards, including the Caldecott Medal and Honor books, the Newbery Medal and Honor books, the Michael Printz Award, the Coretta Scott King Award, and titles on ALA's list of Notable Children's Books. Additional non-award books are collected in order to support English and Education Department courses.

4. Curriculum Collection

K–12 instructional materials are collected for the Curriculum Collection. The clientele includes Calvin University students and faculty and community educators. See Appendix B.

5. Government Documents

The Government Documents Collection has been a selective depository for federal documents since 1967, adhering to the stipulations of Chapter 19 of Title 44 of the *United States Code*, the guidelines in the *Instructions to Depository Libraries* and the *Federal Depository Library Manual*. The Government Documents Collection supports the curricular needs of the university and seminary. It also serves the diverse needs of the congressional district that includes the legal community, social service agencies, educators, college students from other institutions, high school debate teams, and taxpayers. See the full Government

Documents Collection Development Policy in Appendix D. The library also selects State of Michigan documents as distributed by the Library of Michigan.

6. Graphic Novels

Graphic novels are regularly purchased when year-end funds permit. The graphic novel collection is meant to provide a wide-ranging overview of this combined text and illustration format. It supports several classes offered by the English and Communication Arts and Sciences departments from Shakespeare to Visual Rhetoric. While superhero comics are an important genre, memoirs, science, history, biographies, and contemporary fiction are also selected. The library tries to collect materials from other countries (e.g., Israel and Iran), award-winning novels (e.g., YALSA), and books by Festival of Faith and Writing authors (e.g., Gene Luen Yang and G. Willow Wilson).

The students of the university and seminary are the primary clientele for this collection.

7. Heritage Hall and Rare Books

Heritage Hall is the official archive of Calvin University, Calvin Theological Seminary, and the Christian Reformed Church in North America. As such, the archive collects the personal papers of Calvin professors and distinguished alumni. Particular to the Christian Reformed Church, the archive collects information about CRC ministers and the minutes of CRC councils. Accounts of the Dutch migration to North America are also collected.

Faculty publications, books with fine art, and Calvin theses and dissertations are among the items collected for the Rare Book Collection. Books that showcase unique bindings, Bibles or Psalm books of particular interest, books of theology, and books connected to the Reformed expression of faith also are collected. See Appendix E.

8. Ministry Resource Center

Hekman Library's Ministry Resource Center collects practical resources for all aspects of university, seminary, and congregational ministry in the areas of worship, education, administration, and pastoral work. See Appendix F.

9. Recreational Reading

Popular, non-academic books may be selected if they have artistic merit and/or lasting value for the regular collection. Books that have won major awards, such as the Pulitzer Prize and Man Booker Prize, are considered. Current popular books that are selected for the Recreational Reading Collection are purchased from a designated fund. Note: Academic (as opposed to recreational) fiction books are collected for the general collection if they have lasting value to the collection.

The students of the university and seminary are the primary clientele for this collection.

10. Reference

In general, the collection policy for the Reference Collection follows the policy for the general circulating collection – i.e., both print and electronic monographs. Types of materials collected extensively are bibliographies, guides to the literature, biographical and critical sources, directories, indexes, abstracts, dictionaries, and encyclopedias. Books of statistics are collected in appropriate subject areas. Standard world and thematic atlases and U.S. atlases are collected. Books with shorter-term value are generally not collected or may be moved to the circulating collection when their value as reference works decline. One exception is that the library will occasionally purchase test-prep books for major tests, such as GRE, LSAT, and

MCAT and put them on permanent reserve. Increasingly, the collection has opted for ebooks when available. Some reference works have been integrated into databases, as well.

Additional factors considered when selecting reference items include:

- The item's importance as a core reference source
- Availability of similar or duplicated information on the Internet
- The need to fill gaps in the collection
- Particular curricular needs

11. Theology

The Religion and Theology Collection of Hekman Library supports the research and instructional needs of both Calvin Theological Seminary and the Department of Religion at Calvin University. The seminary and university offer various degrees at the graduate as well as undergraduate levels (B.A., M.T.S., M.Div., M.A., Th.M., and Ph.D.) The library collects at a research level for the areas in which the seminary offers a Ph.D. There is a separate collection development policy outlining other appropriate collecting levels for Religion and Theology. See Appendix G.

12. H. Henry Meeter Center

The Meeter Center collects works by and about John Calvin, Calvinism, the Reformation, and early modern studies. See Appendix H.

V. Collection Assessment and Maintenance

In each case, materials are evaluated both for their own individual worth and also for their value in relation to the rest of the collection. The library makes every effort to maintain a collection with the most current, most historically in-depth, and/or the most useful information available regardless of format.

A. Monographs

1. Weeding: For all collections except theology (BL–BX)

To maintain the relevance and vitality of the collection, periodic weeding is encouraged. Two factors that promote weeding are (1) the need to free up shelf space, and (2) the ability to identify and engage a subject expert in the selection of titles to eliminate. Criteria that are considered include:

- Timeliness of information. For example, 1958 accounting and nursing information is likely obsolete.
- Circulation. No or very low circulation of a book combined with a lack of currency may make it a candidate for weeding.
- Special historical significance may prevent a book from being discarded. A book may be outdated but is still valuable because it is rare or reflects the history of a socio-economic development.
- The CREW Method: Misleading, Ugly, Superseded, Trivial, Irrelevant, Elsewhere.¹⁸

¹⁸ For details, see: Larson, Jeanette. (2012). *CREW: A Weeding Manual for Modern Libraries*. Austin, TX: Texas State Library and Archives Commission. Retrieved December 19, 2017 from <https://www.tsl.texas.gov/ld/pubs/crew/index.html>

2. **Restoration of Damaged Books**
Materials returned or found on the shelves in poor condition are repaired in house whenever possible by the Access Services Department. Significantly damaged books are evaluated by the Collection Management Department and a decision is made whether to send out the book for repair (e.g., binding) or to deaccession it. Advice and consent from other librarians and faculty members is sought as necessary.
3. **Inventory and Shelf Reading**
The entire print book collection is inventoried every 10 years by the Collection Management Department. The Access Services Department attempts to shelf-read the entire print collection every 2 years.
4. **Sale of Books**
The library does not sell library books to patrons. Occasionally, it will work with Redux Books when deaccessioning materials.

B. Serials

1. **Binding**
Serials are bound and shelved with the rest of the collection, though they are non-circulating. Periodicals with perpetual electronic access are generally not bound. They will be recycled as soon as the mechanism for perpetual access covers the loose issue dates. Currently, this is only being done for JSTOR titles.
2. **Weeding Physical Volumes**
If perpetual access is secured or backfiles are purchased as electronic archives, print periodicals will be discarded on a three-year cycle to free up shelf space.
3. **Off-Site Storage**
Current issues of select engineering journals are housed in the Engineering Department and sent back to the library at the time of binding. Some math and science journals are stored remotely to maximize the usage of space within Hekman Library. The library is able to utilize high-density storage under the fieldhouse, but this does make some material not available immediately.
4. **Electronic Journals and Packages**
The Collection Development Librarian maintains individual ejournal subscriptions and ejournal packages by:
 - Considering the selection criteria outlined in IV.B
 - Managing licenses
 - Supervising data associated with the library's open-URL software
 - Monitoring costs
 - Proposing to librarians alternative models of ejournal access (e.g., Get-it-Now)

There are many trigger events that may change the acquisition of the electronic journals, including:

- Publisher, vendor, and platform changes
- Cessations and suspensions
- Format changes

C. Electronic Resources

1. **Research Databases**
Research database subscriptions are continually evaluated by the Collection Development Librarian and change in accordance with the criteria listed in section IV.C.1. Records in the A-Z journal list and in CORAL are evaluated annually. See also Appendix C.
2. **Ebook Platforms**
Usage statistics are reviewed by the Collection Development Librarian annually. In accordance with the principles articulated in section II.H Transition to Digital, the Collection Development Librarian will lead the selectors in the deselection process for ebooks at the same time a specific subject area is being evaluated. Ebooks are occasionally deaccessioned by platform cancellation. See also Appendix C.
3. **Streaming Video Services**
Streaming video subscriptions are evaluated annually by the Collection Development Librarian and may change in accordance with the criteria listed in section IV.C.1.

D. Specific Collections

1. **Calvin Community-Produced Publications and Multimedia**
Calvin community-produced publications, such as books written by faculty, may be assessed for condition but are generally not weeded. Multimedia may be assessed for obsolete formats and transferred to the newest possible format if funding is available.
2. **Cayvan Recorded Media**
The Cayvan Recorded Media staff periodically weed out vinyl records and duplicate video titles in less-desirable formats, but otherwise make weeding decisions in partnership with faculty and other librarians.

