COLLECTION DEVELOPMENT MANAGEMENT POLICY

of the

JIM DAN HILL LIBRARY

UNIVERSITY OF WISCONSIN--SUPERIOR

March, 1986
Revised January, 1987
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Revised and Updated, 1993, 2003, 2005
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Revised and updated 2013
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INTRODUCTION

The purpose of this document is to establish the library's collection management objectives, to assign responsibility for development of the collections, to delineate methods by which the collections are developed, to describe the role of services providing access to information, and to provide for the maintenance of the collections.

The Jim Dan Hill Library directly serves the faculty, students, and staff of the University of Wisconsin--Superior. More broadly, the library serves the communities of Superior and Douglas County, Duluth, Minnesota, and the State of Wisconsin.

On June 19-20, 2013, the Library experienced a devastating flood in the lower level, ultimately losing our entire general collection; Federal and Wisconsin State Documents; periodicals; and legal resources. The Library Liaisons and Faculty are working collaboratively to rebuild the collection.

The Select Mission of the University of Wisconsin—Superior: The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices.

(UW-Superior Staff Handbook, 2003.)

The library's mission, as it relates to collection management, is subordinate to the mission of the campus. The library's mission is:

The Library at the University of Wisconsin-Superior serves as a gateway to the world of information and knowledge. Through information literacy, the library becomes an active participant in the teaching and scholarly activities of UW-Superior by supporting the University’s liberal arts mission and encouraging learning and the development of life-span critical thinking skills.

The goals of collection management and development in the library are:

A. To develop a collection which reflects present needs and anticipates those of the future. These resources will serve both the research and general needs of its primary users, the undergraduates, the graduate students, and the teaching and research staff.

B. To provide collection management procedures which fulfill the needs of these primary users and the University staff.

C. To provide for cost-effective acquisition and retrieval of resources.
D. To avoid unnecessary duplication.

E. To extend the availability of resources and services throughout the state and Twin Ports area economically by coordinating selection and acquisition with other institutions and agencies, and cooperating in the development of area, regional and state networks or systems.

**COLLECTION DEVELOPMENT RESPONSIBILITY**

The responsibility of collection development in general belongs to the Library Liaisons under the supervision of the Library Director and the advisement of the Faculty Library Advisory Committee.

Some special collections will be under the direct supervision of the Reference and Government Documents Librarian: Reference Materials, Government Documents. The University Archivist has responsibility for the Special Collections and Archives, including the Lake Superior Maritime Collection.

The development of a collection that meets institutional instructional and research needs is the joint responsibility of the faculty and the Library Liaisons; faculty requests are a necessary part of the selection procedure. The Library welcomes faculty recommendations and solicits faculty help in building the collection. While it is the prerogative of every faculty member to participate in the selection process, the final responsibility for development of library collections—including adequacy and quality of selections—rests with the Library Director.

**CRITERIA FOR SELECTION**

1. The importance of the subject matter to the collection.
   a. Direct curriculum support
   b. Faculty and curriculum development
   c. General curriculum and individual development not necessarily course related
   d. Material which are needed to provide a balanced University collection but which may not be curriculum related

2. Timeliness or permanence of the material.

3. Authoritativeness.

4. Accuracy of information.

5. The technical excellence, durability and readability of the format.

6. The author’s reputation and significance as a writer.

7. Inclusion of the title in recognized bibliographies.


Critical reviews of the materials.

**FUNDS**

The library is allocated State of Wisconsin GPR (General Purpose Revenue) monies each fiscal year for the purchase of library materials. In addition the Library receives funds from the Undergraduate Differential Tuition for Library Initiatives. See Appendix C.

The library, with faculty input, has the responsibility to allocate and/or spend these funds in order to provide the best possible collection. A formula has been developed to determine the allocation of the portion of the funds assigned to the academic departments. The Library allocation formula was updated and approved by the Library Advisory Committee and the Department Chairs in May, 2004. The Director and Library Liaisons are responsible for the preparation of the allocation and notification to academic departments.

Library funds will not be spent to purchase materials for departmental or personal office collections.

**SPECIFIC GUIDELINES**

Materials are collected in both print and electronic formats, with preference for electronic formats to better meet the needs of both on-campus and distance learning students.

