UNIVERSITY LIBRARIES

COLLECTION DEVELOPMENT MANUAL

October 2014

I. CONTEXT

A. University Libraries Mission

The Libraries support the mission of the University by providing a vital, information-rich environment central to the education of students, faculty and staff; and to the intellectual, personal and social growth of our community. In partnership with the University community, the Libraries' staff are committed to the promotion of information and critical thinking skills that are essential to teaching, learning, scholarship, research, creative attainment, and professional training. To achieve these ends, the Libraries foster academic inquiry, scholarly communication, and life-long learning by collecting, organizing, preserving, and disseminating information resources and by providing instruction and guidance in their use. (Library mission statement updated 2010.)

While the primary responsibility of University Libraries (UL) is to support the educational needs of students, it has an additional obligation to support specialized research needs of the faculty. Through a rich and growing variety of information retrieval tools, many faculty and graduate students can be assisted by UL staff in their research programs largely through electronic access to more comprehensive collections housed elsewhere. UL must provide the means to access information on a global scale, while strengthening support for building core collections locally and continuing to acquire significant materials that are unavailable online.

Alumni and members of the community who have made specific arrangements with UL may borrow books and scores from its collections. Use of other resources within the library may be possible when it does not interfere with the library needs of current University students, faculty, and staff.

B. Changes to Collection Development Policies and Procedures

Changes in collection development policies and procedures in this document can be suggested by the University Administration, UL staff, or the University Library Committee (ULC). Faculty will discuss their suggestions with their college or school representative on the ULC or with their Subject Liaisons in the library (see II.C below); students will direct their written comments to UL staff.

II.   COLLECTION DEVELOPMENT ROLES AND RESPONSIBILITIES

A. Collection Development Responsibility

The responsibility for incorporating new resource materials is a cooperative one involving input from faculty, staff, and students. UL staff encourage these campus constituencies to suggest resources that fulfill the educational mission of University programs and curricula. Teaching faculty provide significant input into selection of new titles in their respective disciplines, especially for course-related material. Academic administrators and teaching staff keep the Libraries' Subject Liaisons aware of program and departmental curricular changes, while UL staff notify faculty and other members of the University community of UL service and staffing developments. The UL Director summarizes collection development activities in an annual report to the faculty.

Many resource needs of students and faculty can be served by selecting materials that are not strictly associated with program or departmental curricular needs; rather, they stem from an increasing demand for materials that cross disciplinary barriers. Identifying the resources needed to build such balanced collections is primarily the responsibility of UL staff, who must remain responsive to curricular trends and developments as well as college and program accreditation requirements. Thus, shared responsibility is the best way to characterize the partnership between faculty and UL staff.

Collection development responsibility refers to more than the traditional monograph, serial, and audio-visual formats. Ownership decisions have now been complemented by access opportunities through electronic technologies. Print and nonprint media collections now are just one part of the expanding array of resources offered by academic libraries. Electronic access (to online databases, online catalogs, document delivery services, multimedia, electronic journals, online books and reference sources, etc.) is commonplace in academic libraries. Traditional forms of library research are no longer sufficient, nor are they completely outmoded, particularly in the arts and humanities. In the environment of rapidly changing searching methodologies and sophisticated information technologies, selection and deselection of titles—the building of a balanced collection of materials and access services serving the entire campus community—is the final responsibility of UL staff.

B. The Role of the Collection Development Committee (CDC)

Membership:
1. The CDC is composed of UL heads of Reference/Public Services, Technical Services, and the Allen Library, plus the Acquisitions Librarian. Other library staff members may be added based on need and subject knowledge. The UL Director is an ex-officio member of the committee.
2. The CDC elects a chair for a two-year term to begin in July. The chair may be re-elected.