The Cayvan Recorded Media staff supervises the repair of damaged multimedia, when possible. The same policy described in V.A.1 above for inventory and damaged materials applies to multimedia.
3. **Children's Literature Collection**
Although the Children's Literature Collection is not generally weeded at this time, the same policy described in V.A.1 above for weeding, restoration, and inventory should apply to the this collection. Weeding may occur in the future if space becomes an issue.
4. **Curriculum Collection**
The same policy described in V.A.1 above for weeding, restoration, and inventory applies to the Curriculum Collection. Damaged manipulatives will be evaluated by the Library Liaison to the Education Department. See also Appendix B.
5. **Government Documents**
The Government Documents Librarian used to supervise weeding of this collection in accordance with policies that apply to depository libraries. In the absence of a Government Documents Librarian, the Collection Management Department currently discards print duplicates. See also Appendix D.

6. **Graphic Novels**
Since it is a newer collection, the Graphic Novels Collection has not yet been weeded. When space becomes an issue, the policy for damaged items in V.A.1 above applies to this collection. Graphic Novels are inventoried as part of the entire library collection by the Collection Management Department.
7. **Heritage Hall and Rare Books**
The Curator of Heritage Hall oversees the weeding, restoration, and inventory of the collection. The Collection Management Department will supervise regular shelf-reading and maintenance of the Rare Book Collection. See also Appendix E.
8. **Ministry Resource Center**
The Collection Management Department supervises a yearly inventory of the collection. Items that are not currently relevant to contemporary ministry needs will be moved to the regular collection, discarded, or sent to Heritage Hall. The policy for damaged items in V.A.1 above also applies to this collection. See also Appendix F.
9. **Recreational Reading**
Space and overall condition of the books dictates what will be weeded from the Recreational Reading Collection. This is evaluated by the Collection Development Librarian every two to three years or when space is needed for new books. Recreational Reading is inventoried as part of the entire library collection by the Collection Management Department.
10. **Reference**
The Reference Collection is inventoried as part of the entire library collection by the Collection Management Department. Weeding of the Reference Collection is an ongoing process undertaken by the Reference Librarian in consultation with Liaison Librarians. Faculty members may be consulted in making decisions. Weeded reference materials will be removed from the library collection or will rarely be transferred to the circulating collection. Standing orders and subscriptions are reviewed continuously. Criteria considered include:
 - Availability of later editions or new formats
 - Timeliness
 - Duplication of content
 - Physical condition
 - The title's importance as a standard authority
 - Use
 - Availability of similar electronic resources, either free or fee-based

The Reference Librarian makes decisions to select or deselect electronic reference materials in consultation with the other librarians.
11. **Theology**
The theology (BL–BX) collection is assessed and maintained by the Theological Librarians according to the Collection Development Policy for Theology (Appendix G). This collection is inventoried as part of the entire library collection by the Collection Management Department.
12. **H. Henry Meeter Center**
The Director and Curator of the Meeter Center oversee the weeding, restoration, and inventory of the collection. See also Appendix H.

E. Donations to the Library

1. Material Donations from within the Calvin Community

Generally, the library does not accept donations from its larger community of faculty, staff, students, alumni, and guests. Exceptions are made on a case-by-case basis. If an item is donated, the following criteria apply.

- All donated material becomes the property of the Hekman Library. Unused items will not be sent back to the donor.
- Items donated to the library are added to the collection, re-donated to an organization such as the Theological Book Network, or recycled. The decision is at the discretion of the library staff. No conditional donations will be accepted.
- The donor must deliver the items to the library. Only in very rare cases will the library pick up material.
- For legal reasons the library cannot supply a cash appraisal for donated books.
- Major donations are acknowledged with a letter from the Dean of the Library or the Collection Development Librarian. The letter will state the quantity and type(s) of material donated.
- The library does not accept damaged, insect-infested, or moldy materials.
- The library rarely accepts self-published books and does so on a case-by-case basis.

2. Gifts of Money

Unless otherwise designated by the giver, monetary gifts are deposited into the income account of one of the library's endowment funds. Checks and instructions should be sent to Calvin University's Development Office.

3. General Guidelines

The library will not set aside a special location for a particular gift of library materials separate from other materials on the same subject and will not accept restrictions on usage of the materials that are contrary to general library policy.

The library will not affix bookplates crediting an individual donor except for rare, special collections. However, a note in the MARC 541 field is added, acknowledging the gift.

Any material that bears the ownership markings of another institution and does not have a withdrawn or discard stamp will not be accepted.

Reproductions or photocopies of copyrighted works will not be accepted unless evidence of compliance with copyright law (Title 17, U.S. Code) and its prevailing interpretation is provided.

VI. Budget

The university and seminary maintain separate acquisitions budgets for monographs and serials.

A. *Endowment Accounts*

The library's endowment accounts are to be used only for one-time purchases. The endowment accounts may be used to purchase expensive items (i.e., servers or software) other than monographs and serials.

B. *Distribution of Acquisitions Budget to Academic Departments*

The library allocates a portion of the book budget to academic departments so that faculty can assist the librarians in building a relevant collection. After April 1, all unused money that was allocated to the academic departments returns to the control of the librarians. This allows for better management of the book budget money as the end of the fiscal year approaches. Using book budget money to purchase journals is not allowed.

C. *Journal Budget*

The journal budget is managed wholly by the library. Because journal subscriptions are recurring expenses, are subject to high inflationary increases, tend to be purchased as packages, and may be interdisciplinary, responsible oversight is best accomplished when a single library department controls the entire budget.

D. *Electronic Access, Maintenance, and Dues*

The electronic access budget is devoted to research databases, including some electronic reference products. It does not cover monographs or ebooks. Hosting fees, maintenance costs, and annual dues are paid out of a separate budget line. If a research database or electronic collection purchased by the university has significant value to the seminary community, the seminary acquisitions budget may be used to fund up to 20% of the cost of the resource.

VII. Policy Review Statement

Changes to the policy are made on an "as needed" basis. The Dean of the Library will commission a review of the Collection Development and Management Policy every two years.

Appendix A: Challenged Materials Policy

Last updated: August 31, 2018

The resources provided by the Hekman Library of Calvin University and Calvin Theological Seminary are selected by professors and librarians to meet the curricular and research needs of members of the Calvin community. As a support department for an academic institution, the library is responsible for collecting resources from widely differing perspectives so that students may practice applying critical thinking skills, will have appropriate resources to complete assignments, and will understand opposing and even hostile worldviews.

The act of censorship – the suppression of material deemed objectionable or harmful – is not undertaken lightly. To censor is to impinge on an individual’s right to free speech, a guiding principle of our democracy. Conversely, an institution cannot suppress a person’s right to object, for that too is a form of censorship. Calvin officials will render a thoughtful decision based on these two principles and based on the American Library Association’s Library Bill of Rights, court rulings on the First Amendment, and the Reformed foundation of Calvin University.

To begin the process of removing material, the Challenged Material Form should be completed according to the instructions on the form. A written decision will be delivered within two weeks. Appeal instructions will be included if the decision of the university is contrary to the requested action.

Title of item: _____
(It is advisable to locate the item using the library’s catalog. See: <http://library.calvin.edu>)

Author, editor, or producer of the item: _____

Call Number: _____

Identify the challenged portions. Please be very specific. Provide enough information for us to locate the specific page(s) or image(s). If the entire work is being challenged, write ENTIRE WORK.

Why is this work being challenged?

What action do you request the library take?

Are you filing this challenge on behalf of an organization? If so, which organization and what is your role in this organization? _____

Signed: _____ Date _____

Your mailing address:

Phone number where you can be contacted during regular business hours: (_____)_____

Email Address: _____

How to submit this form

Regular Mail:

Dean of the Library
Calvin University
1855 Knollcrest Circle SE
Grand Rapids, MI 49546

Email: David.Malone@calvin.edu

Appendix B: Collection Development Policy for the Curriculum Collection

Last updated: August 31, 2018

History of the Curriculum Collection

In 1963, Professor Corrine Kass and Calvin librarian Annette Buurstra inquired of the Education Department about the possibility of establishing an Instructional Materials Center on the old Franklin campus. The collection, later known as the Curriculum Center, was created to house teaching materials appropriate for use in K–12 classrooms (including texts, trade publications, models, etc.) and to make them available for use and evaluation by students in Calvin’s teacher education programs. At that time, the collection became part of Hekman Library and moved along with the library to the Knollcrest campus.

In 1978, the collection moved from Hekman Library to Hiemenga Hall. This provided much-needed space in the library and enabled the formation of the Instructional Resources Center, which consisted of the Curriculum Center, Audio-Visual Department, and the Language Lab. Retired Education professor John De Beer was the first Director of the IRC. Librarian Evelyn Weidenaar ran the Curriculum Center with assistance from Marge Housekamp. Later, Education professor Phil Lucasse supervised the Curriculum Center with assistance from librarian Lois dye and many student workers.

Over time, patron counts declined, which some attribute to an indirect effect of the Internet. Quick online access to many of the resources that were formerly housed in the Curriculum Center meant students were relying more on websites and free streaming videos than books and film reels. The Curriculum Center closed in 2014, and about half of the materials were incorporated into the special Curriculum Collection in Hekman Library.

Purpose

Hekman Library’s Curriculum Collection provides high-quality resources and services to support the university’s undergraduate and graduate Education programs. The collection includes K–12 textbooks, children’s and young adult literature, religious guides, and lesson and curriculum planning aides. In particular, priority is given to materials supporting the Reformed tradition of Christianity and resources directly supporting the requirements of educational degrees and credentials for the State of Michigan.