A. **Monographs**

   The current collection consists primarily of monographs requested by faculty and Liaison Librarians. Some monograph formats require special guidelines.

   1. **Continuations**

      A continuation is a serial publication issued in successive parts at regular or irregular intervals and intended to continue indefinitely.

      Continuations are budgeted separately and are not a part of the monograph budget. Current holdings are reviewed regularly at which time faculty input on cancellations is solicited. Recommended additions are considered using the above selection criteria, but consideration is also given to the need to purchase back issues.

      The continuation file is reviewed yearly for claiming purposes.

   2. **Theses**
The Library collects the theses written by UW-Superior students to complete degree requirements. Theses are submitted to the Technology, Distance Learning, and Reference Librarian and are added to the UW-System repository, Minds@UW, in the area designated for UW-Superior. Other dissertations are considered for purchase if requested and they meet selection criteria.

3. Faculty Publications
The Library acquires two copies of all monographs published by UW-Superior faculty. One copy is placed in the Library Archives and one is placed in the general collection.

4. Foreign Language Material
Foreign language materials are acquired only to support the language curriculum or as standard foreign language materials acquired for reference purposes. English translations of foreign works are considered using the selection criteria above.

5. Gifts
Gifts to the Library are accepted only if the library may use or dispose of the materials as it sees fit. All gifts are acknowledged by letter to the donor. Books not meeting the needs of the collection are otherwise disposed of.

6. Textbooks
The Library does not collect textbooks except where they prove to be a definitive work in a field or provide information not readily found in other sources.

7. Children and Young Adult Literature
The Library continually acquires outstanding young adult and children’s literature based curricular needs. Contents of these collections are intended to support the Library Science and English Education programs. These items are cataloged and placed in the Education Materials Collection.

8. Rare Books
Those books meeting collection criteria and considered rare are housed in the Archives. Monographs are not acquired for their rarity alone.

9. Archives
Materials stored in the archives are placed there with the approval of the University Archivist. In general, rare or expensive books or materials of value to UW-Superior are placed in the Archives.

10. Out-of-print Monographs
In most cases, monographs purchased by the library are of a current nature. When it is deemed necessary to acquire a book that is out of print, the acquisitions librarian contacts sources that cater to these needs. If these services are unable to procure the book, the search is discontinued.

11. Paperbound
The Library purchases paperbound monographs when:
   a. The hardcover version is not available.
   b. The price of the hardcover edition is prohibitive.
   c. The title is frequently superseded.
   d. The title will have low use demand.

Preference will be given to ordering from vendors who can provide a plastic cover addition to the paperback that will lengthen the life of the material.

Gift paperbacks of a popular nature are not cataloged. If they are in good condition and of current interest, they are designated library-owned and placed in the browsing collection.

Certain paperbacks may be selected for hard cover binding. Cost of this binding will be charged to the library acquisitions budget.

12. Curriculum Guides
The Library does not acquire curriculum guides.

13. Graphic Novels
The Library collects graphic novels.

14. McNaughton
The Library has a subscription for popular reading material via the McNaughton Company. Select materials may be added to the permanent collection when they fulfill curricular needs.

B. Other Formats

1. Maps and Atlases
Acquisitions of maps and atlases are considered using the above selection criteria. They are kept as a separate collection.

2. Music Scores
Music scores are acquired as requested following selection criteria. They are cataloged and placed in the general collection. Those scores that lack a binding enabling them to stand on the shelves are placed in folders.
3. Newspapers
Current newspaper editions are made available to the public in the browsing room. Issues of the New York Times, the Wall Street Journal, and other selected titles are kept only until the replacement microfilm copies are received. Back issues of other newspapers are retained up to three months and then discarded. Current news information is also available through online databases.