Responsibilities:
1. Coordinate collection management of materials in all formats in UL, including print and electronic, and single issue, continuing, and subscription resources in the disciplinary areas of the social sciences, humanities, sciences and engineering, and performing arts.
2. Regularly review allocations (see III.A below) and strategic planning tools and data, resulting in recommendations regarding collection development needs and revised budget allocations to be submitted to the Director for approval.
3. Advise the Director of the University Libraries on collection development issues related to print and electronic resources, including standing orders, databases, and periodicals. The committee consults with appropriate subject selectors in making recommendations.
4. Coordinate the collection development activities of the Subject Liaisons.
5. Convey CDC meeting notes and directives to Subject Liaisons.
6. Work with each liaison and with relevant faculty to develop and update subject-specific collection guidelines and/or goals; monitor Liaisons' websites for currency.
7. Meet with each liaison once a year to discuss selection criteria in his/her discipline, faculty concerns, and new programs.
8. Discuss with each liaison problems and questions about the execution of his/her responsibilities as they arise.
9. Bring issues and concerns before the committee that the liaison wants raised.
10. Monitor budget activity in each discipline.
11. Formally review this manual every four years or when needed as changes in curriculum, staffing, and technology require. The Director of UL authorizes all final changes in these policies and procedures.

Input from faculty is encouraged through the Subject Liaisons (see IV.C for more details; see Appendix I for a general list of subjects and subject codes).Specific faculty and student suggestions relevant to collections may be reviewed by the CDC.

C. The Role of Subject Liaisons

Subject Liaisons are library staff members assigned to subject areas that correspond to their education and disciplinary competencies. To contact a Subject Liaison in a particular discipline, see http://library.hartford.edu/get_help/selectors.aspx. To see a general list of subject areas, see Appendix I. Each liaison will administer a budget derived by the Collection Development Committee.

1. Arrange for the acquisition of all print and online monographic and audiovisual materials.
2. Maintain timely subject resources lists on the UL subject pages.
3. Maintain general awareness of print and electronic library holdings, use, and user needs.
4. Read relevant periodical and catalog selection literature (see Selection Criteria in Section IV.G), search that literature, decide which materials warrant purchase, and arrange for that purchase.
5. Counsel and advise faculty of materials relevant to their disciplines while meeting regularly with appropriate faculty regarding their teaching and research needs.
6. Develop successful dialogues with faculty, extending those working relationships into areas that improve curriculum support, specifically contact with faculty outside the library facilities (e.g., email, phone calls, face-to-face meetings). Information secured regarding departmental developments is routinely shared with coordinators.
7. Maintain the integrity of the collection by both ordering missing resources when available (and if appropriate) and weeding the collection periodically.
8. Review regularly their Subject Collection Development policies.
9. Consult with the Director of University Libraries and the Gifts Coordinator about acceptance of proposed large gifts in their subject areas. Help ensure that prospective donors are notified of gift policies before gifts are accepted. (See Section VI, Donations.) The gift receipt form (Appendix II) helps reiterate essential policies in writing at the time of transaction. Determine which gift titles in their subjects will be added to the UL collections.

D. Role of the University Library Committee (ULC)

The ULC is charged by the Provost with advising UL on matters relevant to the faculty. Its interaction with UL involves consideration of UL concerns which affect the faculty in the discharging of their duties. Additionally, it has the responsibility to communicate faculty concerns to UL staff through the Director (an ex-officio Committee member), who provides feedback relating to collections issues to the Collection Development Committee (CDC).

The ULC advises the Director on all aspects of collection development. It reviews modifications to and offers suggestions regarding policies and procedures initiated by UL staff. It communicates important UL issues to the faculty and serves as an intermediary between UL and faculty. Correspondingly, the ULC is a forum for faculty suggestions regarding possible modifications of UL policies and procedures that are then considered and, if warranted, are recommended to the Director for consideration.

III. FUNDING

A. Allocation of the Budget

Responsibility for allocation of the budget within the broader UL budget rests with the Director of University Libraries. The Collection Development Committee allocates acquisitions budgets by broad subject area.