Clientele

The primary clientele of the collection is students and faculty from the Education Program. The goal is to provide class preparation resources for teachers as well as students. Guest users of the Hekman Library are also allowed access.

Selection

The Education Program faculty are responsible for selection with assistance from the liaison to the Education Department. Selectors need to be familiar with courses of study, methods of teaching, and needs of the target clientele. The library does not follow the collecting levels set forth by the North American RLG for this collection.

Collection Formats

The collection includes print, non-print, and electronic resources. Manipulatives, such as kits, blocks, and puppets are also collected

Collection Scope

The collection covers basic curricular subjects such as math, science, reading, language arts, psychology, sociology, and religion. Interdisciplinary, enrichment, and remedial materials are also collected. The

collection focuses on both traditional and innovative methodologies. Particular emphasis is given to materials related to teacher education courses in the Education Program.

Items collected include:

- Curriculum guides and teaching material from local, state, national, and Canadian sources.
- Curriculum guides from local and state education agencies, federal government departments, professional associations, the Christian Reformed Church in North America, and the Reformed Church in America.
- Professional books that contain classroom activities, lesson and unit plans, instructional resources, and other applied aspects of school curriculum.
- Reference books, such as atlases, dictionaries, encyclopedias, and other sourcebooks used by teachers in lesson preparation.
- Recent editions of textbooks for K–12 instruction – pupil and teacher’s editions with supportive materials.
- Manipulatives, media, and visual aids for K–12 classrooms.

Criteria for Selection

The following criteria are used for selection:

- Meets needs of Education students
- Rated favorably by review sources
- Accurate and relevant
- Current and timely information, published within the past five years
- Consistent with purpose of collection
- Significant in educational, social, or artistic value
- Appropriate in organization and length
- Objectivity
- Media format appropriate for the information
- Durable construction
- Cost effective to catalog and process

Limitations

The collection avoids duplication except in the area of high demand items that have been requested by faculty in the Education Program. Donations are welcome, however, all donations become the property of Hekman Library and will be either added to the collection or recycled at the discretion of the Education liaison. Any material not pertaining to K–12 education will not be accepted.

Loan Restrictions and Resource Sharing

The circulation period for most items is two weeks. Items marked as reference materials may not circulate. Materials susceptible to damage may be placed on closed reserve. The collection is not available through interlibrary loan.

Weeding

Individual sections of the curriculum collection are periodically reviewed, and a complete inventory of the collection is done every three years. Evaluation of the entire collection occurs every five years. The process is intended to evaluate the strength and weakness of each subject area. Materials that are worn out, out-of-date (e.g., older than 20 years), inaccurate, or no longer circulating are considered for withdrawal. Many editions are updated yearly; upon arrival of new editions, previous editions are evaluated and withdrawn as at the Education liaison’s discretion. Faculty are encouraged to assist in updating materials, and they are consulted when a large number of items in their area of expertise are considered for withdrawal.

Appendix C: Collection Development Policy for E-Resources

Last updated: August 31, 2018

This appendix contains checklists for the selection, evaluation, and maintenance of databases, ebook platforms, and streaming video services.

I. Databases

A. Selection Criteria

1. Content

- Employ normal selection process (by way of collection development policy).
- Is trial access available?
- Does the database have abstracting, indexing, and full-text? (Ideal: full text)
- By purchasing this database, are we adding another platform or are we enhancing one we already use? (E.g., ProQuest product)
- What are the academic level, quality, quantity, and subject areas covered by the platform? (E.g., journals we cannot get elsewhere, journals limited to a specific subject area)
- Does the content overlap with content we already have in a database?
- Is the database a reference product? If yes, are we going to use the e-reference fund?
- What is the likelihood that the database will be cancelled in 3–5 years?

2. Personal Request

- Did a faculty member or student request that the database be bought?
- Is the faculty member planning to promote the database in his/her classes?
- How is the faculty member going to use the database with his/her classes?

B. Initial Platform Evaluation

1. Usability

- How do users access the platform? (E.g., proxy-server, IP authentication, login/password)
- How is content accessed? (E.g., pay-per-article, open access, authenticated users only)
- Is access available to on-campus and off-campus users?
- Does the platform require users to register with the site or download additional software/apps?
- Who is included as an authorized user? Are guests or alumni included as authorized users?
- Are there accessibility features for users with disabilities?
- Are there DRM restrictions? (E.g., cannot copy/paste/print/download)
- Is there a set time of use before a user is asked to login again?
- What are the database's search options? (E.g., advanced search, subject descriptor search)
- Is the platform compatible with an open URL resolver, such as SFX?
- Is there a limit to the number of concurrent users? [E.g., single-user; multi-user (specific #); multi-user (unlimited)]
- Is the platform mobile compatible?
- What is the format of the documents? (e.g., PDF, HTML, etc.)
- How are we notified of changes?

2. Cost

- What is the hosting fee? (Ideal: none; Okay if less than: \$500/yr)
 - What are the upfront costs or initial platform fees? (Ideal: none; Okay if less than: \$1,000)
 - Can we get a discount through MCLS or do we purchase direct?
 - What is the average price inflation?
 - Do we need to cancel an existing database or journal(s) in order to cover the cost of the new database?
3. Terms of Use
- Do we get perpetual access? (Yes: good but unlikely)
 - Is ILL permitted?
 - Are reserves permitted?
 - Is duplication for classroom use permitted?
 - Is use in an online course permitted?
 - Are usage statistics available and COUNTER compliant?

C. Maintenance and Ongoing Evaluation

1. Maintenance
The Collection Development Librarian and Technology Department maintain access to database content using SFX. Access problems are reported to them. Links are checked periodically.
2. Evaluation with Usage Statistics
The Collection Management Department and the Technology Department manage usage statistics for databases.
- Compare usage over time. Has it increased or decreased? Are similar products achieving the same usage?
 - What is the number of turnaways?
 - What is the cost per use?
3. Other Evaluation
- Is the database still relevant to the university's curriculum?
 - How has the database been promoted by librarians and faculty?
 - How difficult is the database to use? Has adequate training been available to users?
 - Has access to the database been consistent? Has the platform changed in any way?
 - Has the price increased significantly?
 - Have there been changes to the licensing agreement?

II. Ebooks

A. Selection and Ordering Criteria

1. Selection
- Selection will occur in the same manner print books are selected.
 - Is trial access available?
 - Does the book's content lend itself to a particular format (print or electronic)?
 - Does the ebook duplicate a title we have in print? If so, does usage warrant an electronic copy to be added?

2. Ordering
 - Has the selector specified the book's format? If no preference is given, select the ebook version whenever possible.
 - Check the ebook's availability in JSTOR, Cambridge, Wiley, and Springer. Order if available on one of these platforms.
 - For books not available in JSTOR, Cambridge, Wiley, and Springer, search Emery-Pratt. If the title is available on ProQuest Ebook Central (aka EBL), order the ebook. If the title is not available on EBL, order the print book from Emery-Pratt.

B. Initial Platform Evaluation

1. Usability
 - Is there a limit to the number of concurrent users of a single book? E.g., single-user; multi-user (specific #); multi-user (unlimited)
 - Is the platform compatible with Kindle, Nook, e-readers, Apple iPhone/ipad, different web browsers? Is it mobile compatible?
 - Is the platform compatible with course management systems?
 - What is the format of the ebook document? (e.g., PDF, epub, etc.)
 - Does the platform require users to download additional software/apps?
 - Does the platform require users to register with the site?
 - Who is included as an authorized user? Are guests or alumni included as authorized users?
 - How do users access the platform? (E.g., proxy-server, IP authentication, or login/password)
 - Is access available to on-campus and off-campus users?
 - Are there accessibility features for users with disabilities?
 - Are there DRM restrictions applied to books? (E.g., cannot copy/paste/print/download or limits to the number of pages printed/downloaded)
 - Is there a set loan period? Or, do users have permanent access to a book after they download it?
 - Is individual book content searchable?
 - What is the browsability of individual ebooks like?
 - Are the ebooks indexed across the platform or individually?
 - Are the ebooks compatible with a universal discovery tool? If so, which ones?
2. Cost
 - What is the hosting fee? (Ideal: no fees; aim for less than \$500/yr)
 - What are the upfront costs or initial platform fees? (Ideal: no fees; aim for less than \$1,000)
 - Are there minimum purchase requirements with regard to number of books purchased or amount spent at one time or per year?
 - Are the books available to be purchased through Emery-Pratt or must they be purchased direct from the platform vendor?
 - Can we get a discount through MCLS?
 - Are books offered in packages or title by title?
 - Is patron-driven-acquisition an option or does it limit/expand selection? (not what we want)
3. Terms of Use
 - Do we get perpetual access? (Yes: ideal; No: not ideal)
 - Is there a limit to the number of downloads per year?