4. Non-Print Media
   a. Videocassettes, DVDs
      The Library purchases videocassette and DVDs that meet the selection criteria. This material is selected primarily to support the curriculum, namely, classroom teaching. These materials are all stored in locations separate from the main collection but are cataloged and their location is so indicated. Preference is given to the latest format of videorecordings, i.e., videotreaming. Collaboration is required with the Technology Services offices/staff to assure the availability of the appropriate hardware. Videocassettes and DVDs may be borrowed or rented via Interlibrary Loan.

   b. CDs
      Departmental requests for purchase of text/data/music files in CD format are considered individually. Support of the curriculum, the cost, and the availability of hardware to use the CD-Roms are criteria used to determine the suitability of purchase.

   c. Multimedia Formats
      Requests for this format are considered based on the criteria of curriculum support, cost, and available hardware.

   d. Electronic, Digital Formats
      The Library currently "collects" electronic books, electronic journals and electronic government documents, databases available via the Internet to support the University's curriculum. Due to the unique nature of databases in electronic formats, the Reference Librarians will review and determine which resources to license and purchase.
      Selection criteria considered include the following:
      1. Fills a curriculum or research need.
      2. Affordable.
      3. Will not create a gap in coverage if subscription is canceled.
      4. Preference for purchased information over leased information.
      5. Equipment and software to support is readily available.
6. Vendor support is reliable.
7. Provides ease of use and fast, reliable access for all users on or off-campus.
8. Electronic format provides features not available in print. It is essential to provide continuous coverage in basic subject areas. Every attempt will be made to avoid gaps in critical collection areas.
9. The Library is working towards the establishment of an online information infrastructure that is accessible and usable for all, including differently-abled people. Decision-making pertaining to the development or procurement of online resources will, if applicable, involve the following:
   - Gaining familiarity with, and implementing, state-of-the-art accessible design practices for the product in question.
   - Taking into account the accessibility of products or services under consideration.
   - Requiring vendors to provide documentation pertaining to their products' accessibility.

We will also work collaboratively with all UW System Libraries, via the Collection Development Committee, WILS, and other consortia to purchase and license electronic resources to realize cost-savings with group purchasing.

C. Additional Collections
1. Government Publications
   a. Selection
   Government publications are selected and retained for the two general purposes:
      (1) To support the curriculum needs of the students and faculty of the University of Wisconsin--Superior, and
      (2) To serve the government information needs of the citizenry of the 7th Congressional District of Wisconsin in accordance with the Federal Depository Library and the Wisconsin Document Depository Program Guidelines

Publications not directly supporting the curriculum or governmental information needs may still be selected for their values as general information sources.

More federal government documents are moving to online formats. Regardless of format, all documents are cataloged to improve access. Preference will be given to electronic format, including web resources, over paper for both state and federal publications.
Government publications are cataloged and maintained according to state and federal depository guidelines. Specific collections are held in Special Collections and include works by artists of the Federal Art Project, and Great Lake Charts.

b. Deselection
Many of the materials received on deposit are highly topical in nature, and are therefore, of permanent value only in a large research collection. These topical materials, unless they relate directly to local interests, are withdrawn through a regular process of deselection. All superseded materials and preliminary prints will be withdrawn as the replacements are received.

2. Reference
The Reference Librarian has primary responsibility for the selection and maintenance of the reference collection. Other materials acquired by the library are added to the reference collection at the discretion of the Reference Librarian. Materials are collected in both print and electronic formats, with preference for electronic formats to better meet the needs of both on-campus and distance learning students.

Materials selected for the reference collection are chosen primarily to support the curriculum related research needs of the students, faculty, and staff of the University of Wisconsin--Superior. Materials are also purchased which support the general research and information needs of the above named group, in order to provide for their multi- or cross-disciplinary research needs and in order to help provide a balanced University collection. Materials are retained in the reference collection only as long as the information provided is current and accurate or of merit for historic research. Superseded editions which may have further use are removed to the circulating collection.

Those superseded editions which are wholly replaced by subsequent editions and which lose considerable value due to datedness of included information are withdrawn. Primary criteria for selection and retention of reference materials are accuracy, utility, and authority.

3. Periodicals
Periodical retention is considered when a title supports the curriculum or the research mission of the university, and if the title is indexed or abstracted, either in hard copy or on-line. Availability in an area library is also considered.

This collection is reviewed regularly with faculty input solicited on cancellations and additions. This is achieved through a user survey, which assists in the re-examination of high-cost, low-use titles. The
suspension of such titles will be determined by their availability through
alternate sources, such as area libraries or Interlibrary Loan. Requests for
new titles are considered if the title supports the curriculum, or related
research, is indexed in a print or on-line source, and if the title is favorably
reviewed.