Simple allocation by University-designated department code is uncommon in academic libraries due to the number of curricular idiosyncrasies involving subject overlap, multiple disciplines within a department, non-departmental courses, and interdisciplinary courses. Consequently, department allocation handicaps the University Libraries' responsibility to build a balanced collection that reflects a comprehensive commitment to all curricular programs. It is therefore necessary for an acquisitions policy to be budgeted by broader subjects. This subject-centered approach aims at a balanced collection, equitably derived, and centered on our institutional mission.

In addition, UL staff are obliged to evaluate for each media format its frequency of use, the costs associated with its use, and, where possible, to categorize the user. These calculations will measure the cost effectiveness of each format and thereby aid UL staff in strategic planning.

Restricted funds are available to supplement material budgets provided by the Administration. Some of these permit the Director great latitude in directing funds to meet ongoing needs, while others are expressly limited in their applications.

Retrospective purchases and replacements of lost, stolen, or damaged materials may be funded, where deemed necessary from the funds allocated to Subject Liaisons.

Faculty are not authorized to make purchases for UL. The Director of University Libraries may make exceptions, with prior arrangements.

B. Resource Allocation

The factors selected for the University Libraries fit our educational mission. These criteria will be employed to determine the portion of the materials budget to be allocated to each subject. All currently distributed media formats (books, eBooks, DVDs, scores, compact discs, microforms, etc.) will be included.

Several variables, not in ranked order, have been generally recognized as relevant to a balanced distribution of funds: faculty distribution by department; credit hour production by department; number of courses offered by department/subject; faculty research and publication by department/subject; number of new academic titles available by department/subject; subject specific cost of new titles; levels of courses offered; programs offering graduate degrees; trends in credit hour decline and growth by department; enrollment by major; program prioritization; circulation by subject.

The variables most relevant to the University of Hartford follow:

1. **Enrollments and level of programs**
   CDC may review current credit hour production or FTE student enrollment statistics provided by the Office of Institutional Planning and Research arranged by department and then grouped by the CDC with related departments—sometimes in other colleges of the University—to correspond to the appropriate subject categories that are consistent with national library classification systems. This enrollment data is factored according to graduate or undergraduate program levels.

2. **Resource costs**
   Resource costs refers to the combined costs for each subject in formats appropriate to that subject. Average costs in a given format compiled over recent fiscal years at this institution are compared against published average costs for a particular subject in that format to make allowances for some subjects where format costs are significantly above or below the average.

3. **Usage**
   Usage refers to circulation of all formats relevant to this subject (books, videos, scores, ILL lending, etc.).

Consideration of these three factors will yield, for each subject, a percentage of the materials budget to be allocated to each subject area. Each Subject Liaison will determine how best to allocate funds to serve the interests of UL patrons.

The UL Director and CDC reserve the right to change the above criteria used to allocate funds for all library materials as is needed to preserve the most essential resources and provide the most comprehensive collections for the University community. In extreme circumstances, such as severe budget cuts and poor economic times, the University Libraries may need to modify the allocation of resources to ensure that all subject areas receive the appropriate and fair allocations until funding has been restored.

The University Libraries also receive endowments to fund library materials. The use of each endowment is governed by a different set of criteria determined by the donor and the associated donor agreement. The University Libraries are required to follow these criteria when allocating these funds.

IV. SELECTION AND COLLECTION MANAGEMENT

A. Chronology of the Acquisitions Process

July-August:
> UL Director receives the new fiscal year budget and allocates a portion to acquisitions; the Collection Development Committee implements the allocations formula (utilizes previous year's statistics and then makes adjustments as needed).

August:
> Coordinators notify Subject Liaisons about their individual budget lines for the new fiscal year.

August-September:
> Subject Liaisons notify Department Chairs and faculty about the budget and solicit input. Subject Liaisons begin sending orders to the Acquisitions Department.

January:
> Approximately one-half of the allocated budgets should have been encumbered by Subject Liaisons.