- Is ILL permitted? Are reserves permitted? Is duplication for classroom use permitted? Is use in an online course permitted?
 - What are the terms for patron-driven acquisition (or demand-driven acquisition)?
 - Are usage statistics available and COUNTER compliant?
4. Quality
- What are the academic level, quality, quantity, and subject areas covered by the platform? (E.g., university press titles, titles we cannot get elsewhere, titles limited to a specific subject area)
 - Does the platform provide MARC records? If so, what format are they in? If the MARC records are poor, what's the cost of getting them from someplace else?
 - Compare a handful of ebooks to their print counterparts. Are the ebooks identical to or better than the print versions? Or, are they significantly different?
 - Are book reviews and prices available for new titles?
 - How are we notified of new books? Are new book alerts available by subject area?

C. Maintenance and Ongoing Evaluation

1. Maintenance
- The library's Technology Department runs usage statistics annually. The Head of Collection Management troubleshoots broken links with assistance from the Technology Department. The Collection Development Librarian and the Head of Collection Management manage the deselection process with input from the Liaison Librarians.
2. Usage statistics
- The Collection Management Department and the Technology Department manage usage statistics for ebook platforms.
- Compare overall platform usage over time. Has it increased or decreased? Are similar platforms achieving the same usage?
 - What are the number of turnaways?
 - What is the cost per use?
3. Other Evaluation
- Does the ebook still present relevant, timely information that supports student learning?
 - Is the ebook being used as a course text?
 - Would Demand-Driven Acquisition (DDA) be a more cost-effective option?
 - How difficult is the ebook platform to use? Is adequate support available for users who have difficulty using the platform? Has the platform changed in any way?
 - Has the ebook platform's maintenance fee increased significantly?

III. Streaming Video Services

A. Selection Criteria

1. Content
- Employ normal selection process (by way of collection development policy).
 - Is trial access available?
 - By purchasing this video streaming service, are we adding another platform or are we enhancing one we already use?
 - What are the academic level, quality, quantity, and subject areas covered by the platform?

- Does the content overlap with content we already have in a database?
 - What is the likelihood that the service will be cancelled in 3–5 years?
2. Personal Request
 - Did a faculty member or student request a film(s) that's part of the service?
 - Is the faculty member planning to promote the film(s) in his/her classes?
 - How is the faculty member going to use the film(s) with his/her classes?
 3. Selection
 - Does the film duplicate a title we have as DVD? If so, does usage warrant a streaming copy to be added?
 - How can films be selected? (E.g., by one admin? Individual librarians and faculty? DDA?) Is there an admin account that oversees what is purchased?
 - When can films be selected (E.g., anytime? Only at the start of subscription period?)
 - What is the duration of service? (E.g., one-year subscription; limited to a set number of films, uses, or hours)
 4. Quality
 - It is assumed that the platform includes films we cannot get on another streaming platform.
 - Does the platform provide MARC records? If so, what format are they in? If the MARC records are poor, what's the cost of getting them from someplace else?
 - Compare a handful of streaming films to their DVD counterparts. Are the films identical to or better than the DVD versions? Or, are they significantly different?
 - Are film reviews or abstracts available? What about transcripts?
 - How are we notified of new films? Are new film alerts available by subject area?

B. Initial Platform Evaluation

1. Usability
 - Is there a limit to the number of concurrent users of a single film? [E.g., single-user; multi-user (specific #); multi-user (unlimited)]
 - Is the platform compatible with Mac, PC, mobile devices, and common web browsers?
 - Is the platform compatible with course management systems?
 - How do users access the platform? (E.g., proxy-server, IP authentication, login/password)
 - How is content accessed? (E.g., pay-per-film, open access, authenticated users only)
 - Is access available to on-campus and off-campus users?
 - Does the platform require users to download additional software/apps?
 - Does the platform require users to register with the site?
 - Are there accessibility features for users with disabilities? (E.g., captions and subtitles)
 - Are there DRM restrictions? (E.g., cannot copy/download)
 - What are the platform's search options? (E.g., advanced search, subject descriptor search, search by title, search by actor)
 - Is there a help page?
 - How are we notified of changes?
2. Cost
 - Is there a hosting fee?
 - What are the upfront costs or initial platform fees?
 - Does the price change by FTE?

- Are there minimum purchase requirements with regard to number of films purchased or amount spent at one time or per year?
 - Can films be purchased title by title or in packages?
 - Is DDA an option? If so, can the library set which films users can choose from or open the pool to everything on the platform?
 - Can we get a discount through MCLS or do we purchase direct?
 - What is the average price inflation?
 - Do we need to cancel an existing database or journal(s) in order to cover the cost of the new streaming service?
3. Terms of Use
- What is the duration of the subscription? Or, what is the length of license period before having to sign another license.
 - Who is included as an authorized user? Are guests included as authorized users?
 - Is there a set loan period per film or per user? (E.g., certain number of films or hours viewed)
 - Do we get perpetual access to the films we pay for? (Yes: good but unlikely)
 - Are course reserves permitted?
 - Is the platform available to on-campus and off-campus users?
 - Are the films permitted for classroom use, online courses, and personal use? What about public performance?
 - Is the platform compatible with course management systems?
 - Are users able to create links to individual films? Can we link to individual films in the library's catalog?
 - Is there an admin site?
 - Are usage statistics available and COUNTER compliant?
 - Is there a possibility that films will be removed from the site? How will we be notified?
 - Can the library limit the number of films available?

C. Maintenance and Ongoing Evaluation

1. Maintenance
The library's Technology Department runs usage statistics annually. The Collection Development Librarian troubleshoots broken links with assistance from the Technology Department. The Collection Development Librarian and the Head of Collection Management manage the deselection process with input from the Liaison Librarians.
2. Usage statistics
The Collection Management Department and the Technology Department manage usage statistics for streaming video services.
- Compare overall platform usage over time. Has it increased or decreased? Are similar platforms achieving the same usage?
 - What are the number of turnaways?
 - What is the cost per use?
3. Other Evaluation
- Does the video still present relevant, timely information that supports student learning?
 - Is the video being used as in a course?
 - Would Demand-Driven Acquisition (DDA) be a more cost-effective option?

- How difficult is the streaming video platform to use? Is adequate support available for users who have difficulty using the platform? Has the platform changed in any way?
- Has the streaming video platform's maintenance fee increased significantly?

Appendix D: Collection Development Policy for the Government Documents Collection

Last updated: August 31, 2018

I. Mission Statement

The Hekman Library of Calvin University and Calvin Theological Seminary, located in Grand Rapids, Michigan, has served both these institutions and the 3rd Congressional District as a selective depository for federal documents since 1967, adhering to the stipulations of Chapter 19 of Title 44 of the *United States Code*, the guidelines in the *Instructions to Depository Libraries*, and the *Federal Depository Library Manual*. The Government Documents Collection supports the curricular needs of a four-year liberal arts university and a theological seminary, which includes a doctoral program. It also serves the diverse needs of the congressional district that includes the legal community, social service agencies, educators, college students from other institutions, high school debate teams, and taxpayers.

II. Selection Responsibility

The former Documents Librarian had primary responsibility for making item selections and developing the collection. The library reference staff was available for consultation and advice, if needed. Suggestions from users of the collection (students, faculty, and persons from the community) were carefully considered. When appropriate, specific input from faculty members or other users of the collection was sought through surveys when new items were introduced and when annual selections were reviewed. The former Documents Librarian had maintained contact with the district congressional office and had accepted recommendations from the staff members of that office, although this did not happen frequently. The Hekman Library was in a unique situation in that the Congressman for the 3rd Congressional District, Vernon J. Ehlers, was a former faculty member of Calvin College so he and several of his staff members had firsthand experience with the library's collections and services.

III. The Government Documents Collection

A. Overview of the Collection

The documents collection at the Hekman Library strives to meet the needs of citizens in the congressional district and to support the curricular and research needs of both the university and the seminary. The collection is based on the recommended core collection items for medium academic libraries as given in the *Federal Depository Library Manual*. Beyond this basic list many additions have been made. Currently the library selects 31% of available physical items, so much of the collection is at a reference or minimal rather than research or comprehensive level (according to the Library of Congress five-level standard for measuring collection intensity levels¹⁹). Online access to government documents is an important feature of the library's catalog and care is taken not to duplicate electronic items in physical format. When nationwide reports are offered, the Hekman Library generally chooses only those for Michigan and occasionally also those for a few selected states. Although the library is not required to keep materials in foreign

¹⁹ See <https://www.loc.gov/acq/devpol/cpc.html>

languages if the population does not demand it, the library often does keep materials in languages that are taught at the university. The Hekman Library does maintain an extensive collection of congressional hearings since they are primary source documents.

Listed below by distributing agency are some major highlights of the collection. The Library of Congress collection intensity level for each is given in bracket.