In the event that a requested title is too new to be indexed, abstracted, or
reviewed in the professional media, the periodical is examined by
appropriate faculty. A status review of the publisher is also attempted in
an effort to assess editorial standards and the possibility of a sustained
run.

Although some redundancy is unavoidable, it is a factor which weighs
heavily in the consideration of title retention or purchase. Our policy is to
provide access online whenever possible and cancel the print copy. This
provides broader access to the materials and saves space.

Although Interlibrary Loan services (Universal Borrowing and ILLiad) are
used to supplement the periodical collection, titles that are regularly
requested through ILL are examined for purchase consideration.

4. Reserves
Materials are placed in the reserve collection by instructors for the use of
their classes. Materials may be library owned or lent by the instructor, at
their own risk, to the library for specified period of time. Guidelines and
access are provided at http://library.uwsuper.edu/reserves/index.html.
Instructors may place materials on reserve for one semester only, but after
review at the end of the semester, they may reinstate them. Materials not
reinstated are removed from the Reserve collection.

5. Special Collections and Archives.
The University Archivist is responsible for this Collection. A separate
collection development policy has been prepared.

COLLECTION MAINTENANCE

A. Weeding

Weeding is an integral part of collection growth and management. With limited
space available for further collection enlargement, a policy of no growth has been
put into place. Collection review is done on a rotating basis with the whole
collection examined every five years.

A - F year 1
G - J year 2
Criteria for removal from collection shall include:

1. Age
2. Duplication
3. Condition
4. Program changes
5. Use (past circulation record)
6. Liaison Librarians, in consultation with Faculty as needed, judgment as to the usefulness and authoritativeness
7. Titles of little curricular value
8. Titles where information has been superseded or presented in newer, more comprehensive or more accessible formats.

Materials being considered for removal will be checked in \textit{Resources for College Libraries} and other authoritative lists as appropriate. In addition items selected for removal are noted by subject matter and appropriate department(s) liaison will work with the departments as needed to review materials before discarding. All materials are recycled or discarded.

B. Duplicates

The library does not purchase duplicate copies of a title except in the following situations:

1. As discussed above, two copies of each work published by a UW-Superior faculty member are purchased.
2. Multiple demand and heavy continuous use of individual titles as evidenced by circulation or mending statistics and verifiable patron requests may provide a reason for duplication. In either case, a limit of one extra copy for every 40 students at most will be purchased.

When it is determined that a duplicate copy needs to be purchased the second copy will be of the cheapest possible format except in the case of number 1.

C. Lost Items and Replacements

Resources that are missing, lost, or withdrawn because of wear are not automatically replaced. Such materials are replaced using the following criteria:

1. Importance of the item to the collection
2. Demand for the material
3. Availability
4. Available funding
A search for missing material is conducted for up to one year. Materials not found during that time period are declared lost and replacement is based on the above criteria.

D. Conservation, Preservation, and Restoration

Where preservation of content is more important than the integrity of the physical format, materials are preserved by reinforcing existing bindings and adding covers. Paper copies of most titles are purchased due to much less expensive cost. Some paper covers are reinforced with plastic by the vendor and others are selected to be sent for binding. As much as possible, materials damaged by use, etc., will be repaired in house. Those not amenable to such repair will be reviewed and considered for binding by the State's contractor. Criteria for binding are noted under lost items and replacement.

REVIEW

Just as academic institutions, libraries, information sources, and collections are continually changing, so too must this document. It will be reviewed every two years.
APPENDIX A

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

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, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Appendix B

Intellectual Freedom Principles for Academic Libraries:

An Interpretation of the Library Bill of Rights

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services, and policies that serve the entire academic community.

2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.

3. The development of library collections in support of an institution’s instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.

4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.

5. Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.

6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.

7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.

8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited
availability of space should be based on need, as reflected in library policy, rather
than on content of research or discussion.
9. Whenever possible, library services should be available without charge in order to
courage inquiry. Where charges are necessary, a free or low-cost alternative
(e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information
for all in the academic community with no discrimination on the basis of race, values,
gender, sexual orientation, cultural or ethnic background, physical or learning
disability, economic status, religious beliefs, or views.
11. A procedure ensuring due process should be in place to deal with requests by those
within and outside the academic community for removal or addition of library
resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate
institutional governing bodies, including the faculty senate or similar instrument of
faculty governance.