April 1:
> The final date by which faculty and students may send requests for purchases to Subject Liaisons. This time frame helps to ensure that all funds will be utilized during the current fiscal year. Subject Liaison may articulate an earlier date to their constituents to help ensure full consideration of requests before funds are expended. Non-urgent request that are submitted at a late date, and that take a long time to research or to arrive (e.g., from overseas) may not be ordered until the new fiscal year.

April 15:
> Subject Liaisons review all outstanding requests from faculty and students. Final date for Subject Liaisons to submit orders to Acquisitions.

After April 15:
> No more requests are filled. This provides time for all orders to arrive and be paid for, with all accounts reconciled before the end of the fiscal year. New requests are deferred until late August in the upcoming fiscal year. Note: this is an excellent time for faculty to work with Subject Liaisons to assess collections in their areas, identify purchases, research hard-to-get items, or plan for new courses or programs.

Throughout the year the Acquisitions Librarian notifies Subject Liaisons of issues, such as price changes, cancellations, and claims, and asks for decisions from Subject Liaisons.

B. New Programs

In order for UL to continue to meet the educational needs of students and faculty as stated in its mission, it is important that faculty or Assistant Provost inform Subject Liaisons and Library Director in a timely fashion of curricular changes. Information should include the scope and type of materials that will be needed, and priority of these needs compared to other needs in their areas. When new programs are added to the curriculum, the need for additional funds should be brought to the Director's attention.

C. Requests

Requests for new materials should be submitted or routed by faculty, staff, or students to the appropriate Subject Liaison (see http://library.hartford.edu/get_help/selectors.aspx for contact information).

1. Methods for requesting a purchase:
   - Submit an e-mail, attachment, memo, marked flyer, or other written or electronic request to a Subject Liaison, OR
   - Make a request verbally via meeting or phone call; OR
   - Use the libraries' Suggest a Purchase web form at http://library.hartford.edu/find/books_music_videos/suggest_purchase.aspx

2. Information to include:
   - **Essential:** indicate if the item is needed for reserve or upcoming assignments (and when)
   - **Essential:** Title and author
   - Desired format, e.g., book, script, CD, DVD, type of score (e.g., vocal or full)
   - Identifying number (if known), e.g., ISBN, Amazon ASIN, publisher or vendor number
   - Recommendation for specific edition/performances (if known or desired)
   - URL or a clipped advertisement for the item or the vendor
   - Other identifying information, e.g., publisher
   - Any comments the requestor wishes to make helping justify the purchase

Those who are making requests will increase the effectiveness of the acquisitions process if they assign one of the priorities listed below to the recommended title.

1. Essential. Title will be used for course related assignments and/or faculty preparation for a specific course and in high demand. Note: essential does not apply to satisfying faculty research needs.
2. Important. Very likely to be sought, used, and referred to by faculty and students for specific curricular purposes.
3. Useful. Title is related to our educational mission, will likely be used and may fulfill broad general interest.
4. Good to have if possible. Title will likely fill an occasional need for the curriculum and/or broad general interest. Subject Liaisons will consider ILL or document delivery as an alternative for such needs.

Upon completion of the acquisitions process, faculty will be informed by email, campus mail, or verbal contact of the disposition of their request and the availability of materials recently added to the collections.

D. Statistical Data

The following reports are generated as needed to assist CDC in making recommendations for future direction, for meeting program accreditation requirements, and in reviewing or revising the budget allocations formula.

1. Age of the collection profile
    Profiles the publication date for titles within a classification range and computes the percent of the collection within that range.
2. Growth of the collection profile
    Computes the number of titles within a classification range. Compares the percentage of growth within each range against prior percentages.
3. Collection use and access profile
    a. Interlibrary Services.
    b. Compares circulation of materials by classification range against Interlibrary Loan (ILL) borrowing statistics. Prepares a semi-annual list of all requested titles and a summary of the 25 most frequently requested journals.
    c. Circulation transactions.
    d. System capability permitting, computes and analyzes the number of items borrowed by such categories as LC classification and patron group.
4. Cost Profile
    a. Summarizes the costs per title—grouped by subject—for all materials, including the percentage of increase/decrease.
    b. Calculates percentages of the materials budget expended on each format (i.e., books, scores, periodicals, series, audiovisual, and subscription databases).
    c. Database statistics: compares the number of uses for each subscription to its cost, in order to arrive at a cost per search or use for each database.