1. Agriculture Department – handbooks; yearbooks; bibliographies; state of Michigan soil surveys [reference]
2. National Archives and Records Administration – Federal Register; Code of Federal Regulations; slip laws; United States Statutes at Large; Public Papers of the President; Weekly Compilation of Presidential Documents; Statistical Abstracts [research]
3. Commerce Department – Many census reports and maps (population, housing, business, special reports) in paper and electronic formats; weather and climatological data for Michigan; U.S. Industrial Outlook [comprehensive for census materials; reference for remainder]
4. Civil Rights Commission – general publications; hearings and conferences; bibliographies [reference]
5. Defense Department – general publications; country studies; pamphlets; periodicals; water resources development in Michigan; Great Lakes Levels updates; World War II historical publications [reference]
6. Energy Department – general publications; Monthly Energy Review [reference]
7. Education Department – general publications; handbooks, manuals; FIPSE documents; statistics [research]
8. Environmental Protection Agency – general publications; EPA Journal; Toxic Chemical Release Inventory [reference]
9. General Accounting Office – reports; GAO Journal [reference]
10. Health and Human Services – general publications; Social Security Bulletin; Public Health Reports; FDA Consumer; Vital and Health Statistics; Vital Statistics of the U.S.; Morbidity and Mortality Weekly Report; Medicare Handbook; Health Care Financing Review [reference]
11. Housing and Urban Development Department – general publications; Annual Housing Survey [reference]
12. Interior Department – general publications; topographic maps for Michigan, Colorado, California, Idaho, Pennsylvania, New Jersey, New Mexico, and Utah; Water resources data for Michigan; Minerals Yearbook; many documents from the National Parks Service and U.S. Geological Survey [reference]
13. United States Information Agency – general publications; regulations, rules and instructions; opportunities abroad for educators [reference]
14. Interstate Commerce Commission – general publications [minimal]
15. International Trade Commission – general publications [minimal]
16. Justice Department – general publications; FBI Law Enforcement Bulletin; INS general publications; Sourcebook of Criminal Justice Statistics [reference]
17. Judiciary – general publications; United States Reports; Supreme Court Decisions [reference]
18. Labor Department – general publications; Occupational Outlook Handbook; Handbook of Labor Statistics; Monthly Labor Review; Consumer Price Index; Employment and Earnings; area wage survey, Michigan [reference]
19. Library of Congress – general publications; bibliographies; copyright explanatory circulars; many other publications [research]
20. National Aeronautics and Space Administration – general publications; posters and pictures [reference]

21. National Foundation on the Arts and the Humanities – general publications; handbooks, manuals, guides; grant applications [comprehensive]
22. National Science Foundation – general publications; handbooks; manuals; bibliographies [reference]
23. United States Postal Service – general publications; National Zip Code Directory; ZIP +4 State Directory; others [reference]
24. Peace Corps – general publications [minimal]
25. Personnel Management Office – handbooks [minimal]
26. President of the United States – general publications; budget; Catalog of Federal Domestic Assistance; CIA general publications, maps, and atlases [reference]
27. State Department – Foreign Relations of the U.S.; Dispatch; background notes on various countries; International Development Agency general publications, handbooks, manuals, etc. [research]
28. Small Business Administration – general publications; handbooks, manuals, guides; etc. [reference]
29. Securities and Exchange Commission – general publications [minimal]
30. Smithsonian Institution – general publications; bibliographies; handbooks, manuals, guides; etc. [research]
31. Treasury Department – general publications; Internal Revenue general publications; reproducible tax forms; Treasury Bulletin [reference]; the library also participates in the BPOL program for tax forms and publications.
32. Transportation Department – Highway Statistics; Public Roads; FAAviation News
33. Congress – Congressional Record; Serial Set (House and Senate Documents); commission reports; hearings; Congressional Budget Office publications [comprehensive]

Since Ferris State University has a strong collection in patents and trademarks, the Hekman Library collects only minimally in this area. Strengths of the Hekman Library are demographics, education, geology, health and human services, history, justice, the legislative process, and congressional hearings. Other well-represented areas are agriculture, labor, defense, commerce, and tax publications. Materials pertaining to the state of Michigan are collected when the choice is offered.

B. Collection Arrangement

The Government Documents Collection is considered a reference collection, so the physical documents do not ordinarily circulate (although occasional exceptions are made). It is arranged in Superintendent of Documents classification number order and housed as a separate collection on the library's second floor (main) floor. A small percentage of documents, mostly indexed periodicals and serials, are classified with the main Library of Congress collection.

There are cabinets for microfiche, CD-ROMs, and oversize publications. Posters and some maps are kept in map cases, and a selective housing agreement is in place that allows most depository maps and documents to be kept in the Geology Department. There is also a selective housing agreement in place with the university's Curriculum Collection, a library for education students. Documents of a K–12 curricular nature are occasionally housed in that collection.

Electronic content is made available using SFX and syncing records to the library's catalog. FDsys is available on the A-Z databases list.

IV. Formats

Historically the collection has selected documents in paper format because of ease of use and user preference. The library is currently reviewing format preferences with an aim toward electronic documents only. Microfiche readers and printers are available for use with materials that are only distributed in that format. Around 2002 the former Documents Librarian started selecting many items in electronic format.

As of 2002 the library made no decision to completely de-select items in tangible formats that were currently available via the Internet, although some microfiche (such as GAO reports and the Zip +4 state directories) was been dropped. Comparison of our selections to the *FDLP Guidelines on Substituting Electronic for Tangible Versions of Depository Publications* has not resulted in dropping many of these in tangible format for now. We do not currently select some of the titles (*Commerce Business Daily*, Congressional Bills), and the others are often easier to use in paper format.

The library includes links to online-only documents in its online catalog. The library is part of the FDLP's service that provides monthly MARC records for electronic resources.

V. Selection Tools

The library uses the basic depository selection tools: primarily the *Federal Depository Library Manual* appendices, *List of Classes*, and item cards; and to a lesser extent the *Sales Product Catalog*, *Administrative Notes*, *New Books Published by the United States Government*, and subject bibliographies. Non-depository selection tools are periodical indexes such as the *CSI Government Periodicals Index* and lists of notable documents published in periodicals such as *Library Journal*. The recommendation of items for selection consideration has become a national, if not worldwide, venture. In recent years the generous sharing of wisdom and advice that characterizes the discussion list GOVDOC-L has been a valuable source of good suggestions for items to add to the collection.

The statewide weeding schedule permits the distribution and circulation of discard lists from other libraries within the state. This needs and offers list as well as offerings on GOVDOC-L and from within the Depository Library Service were sources for retrospective collection development. Occasionally donations have been received from Congressman Ehlers and other sources.

The former Documents Librarian was an active member of the state's GODORT group, and although it was not a selection tool in the usual sense, this group and its publication, *Red Tape*, were valuable sources for suggestions and evaluations of items to be selected.

From whatever source, suggestions for additions to the collection were kept on file for review at the annual selection update. Throughout the annual weeding process a list of items to consider for deletion was kept as well, and was reviewed at the time of the annual update.

VI. Resource Sharing

The documents librarians in West Michigan have met in the past to review their collections and compare strengths, and online government documents programs allow us to review the selections of our neighboring depositories, The Grand Rapids Public Library and Grand Valley State University. Two excellent regional libraries serve the state of Michigan: the Library of Michigan and Detroit

Public Library. *The Michigan Plan for the Federal Documents Depository Library System* is the basic guide for coordinating depository libraries throughout the state.

The Hekman Library does accept interlibrary loan requests for government documents and fills several requests each month.

VII. Collection Evaluation

A. Statistical Analysis

The Hekman Library does not circulate government documents, although occasional exceptions are made. Detailed statistics are kept, however. The documents staff keeps an approximate record of the number of documents used by counting the number of documents returned for shelving. This method does not measure use of online resources, however. A record is kept of the number of reference questions received and answered.

B. Patron Satisfaction

Although a formal survey has not been done to assess patron satisfaction, the department receives thank-you notes or e-mail messages from time to time, and is not aware of any complaints.

C. Standard Bibliographies and Lists

Sometime prior to 2011, the collection was reviewed against the suggested core list in the *Federal Depository Library Manual*. Other published bibliographies such as lists of notable documents published in *Library Journal* were reviewed as well, and in most years the library had nearly all of the notable federal documents in its collection. Any omissions were considered for future selection.

VIII. Weeding and Maintenance

A. Weeding

The library follows the stipulations of *Instructions to Depository Libraries* when discarding documents from the collection. However, there is no one currently in position to do this. Documents are kept for a minimum of five years unless they are superseded by updates. The library also follows the schedule set forth in the *Michigan Plan for the Federal Documents Depository Library System* so that all libraries within the state weed the same area of the collection at the same time. Discard lists from the libraries within the state are then circulated among the libraries who request them.

Print documents are discarded if they duplicate online material. Because the Hekman Library is an academic research library and appreciates the value of primary sources, hearings and similar documents are kept much longer than five years. Such documents are reviewed during the annual weeding schedule and those of research value are retained. Because documents do not ordinarily circulate, the collection is in good physical shape and documents are seldom worn out.

Weeded documents are listed on discard lists and permission to discard is granted by the regional libraries before documents are officially discarded. In the rare instance when a decision is made

to discard bound volumes or a long run of a serial, an offer of the material is made on GOVDOC-L.

B. Maintenance

Detailed check-in procedures were in place. Documents are stamped with the depository stamp and the date of receipt. The Superintendent of Documents number is written on each document. Documents that come without binders are held together with rings or with metal clasps. Well-worn documents are replaced or rebound.