Approved by ACRL Board of Directors: June 29, 1999
Adopted July 12, 2000, by the ALA Council.

from a letter dated November 15, 2000, to Judith F. Krug, director, Office for Intellectual
Freedom, from the American Association of University Professors:

A copy of the new ACRL/ALA statement on Intellectual Freedom Principles for
Academic Libraries: An Interpretation of the ‘Library Bill of Rights’ was forwarded to one
of our Council members and considered by the AAUP Council in its meeting on
November 11, 2000.

The AAUP Council is pleased to endorse the statement, but wishes to preface that
endorsement with the following language from the Joint Statement on Faculty Status of
College and University Librarians, as contained in AAUP: Policy Documents and
Reports, 1995 edition:

“College and university librarians share the professional concerns of faculty members.
Academic freedom, for example, is indispensable to librarians, because they are
trustees of knowledge with the responsibility of ensuring the availability of information
and ideas, no matter how controversial, so that teachers may freely teach and students
may freely learn. Moreover, as members of the academic community, librarians should
have latitude in the exercise of their professional judgment within the library, a share in
shaping policy within the institution, and adequate opportunities for professional
development and appropriate reward.”
Please convey to the members of the ACRL Board and ALA Council our concern that college and university librarians are designated the same rights afforded to other faculty in regard to intellectual freedom.

Appendix D

Hill Library Liaison Librarians

Initial Program

Introduction: Hill Library Liaison Librarians provide traditional and innovative library services. They are expected to understand the information needs of the unit with which they work, including the nature of the teaching & research conducted by the units and to collaborate with teaching faculty to ensure that relevant information access skills and tools are incorporated into academic programs. They are also expected to be knowledgeable about library materials & services. This service will provide enhanced, specialized service to the campus in a proactive manner and build relationships with units to integrate information literacy within the campus curriculum and assure each student is information literate.

Collection development

Liaison librarians arrange and monitor access to information resources that support the instructional and research mission of the unit with which they work. They work collaboratively with the Collection Development Officer. Duties include:

- Promote awareness of collection resources via regular newsletters, meetings, etc. or appropriate methods as determined for assigned departments/units

Instruction:

Working collaboratively with their assigned units, the liaison librarians work to enhance the Library’s instruction program. This includes the following duties:

- Promote instruction in library resources to students and faculty in the departments and other units.
- Create appropriate LibGuide subject resources for faculty, students, and researchers.

Institution Repositories:

Liaison librarians will actively participate to identify collections in their assigned units that may be appropriate for inclusion in the institutional repository. They will work collaboratively with the Information Technology Librarian to plan, develop, promote and evaluate digital repository services. Specific responsibilities include:

- Work to identify potential digital projects and members of the campus community in their units who might be interest in collaborating on such projects.
- Promote the importance and uses of digital projects, particularly the institutional repository, to the campus community.

On-site Service:

Liaison librarians will provide expertise, both subject-based and general, in meeting the information needs of students, faculty, staff and community users. Specific duties
include:

- Provide referral support for the information desk in areas of subject expertise.
- Provide general referral support for the information desk as appropriate.


Specific Unit Assignments:
Ella Cross—Visual Arts; Educational Leadership; Human Behavior, Justice & Diversity; Career Services*; Graduate Council*
Laura Jacobs –Music; Business & Economics; Math & Computer Science.
Kristen Lindquist—World Languages, Literatures & Cultures; Distance Learning
Carolyn Caffrey—Writing & Library Science; Health & Human Performance; Communicating Arts; Social Inquiry; Writing Center*; Residence Life*; Multicultural Affairs*, International Office*
Deb Nordgren— Natural Sciences; Research Institutes
*Work with these units will primarily involve promotion of instruction
Unit assignments will be reviewed regularly.

General Guidelines:

1. Determine effective method of communication or contact for each assigned units or unit liaison
2. Conduct an survey of unit needs during August
3. Prepare an annual report of accomplishments each May
4. Collection development reviews for journals due in September, for other materials in December
5. Share updates on library services and materials via a variety of communication modes
   a. Develop & use newsletter template
6. Provide unit input for the Library’s strategic plan & budget
BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Board of Regents approves the expansion of the UW-Superior undergraduate differential tuition beginning in Fall 2011.

The differential will increase from $103.50 per semester ($207.00 per year) to $118.50 per semester ($237.00 per year). The differential tuition will include resident and nonresident undergraduate students. The differential will be prorated for part-time students.

The outcomes of the proposed differential will be presented to the Board of Regents for review in four years (2015).
UW-SUPERIOR EXPERIENCE
UNDERGRADUATE DIFFERENTIAL TUITION

EXECUTIVE SUMMARY

BACKGROUND

In June 2003, the Board of Regents approved a differential tuition at UW-Superior which supported the Jim Dan Hill Library ($75.00 per semester). In June 2008, the Board reviewed and expanded the differential to include a Career Services component ($103.50 per semester). As required by the proposal, the differential must be reviewed with the student government and reauthorized by the Board during Spring 2011.

REQUESTED ACTION

Approval of Resolution 1.2.c.2.

That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Board of Regents approves the expansion of the UW-Superior undergraduate differential tuition beginning in Fall 2011.

The differential will increase from $103.50 per semester ($207.00 per year) to $118.50 per semester ($237.00 per year). The differential tuition will include resident and nonresident undergraduate students. The differential will be prorated for part-time students.

The outcomes of the proposed differential will be presented to the Board of Regents for review in four years (2015).

DISCUSSION AND RECOMMENDATIONS

Review of the Current Differential. Since the Board of Regents approved the UW-Superior differential in 2008, the rate has remained $103.50 per semester. The differential supported two components: 1) Jim Dan Hill Library ($68.50 per semester) and 2) Career Services ($35.00 per semester).

1) Jim Dan Hill Library. The Jim Dan Hill Library's information literacy program, access to research, and teaching materials are integral to UW-Superior's five Liberal Arts Initiatives: Writing Across the Curriculum, Academic Service Learning, Senior Experience, Global Awareness, and First-Year Experience. Professional librarians review use statistics, monitor the curriculum, and work collaboratively with the UW System libraries to determine which materials
to purchase. Last year, the differential provided almost $106,000 to support faculty class material and general collection acquisitions. The library also invested $147,000 from the differential tuition on almost 60 new electronic resources.

The recent library renovation added student open study areas and study rooms. The differential supplemented the student assistant budget to support necessary student access.

### 2009-10 Proposed and Actual Library Expenditures

<table>
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<th>Proposed Budget</th>
<th>2008-09 (Actual)</th>
<th>2009-10 (Actual)</th>
<th>2010-11 (Budgeted)</th>
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<td>Database and full-text journal subscriptions</td>
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<td>Research and teaching materials for the reference and general collections</td>
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<td>$0</td>
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<td>Research and teaching materials selected by campus faculty to support the curriculum</td>
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<td>Student assistants to maintain library hours</td>
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<td>$58,531</td>
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<td><strong>Total</strong></td>
<td><strong>$306,000</strong></td>
<td><strong>$305,999</strong></td>
<td><strong>$279,667</strong></td>
<td><strong>$279,500</strong></td>
</tr>
</tbody>
</table>

2) Career Services. Career Services provides a comprehensive array of services and programs with early emphasis on career development in the student's enrollment. In 2009-10, Career Services staff and student peer educators achieved the following:

- Met with 585 individual students/alumni
- Facilitated 187 on-campus student employment interviews
- Delivered 94 workshops or presentations with 3,728 student attendees on topics like interviewing, dining etiquette, resumes, networking, professional skills, strengths assessment, graduate school, and portfolios.

Career Services has also implemented several online resources to connect to students and to help students find careers. For example, JacketJobs, which is a web-based recruiting and event management system, has provided 1,812 employment contacts and 4,071 job/opportunity postings since 2008. Students have logged into the service 13,218 times since 2008, and there are seven video tutorials on YouTube to support students, employers, faculty, and staff.
The Superior Experience. Advancing the collaboration that has existed since 2003, the UW-Superior administration has worked with students to develop The Superior Experience. The Superior Experience will replace the existing differential. The Superior Experience has three components: 1) Technology Enhancement ($15.00 per semester), 2) Jim Dan Hill Library ($68.50 per semester), and 3) Career Services ($35.00 per semester).