IX. Access

A. Physical Access

Decals on the outside doorways to the library lobby indicate that the Hekman Library is a depository library. The depository logo is also hung outside the entrance to the department, which is currently on the library's second floor. The collection is available to all persons whether or not they are registered borrowers at the Hekman Library. Compact shelving may make it difficult for wheelchair users to access the collection, but the documents department staff and the reference department staff are available to provide assistance if necessary.

B. Bibliographic Access

The Hekman Library has made the commitment to provide bibliographic access to the government publications through the library's online catalog as well as through the traditional methods (*Monthly Catalog of United States Government Publications*, periodical indexes, ERIC, *Public Affairs Information Service* index, etc.).

The library's holdings are accessible through the Internet so the documents holdings and online documents linked through cataloging records are available to persons far beyond the campus and congressional district. The Internet also serves as a resource since the library staff can access GPO publications through FDsys (GPO Access) and OCLC FirstSearch.

C. Promotion

The Government Documents Collection is shown in the brochure designed to help users find their way around the library. The fact that the Hekman Library is a depository is also mentioned in the university catalog.

The library's home page on the Internet contains a government information section, and a tutorial created by documents student assistants is included with other online subject guides.

The inclusion of records for government documents in the library's online catalog promotes them, and is especially useful when links are included for online documents.

D. Staff

The Government Documents Collection no longer has a Documents Librarian or dedicated staff.

Appendix E – Collection Development Policy for Heritage Hall and Rare Books

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I. Purpose

Heritage Hall serves as the archives and special collection department of Hekman Library. Heritage Hall collects published and unpublished material that documents the history of Dutch immigrants, their descendants, and Dutch institutions in North America since the 1840s. As the archival depository for Calvin University, Calvin Theological Seminary, and the Christian Reformed Church in North America (CRCNA), Heritage Hall holds the official, permanent, non-active records of these three entities.

The CRCNA's Historical Committee utilizes the holdings of Heritage Hall to foster in the Christian Reformed Church knowledge of and appreciation for the church's history. In addition to Calvin University, Calvin Theological Seminary, and the Christian Reformed Church in North America (CRCNA), Heritage Hall does also collaborate with other partners to accomplish its mission. The staff of Heritage Hall encourages research in the Dutch-American experience by publishing a popular historical magazine, identifying potential subjects, encouraging authors, and assisting the publishing efforts of its partners.

The Rare Book Collection is an integral part of the teaching and research mission of the university and seminary. It supports undergraduate- and graduate-level curricula, particularly the Ph.D. degree program in historical theology. Students and instructors use the collection for classes and projects relating to manuscript studies, bibliography studies, the history of printing, and the history of the book.

II. Clientele

The library's Collection Development and Management Policy is guided by the principle that the faculty, staff, and students of Calvin University and Calvin Theological Seminary are its primary clientele. Within that community, providing adequate resources for student study and research is the first priority. Members of the Calvin community have full rights to all materials and services both on-campus and off-campus within the parameters of the general library policies (<http://library.calvin.edu/about/policies/>). The library may occasionally collect items for alumni, emeriti of Calvin University and Seminary, visiting scholars, and Christian Reformed pastors. The library, its resources, and selected services are also available to guests visiting the building. This includes guests who are part of the Visiting Patron program. Guest access to electronic resources is allowed on campus, but not off campus.

In particular, Heritage Hall serves the archival reference needs of the university, seminary, and CRCNA, as well as a wide range of scholarly and casual researchers.

III. Selectors and Criteria for Selection

A. *Heritage Hall*

Heritage Hall serves as the official archive for the university, seminary, and denomination; thus, the staff of Heritage Hall work with relevant offices or churches in each organization to select materials for permanent retention. Manuscript and published materials are selected in accordance with this policy and are chosen to support the curricular needs of the university and seminary.

1. Formats and Physical Characteristics

In support of its mission, Heritage Hall collects as comprehensively as possible documentation of the Dutch immigration to North America. Formats range from analog (paper and magnetic media) to electronic resources. In special instances, collecting may broaden to memorabilia and other three-dimensional materials.

2. Subject Matter

- a. Records of Calvin University and Calvin Theological Seminary, including meeting minutes, reports, correspondence, and other records (paper-based and electronic) generated by the boards of trustees, administrative offices, departments, committees, and other official agencies of the university and seminary
- b. Minutes, files, letters, etc. of the Christian Reformed Synod and its official agencies, Classical records, and congregational records
- c. Files of such related institutions as Pine Rest Hospital, Bethany Christian Services, Christian Schools International, Christian Labor Association, etc. and papers of leaders, staff, faculty, students, teachers, and lay leaders related to these institutions.
- d. Material that documents the history of Dutch immigrants and their descendants in North Americans since the 1840s
- e. Papers of individuals, not-for-profit organizations, private enterprises, educational institutions, and other activities in which Dutch-Americans play/played a prominent role (Note: This may include self-published works.)
- f. When possible, the personal papers of Calvin professors and distinguished alumni
- g. Memoirs by alumni (preferably published and donated)
- g. Rare books that support the research that goes on in Heritage Hall and the curriculum of the university and seminary

B. Rare Books

Items for the Rare Books Collection are selected by the librarians and archivist. The library acknowledges that decisions about rarity vary between institutions and that evaluating and identifying books as rare requires the exercise of judgment, familiarity with the rare book trade and profession, and knowledge of use patterns and research trends.

Books are acquired by transfer from the circulating collection of the library, donation of materials appropriate to the Rare Book Collection, and purchase from the limited endowment funds available for rare book acquisition. In selecting titles for purchase, emphasis will be placed on meeting the curricular and research needs of the collection's primary users.

The following categories and characteristics are considered when books are evaluated for inclusion in the Rare Book Collection. The presence of one or more of these characteristics ensures that the book will be brought to the attention of the Rare Book selector, but it does not automatically ensure that the book will be added to the collection.

1. Formats and Physical Characteristics

- a. Fine facsimiles of important primary sources or research texts
- b. First editions of significance, chiefly literary, including books inscribed or autographed by persons of some significance
- c. Items of aesthetic importance, including fine printing, exceptional illustrations by important artists, notable bindings, or extra-illustrated volumes
- d. Special presses of particular interest

- e. Bibliographic interests because of physical characteristics (e.g., pirated edition, watermarks, or books that present puzzles to the bibliophile)
2. Imprint Dates
 - a. All books printed before 1800
 - b. American books printed before 1850
 3. Subject Matter
 - a. Books authored by Calvin faculty (for in-house use and display)
 - b. Calvin University or Calvin Theological Seminary theses and dissertations (See also section IV.D.1.b.)
 - c. Unique books from the libraries of Alvin Plantinga and Nicholas Wolterstorff
 - d. The Herman Bavinck (1854-1921) Collection of books by and about Bavinck

Appendix F: Collection Development Policy for the Ministry Resource Center

Last updated: August 31, 2018

Relationship of MRC to Calvin University's Mission

Hekman Library supports the research and instructional needs of both Calvin Theological Seminary and Calvin University. The Ministry Resource Center (MRC) is part of the Lilly Vocation Project, a major grant from the Lilly Foundation, and it is a permanent collection in Hekman Library, functioning under the auspices of the library and in cooperation with the Calvin Institute of Christian Worship (CICW) and the department of Congregational and Ministry Studies. The MRC houses a collection of practical resources to help university and seminary students and faculty connect learning and practice in Christian ministry leadership and to assist ministry leaders in the local community.

Mission of the MRC

The center is a collection of practical resources for all aspects of university, seminary, and congregational ministry. For example, it contains materials for those who need to plan a worship service, teach a class, lead a small group Bible study, or develop an outreach program. The center enables people in ministry to compare programs and their related materials. It contains print, digital, and audio-visual materials for all aspects of ministry in university, seminary, and church settings. The intent of the MRC is to complement the Reformed theological materials housed in the regular collection of Hekman Library. There is some (but not extensive) overlap between holdings in the two collections. However, users will find both collections useful.

Purpose of the Collection Development Policy

This policy serves to guide the selection of the ministry resources that constitute the collection of the MRC. It also guides decision-making as to how long certain resources remain in the center. The policy explains the types of resources that the MRC holds and services the center provides.

Clientele Served and Services Provided

Primarily, the center is designed to be a collection of biblically, theologically, and theoretically sound resources that reflect and support the Reformed theological tradition for students and faculty of the university and seminary who are engaged in Christian ministry leadership positions both on and off campus. The MRC also has a global vision and seeks to serve church leaders all over the world.

The materials in the center's collection are useful for individuals in such ministries as Bible studies, prayer ministries, worship, urban neighborhood ministry, and volunteer services. The MRC is also designed to help users realize how gifts in art, theater, music, dance, writing, languages, counseling, business, technology, accounting, or management, can be used in ministry. Calvin students and many church leaders need more than simple access to published and online resources. They need mentoring, encouragement, and discernment for selecting resources, which the Theological Librarians provide.

Selection Principles

The primary selectors of MRC materials are the Theological Librarians. However, additional input is received from the Calvin Institute for Christian Worship, university and seminary faculty, and other reliable theoreticians and practitioners with expertise in the related subject areas. Recommendations are accepted from any other interested parties, but the final decision to purchase material is the Theological Librarians'.

The MRC is to be a place where people in ministry can come and expect to find resources that are consistent with Reformed theological thought and instructive for ministries in the Reformed tradition. Three criteria are employed in the selection of resources for the MRC:

- Consistency with the Bible
- Consistency with historic Christian and especially Reformed theology
- Consistency with sound theory, e.g., pedagogy (including age appropriateness, reputation of the author, quality of writing)

The MRC will collect items that may not meet these criteria if it is judged that certain excellent aspects of them may be helpful to users, or if it is judged that they will be useful additions to the collection for purposes of study, analysis, or comparison with other resources. In these cases there may be a caveat added to annotations of the resources in question.

The MRC recognizes the value of other Christian traditions; therefore, it attempts to collect official denominational worship resources that users may find beneficial. The emphasis is on those materials designed for use in ministry settings. Related theological and theoretical resources are housed in the general library collection.

MRC resources reflect Calvin's standards for appropriate sensitivity to issues pertaining to gender, nationality, and race.

While the center contains materials for each area of ministry, an important priority is the worship section because of the MRC's ties to the work of the CICW.

Donated materials are accepted according to the same standards required for purchased materials.

Priority is given to English-language resources. Spanish-language resources and materials in other languages are included when required to meet ministry needs. The MRC wishes to serve increasing multicultural ministries in the U.S. and to serve international students and leaders of ministries in other countries.

Classification

Acquired materials are assigned an LC (Library of Congress) number and shelved accordingly.

Collection Evaluation and Weeding

The MRC collection is evaluated in an ongoing manner. As new materials are published, the Theological Librarians decide whether the newer resources are more useful than those currently on hand. If so, the decision is made whether to place the new material alongside the existing resources (e.g., if the older material is still preferred by a sufficient number of people or if it contains resources not included in the newer publications) or to replace what is already in the center. Generally, first or earlier versions are replaced by second or revised editions. The resources are also regularly checked for their condition.

Out-of-print books are retained according to the MRC selection principles. Out-of-print materials can be useful in providing continuing help for ministry leaders, students, and professors not only for current use but also for reference and heuristic purposes.

The MRC collection is regularly reviewed regarding use. To make room for resources that are needed more than others, items that receive little or no use are given away or discarded.

Review of the Collection Development Policy

The policy is reviewed every 3–5 years by the Theological Librarians to reflect current practice. Throughout the year any modifications to the policy in practice will be incorporated immediately to keep it current.

Collection Areas

Within the parameters of the MRC's mission to be a premier collection of practical resources for all aspects of university, seminary, and congregational ministry, the following are the primary, though not exhaustive, areas of concentration.

Category 1 – The subject is **directly related** to a ministry of the church. The material is often used by leaders and participants in an actual ministry setting. Material in this category is collected exhaustively.

Adult Education

Art in Worship

Bible Study

Children's Ministry

Church Renewal

Counseling

Dance, Liturgical

Family Education

Music in Worship

Parent Education

Small Groups

Spiritual Disciplines and Gifts

Young Adult Ministry

Youth Ministry

Weddings

Workplace Ministry

Worship

Category 2 – The subject matter **supports** the ministry efforts of church leaders. The material is often used only by the leader to provide a fuller understanding of issues. Material in this category is collected sparingly because much of the material in this category is found in the regular library collection. Material housed in the MRC is typically more practical and accessible than material in the regular collection.

Duplication of material found in the regular library collection is the exception rather than the rule.

Apologetics

Church Administration

Church Education

Hermeneutics

Leadership within the Local Church

Missions

Non-Christian Religions

Reference

Social Issues

Theatre

Category 3 – The subject matter is **general** in nature and not necessarily related to ministry. Only material that relates explicitly to church ministry will be selected. Enough material in these areas can be found in the regular library collection to satisfy the needs of nearly all ministry leaders.

Biography

Ethics

Fiction (Children and Youth)

Media

Social Issues

Technology

Appendix G: Collection Development Policy for the Theology Collection

Last updated: August 31, 2018

Purpose

The Hekman Library supports the research and instructional needs of both Calvin Theological Seminary and the Department of Religion of Calvin University. The seminary and university offer various degrees at the undergraduate as well as graduate levels: B.A., M.A., M.T.S., M.Div, Th.M, and Ph.D.

1. The B.A. program at the undergraduate level offers a major in religion and theology and minors both in religion and theology and in congregational and ministry studies. The department also serves the entire student body of the university with theological courses. The university requirements in religion and theology are two courses.
2. The seminary offers M.A. programs in educational ministry, worship, missions, and new church development.
3. The M.T.S. (Master in Theological Studies) program prepares students for further academic study or other careers that can be enriched by a strong theological education.
4. The M.Div. program leads to a professional degree in the ordained pastoral ministry and covers basic fields of biblical languages and studies; historical, systematic, moral, and philosophical theology; and homiletics, liturgical studies, and pastoral care.
5. The Th.M. program offers a number of areas of specialization: Old Testament, New Testament, historical theology, systematic theology, philosophical and moral theology, pastoral theology, and missiology.
6. The Ph.D. program of Calvin Seminary offers degrees in the areas of historical, systematic, philosophical, and moral theology, with concentrations in Reformation studies, post-Reformation Protestant theology, and modern and contemporary theology.

Hekman Library also augments the research and teaching activities of the H. Henry Meeter Center for Calvin Studies, which has its own collection of works related to John Calvin and his contemporaries. Additionally, the Hekman Library serves as the library for the Calvin Institute for Christian Worship (an interdisciplinary center for the study of worship and the arts), for the seminary's Center for Excellence in Preaching, and for the university's Nagel Institute for the Study of World Christianity.

General Collecting Guidelines

1. Languages
Priority is given to English-language sources and classic texts in original languages and in English translations. Scholarly secondary works are collected in other major languages, particularly in the areas of Reformation and post-Reformation historical theology, with a priority given to German and Dutch, and to a lesser extent, French, Italian, Spanish, and Korean.
2. Geographic Coverage
The library collects materials that are worldwide in scope and from both non-Christian and Christian religious traditions.

3. Priorities

Priority is placed on primary and secondary scholarly materials in various branches of religious studies and also materials appropriate for undergraduate curriculum and assignments in theological studies. In general popular and devotional works are not collected, except those by important authors.

4. Format

For books, print materials are preferred, though electronic books are starting to be collected more because of the seminary's distance education program. Journals are made available in print, but priority is given to making them available in electronic formats. Microform publications are acquired when print or electronic form is unavailable or cost-prohibitive. Theses and dissertations are acquired only to support immediate research needs.

Appendix H – Collection Development Policy for the H. Henry Meeter Center

Last updated: August 31, 2018

History and Purpose

The H. Henry Meeter Center for Calvin Studies is a research center specializing in John Calvin and Calvinism. Since opening in 1982, the extensive book, rare book, article, and microform collections have attracted scholars from all over the world.

The H. Henry Meeter Center for Calvin Studies began with a collection of important books and a bibliography by Calvin College professor Dr. H. Henry Meeter during his tenure of teaching in the Bible (now Religion and Theology) Department from 1927 to 1957. At the initiative of Dr. Meeter, Calvin College and Seminary established the Committee for Scholarly Research and Development of Basic Historic Calvinism in 1961. This Committee was the genesis of the H. Henry Meeter Center and its governing board.

The primary goal of Dr. Meeter was to make scholarly research on Calvinism available to students and laypeople. This goal was articulated and achieved in his classic 1939 work, *The Basic Ideas of Calvinism*. Published by Baker Book House, the book is now in its sixth edition and has been translated into five languages: Dutch, Korean, Japanese, Spanish, and Russian.

The need for space for the growing collection of materials on Calvin and Calvinism was recognized and supported by Dr. Meeter's son Hugh and daughter-in-law Eve Meeter of Grand Rapids, Michigan, and by the Pew Foundation who made possible the 1981–1982 construction of the H. Henry Meeter Center and Heritage Hall as a wing of the Calvin College and Seminary Library.

Today the Meeter Center, with its rare items, books, articles, literature and bibliographies is acclaimed worldwide as one of the most extensive and user-friendly of all Calvin and Calvinism collections.

Collection

The H. Henry Meeter Center contains a research collection which serves the needs of scholars, pastors, graduate students, undergraduates, and the general public who use the Center in person, by phone, and by email.

To serve these various constituencies the Curator of the Meeter Center, with the advice of the Center's Director, collects and maintains all materials related to John Calvin and sixteenth century Calvinism. The content of these materials, whether positive or negative regarding Calvin, range from the scholarly to the popular, and are in many languages and formats.

Monographs, theses, articles, lectures, rare books, microfilm, and audio-visual materials are regularly added to the collection and are accessible bibliographically via the library catalog and the Center's in-house database. This database, called the Calvin Resources Database (CaRD), is accessible globally on the Center's webpage: <https://calvin.edu/centers-institutes/meeter-center/>.