1) Technology Enhancement. The recently constructed Swenson Hall provides 26 new classrooms, an enlarged general access lab, a new writing center, two general computer classrooms, two writing labs/classrooms, a language computer laboratory, and a new math/computer science computer classroom. Over 160 new computers will be required in these locations to serve about 50 course sections per semester. The differential tuition rate will increase by $15.00 per semester to support classroom and academic lab equipment for Swenson Hall and student assistant funding to maintain the expanded inventory of computers.

**Projected Technology Annual Funding, 2011-15**

- Classroom and academic lab equipment ........................................ $45,000
- Student assistants ........................................................................... $20,000
- Total ................................................................................................. $65,000

2) Jim Dan Hill Library. The Superior Experience will continue to support library operations. Differential resources will focus on providing resource access and will no longer support student assistants.

**Projected Jim Dan Hill Annual Funding, 2011-15**

- Database and full-text subscriptions ............................................. $160,500
- Research and teaching materials, reference and general collections ...... $119,000
- Total .................................................................................................. $279,500
3) Career Services. The differential will continue to support Career Services. Based on the 2008-09 UW-Superior Undergraduate Employment Survey and current career trends, Career Services will support students and alumni in achieving the following objectives:

- Identify personal skills, abilities, and strengths and relate these skills to appropriate career paths.
- Set career goals and create an action plan to reach these goals.
- Make informed decisions to reach career goals.
- Prepare professional resumes and practice interviewing techniques to confidently promote skills and abilities.
- Research companies to evaluate “fit” with organizations.
- Organize and conduct a job search.
- Recognize the connection between chosen majors and careers.
- Articulate the value of a liberal arts education to employers.

**Projected Career Services Annual Funding, 2011-15**

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<th>Description</th>
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*Comparative Analysis.* A peer comparison of the OW-Superior tuition and fees is attached. UW-Superior's position among the peers for resident undergraduate tuition does not change under this proposal (27 of 35).

The following table compares OW-Superior's resident tuition and segregated fee rates to other UW comprehensive institutions.
Student Consultation. In October 2010, the Student Government Association (SGA) president emailed senate members information on preliminary differential tuition discussions held with the Chancellor. The SGA president also posted “talking points” in the SGA office. The Chancellor and Vice Chancellor for Campus Life attended SGA meetings to present possible uses for differential tuition.

On October 25, the SGA created a subcommittee to research and draft a differential tuition proposal. In November, the subcommittee met with faculty, students, staff, and administrators to discuss possible components of a differential tuition.

On November 15, the SGA hosted a "Meet SGA Night" during which the differential tuition was discussed. Approximately 45 students were in attendance. On November 22, the SGA president asked senate members to seek additional input from students via classroom discussions and informal conversations.

On December 6, the SGA adopted resolution #PR1210-04 supporting the continuance of the Jim Dan Hill Library and Career Services components at the current levels. The SGA also adopted resolution #PR1210-01 supporting a technology enhancement component.

Initiative Review and Oversight. Every September, the SGA will receive annual reports outlining technology, library, and Career Services differential-funded expenditures. The reports will also include planned expenditures and program directions for the upcoming year. The SGA will evaluate The Superior Experience differential and will make ongoing recommendations to
the Chancellor. The Chancellor will review the recommendation of the SGA and will make the final budgetary decision.

The Superior Experience will remain in place until Spring 2015 at which time the SGA will review the differential for continued support.

The outcomes of The Superior Experience will be presented to the Board of Regents in four years (2015).

RELATED REGENT POLICIES

Study of the UW System in the 21" Century (June 1996)

OW-Superior: Undergraduate Differential Tuition for Library Initiatives (June 2003)

OW-Superior: Undergraduate Differential Tuition for Library Initiatives and Student Career Services (June 2008)

Regent Policy Document CRPD)32-7: Student Involvement in Differential Tuition Initiatives (April 2010)
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