Appendix I – Diversity and Inclusion Plan

Last updated: August 20, 2020

Hekman Library strives to model diversity and inclusion in its collection development practices. We do this out of adherence to the American Library Association’s “Library Bill of Rights”²⁰; we do this to demonstrate our commitment to a Reformed Christian faith that includes people “from every nation, tribe, people and language”²¹; and we do this to align with Calvin University’s commitments to diversity and academic freedom. A diverse and inclusive library collection looks toward Christ’s coming kingdom and the reconciliation of all people as the Belhar Confession describes:

“ . . . the variety of spiritual gifts, opportunities, backgrounds, convictions, as well as the various languages and cultures, are by virtue of the reconciliation in Christ, opportunities for mutual service and enrichment within the one visible people of God.”²²

Books and media that demonstrate the inclusion of all backgrounds and convictions, as well as a diversity of languages and cultures, can give library users a foretaste of Christ’s kingdom. Indeed, a diverse and inclusive collection prepares students for the work of discernment, aids them as they pursue justice, and supports them as they become Christ’s agents of renewal in the world.

Hekman Library’s Diversity and Inclusion Plan models Calvin University’s diversity and inclusion goals. Just as the university values diversity as central to its mission as a Christian liberal arts university, we too believe diversity and inclusion are key to having a library collection that is distinctly Reformed and serves the liberal arts.

Aligning itself with the university’s documentation, Hekman Library defines the terms as follows:

Diversity: Psychological, physical, and social differences that occur among any and all individuals, such as race, ethnicity, nationality, religion, economic class, age, gender, sexual orientation, mental and physical ability, and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.²³

Inclusion: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact within systems and institutions.²⁴

Although we have committed to diversity and inclusion in the library’s collection development policy, we acknowledge that unconscious biases narrow our focus, leading to the unintentional marginalization of certain groups. Selecting diverse and inclusive materials needs to be a deliberate practice among Calvin faculty and librarians in order to meet our goals.

²⁰ “I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, age, background, or views of those contributing to their creation.” ALA “Library Bill of Rights” (2019). Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill>

²¹ Revelation 7:9 (NIV)

²² Retrieved from <https://www.crcna.org/welcome/beliefs/contemporary-testimony/confession-belhar>

²³ “Diversity Matters: A Guide to Calvin University’s Diversity Efforts” (2019). Retrieved from <https://calvincollege.sharepoint.com/sites/d-and-i-resources>

²⁴ Ibid. This is also the AACU definition from <https://www.aacu.org/making-excellence-inclusive>

II. Guiding Principles

F. Diversity and Inclusion

As a Christian institution in the Reformed tradition, Calvin University values and promotes diversity and inclusion. Scripture calls us to love others as we love ourselves, to exhibit and extend hospitality and to pursue reconciliation. At Calvin University we believe that love, hospitality, and reconciliation are the markers of biblical shalom and are to be exhibited in all aspects of our lives as we worship, work, play, and learn.²⁵

The Hekman Library believes it is important to model the university's diversity and inclusion goals in its collection. The library is committed to keeping and creating a diverse collection that features resources that deal with issues of race, ethnicity, nationality, gender, sexual identity/orientation, age, ability, socioeconomic status, and religion.²⁶

Additionally, we have committed to the university's *Strategic Diversity and Inclusion Action Plan* (SDIAP), which maps four action areas to strive for in 2019-2025.²⁷ The library has added its own specific goals based on the university's objectives and strategies.

SDIAP-I: Access & Equity

Engage in activities to recruit and retain a diverse campus community that facilitates the realization of academic achievements, growth, and development of all faculty, staff, and students.

- Library objective: Prepare for the increased presence of international students and students from historically underrepresented groups (Latino, Native American, African American, Asian American) by aligning collections to reflect the racial composition of the United States.
- Library strategy: Do a diversity and inclusion audit of the Es (i.e., Library of Congress Call Number) and aim to have at least 18.2% of the collection cover Latino history, 1.0% cover Native American history, 12.9% cover African American history, and 5.7% cover Asian American history. Particular attention should be given to #OwnVoices²⁸ books. These percentages align with current U.S. Census data and are not intended to limit the collection efforts of the librarians. Rather, they give the library a baseline to start from when considering the makeup of its collections.

SDIAP-II: Campus Climate

Embody an environment committed to civility and respect where students, faculty, and staff are empowered to pursue personal, academic, and professional goals.

- Library objective: Have the library's collection be an extension of hospitality, where students, faculty, and staff of color can find reading materials that meet their needs.
- Library strategy: Commit intentionally to buying at least 10 #OwnVoices books in the humanities.
- Library strategy: Do a diversity and inclusion audit of the literary fiction in the Ps and aim to have at least 18.2% of the collection cover Latino authors, 1.0% cover Native American authors, 12.9% cover African American authors, and 5.7% cover Asian American authors. These percentages align with current U.S. Census data and are not intended to limit the collection efforts of the librarians. Rather, they give the library a baseline to start from when considering the makeup of its collections.

²⁵ "Our Commitment." *Diversity & Inclusion website*. Retrieved from <https://calvin.edu/about/diversity-inclusion/commitment/index.html>

²⁶ Hekman Library Collection Development Policy. Retrieved from https://library.calvin.edu/policies/cdp_college

²⁷ See <https://calvincollege.sharepoint.com/sites/d-and-i-resources>

²⁸ #OwnVoices books are books written by authors who come from a marginalized group and whose topics or main characters come from that same marginalized group.

- Library strategy: Do a diversity and inclusion audit of the disabilities studies books and aim to have at least 50% published within the last 20 years and 25% published within the last 10 years.²⁹

SDIAP-III: Learning & Engagement

Cultivate a diverse learning and life experience to develop culturally competent individuals.

- Library objective: Make sure the library's collections can support new courses and curriculum improvements that take into account diversity-related content.
 - Library strategy: Seek out diversity-related course content by looking at syllabi and talking with professors. Buy at least 10 recently-published books to support diversity-related course content.
 - Library strategy: Do a diversity and inclusion audit of books about ethnically and globally-diverse expressions of Reformed Christianity. As available, aim to buy at least 5 new books in this area each year.

SDIAP-IV: Institutional Structure and Communication

Connect diversity-focused entities within the University and more widely communicate Calvin's commitment to diversity.

- Library objective: Ensure that the library collects current resources that communicate and affirm the university's commitment to diversity.
 - Library strategy: Form relationships with the President's Advisory Team for Diversity and Inclusion; Gender Equity Committee; Disability Services; Student Senate Diversity Subcommittee; Interfaith office; Sexuality Series; and/or other diversity offices in order to collect books on topics they are interested in. Reach out to two groups each semester.
- Library objective: Market diversity and inclusion books so that students, faculty, and staff know what the library has to offer.
 - Library strategy: Email specific departments and offices booklists once a year.

Diversity and inclusion audits of the collection will ensure we are meeting our goals. Collection Development Librarian Katherine Swart has studied several strategies³⁰ and has gleaned best practices, which include:

- Accept that your library does not exist in a vacuum; expect some imbalances in the collection. Librarians bring unconscious biases to their selection of materials.
- Start small. Doing a diversity and inclusion audit can be a daunting task, so choose smaller segments to focus on at a time.
- Align your goals with demographic data and statistics about the makeup of the campus. If 16% of the student population identifies as AHANA, then the library should use that as a goal for collecting.
- Be deliberate in looking for diverse books. Study bibliographic databases³¹, annotated bibliographies, literature reviews, diverse book awards, book reviews, and sources used in conference presentations and dissertations. Look at ILL records for trends that might show the library is lacking in a particular area.
- Build relationships with faculty who do interdisciplinary research and ask them for the names of leaders in the field who are not white, male, heterosexual, or cisgender. Meet with student groups that represent minorities and assess their information needs.

²⁹ These percentages were suggested in the *Library Journal* online class "Evaluating, Auditing, and Diversifying Your Collections," taken by the Collection Development Librarian April 28 – May 12, 2020.

³⁰ ACRL CHOICE webinar "Creating an Inclusive Collection: Selecting and Evaluating Diverse Sources," the ALCTS e-forum "Assessing Collections for Diversity and Inclusion," *Library Journal* online class "Evaluating, Auditing, and Diversifying Your Collections," and several articles.

³¹ Resources for College Libraries (RCL) is a subscription-based bibliographic database of core and comprehensive titles for academic libraries.

Besides the SDIAP goals, Hekman Library's goals for enacting best practices include:

- The Collection Development Librarian will select a diversity and inclusion topic every year, conduct an audit, do an in-depth bibliographic study of the topic, and build the collection where there are observed gaps.
- The Collection Development Librarian will review MeL (ILL) statistics in order to identify diverse information needs.
- The librarians will continue to work with their liaison departments and especially seek out minority faculty for collection input. The Student Learning Librarian will continue to gather feedback from student groups on campus.

Hekman Library's priorities when it comes to building a diverse and inclusive collection include:

- LGBTQ studies, including religious aspects, history, and queer theory
- African American, Latino/Hispanic, Asian American, and Native American studies, including religious aspects, history, and #OwnVoices publications
- Women and gender studies, including religious aspects
- Race, racism, and white privilege, including religious aspects
- Disability studies, including religious aspects
- Interfaith dialogue