E. Collection Levels

Subject Liaisons will work with the appropriate faculty to create subject collection policies in which the following Research Libraries Group (RLG) guidelines for levels of collection intensity are considered. Goals must be appropriate for the programs being offered and are subject to the limitations of annual budget allocations.

Summary of Collection Levels:

    0 = out of scope
    1 = minimal information level
    2 = basic information level
    3 = basic study or instructional support level
    4 = research level
    5 = comprehensive level

See next page for details.

E. Collection Levels (continued)[1] [2]

0. **OUT OF SCOPE (0):** the library does not intentionally collect in this subject.

1. **MINIMAL INFORMATION LEVEL (1):** few selections are made beyond very basic works. Superseded editions and titles containing outdated information are generally withdrawn; classic or standard retrospective materials may be retained. **Supports occasional general needs** for information in English about subjects not offered as part of the curriculum.

2. **BASIC INFORMATION LEVEL (2):** introduces and defines a subject. Includes basic reference tools and explanatory works, such as textbooks; historical descriptions; general works devoted to major topics and figures in the field; selective major periodicals; and access to a limited collection of electronic bibliographic tools, texts, data sets, and journals. The introductory level **supports patrons seeking general information about a subject or students enrolled in introductory level courses**.

3. **BASIC STUDY OR INSTRUCTIONAL LEVEL (3):** provides resources adequate for imparting and maintaining knowledge about a subject area in a systematic way but at a level of less than research intensity. Includes defined access to an extensive collection of owned or remotely-accessed electronic resources (including bibliographic tools, texts, data sets, journals, etc.) and foreign language learning materials for non-native speakers or foreign language materials about a topic such as German history in German.

    a. BASIC (3a): Includes the most important primary and secondary literature, a selection of basic representative periodicals, subject-based indexes, and fundamental reference and bibliographical tools pertaining to the subject. Supports **lower division undergraduate courses**, and some **basic independent study needs of the lifelong learner**.

    b. INTERMEDIATE (3b): adds a broad range of basic works, classic retrospective materials, all key journals on primary topics, selected journals and seminal works on secondary topics, access to appropriate data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. **Supports advanced undergraduate course work**. It is not adequate to support master's degree programs.

    c. ADVANCED (3c): adds a significant number of seminal works and journals on the primary and secondary topics in the field; a significant number of retrospective materials; a substantial collection of works by secondary figures; and works that provide more in-depth discussions of research, techniques, and evaluation. **Supports master's degree level programs** as well as other specialized inquiries such as those of **subject professionals within special libraries**.

4. **RESEARCH LEVEL (4):** extensive collection includes all (or many) important reference works and a wide selection of specialized monographs/works, works of well-known authors and composers as well as other important but lesser-known authors, an extensive collection of journals, and access to an extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc. Pertinent foreign language materials are included. Older material is usually retained for historical research and actively preserved. **Supports doctoral and advanced masters and undergraduate original research**.

5. **COMPREHENSIVE LEVEL (5):** the library endeavors, as far as reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a defined field, aiming for exhaustiveness. A comprehensive level collection **may serve as a national or international resource**.

Note: some topics (e.g., dance, music) require information in visual, aural and other non-print formats at the basic level or beyond. For these, add "appropriate non-print media" to any reference to monographs or reference works.

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[1] Adapted from University of Albany, State University of New York. "Collection Level Descriptions." *University Libraries Collection Development Policy*. Last accessed 9/15/2011. http://library.albany.edu/subject/cdp/descriptions.html.
[2] See also International Federation of Library Associations and Institutions, Section on Acquisition and Collection Development. *Guidelines For A Collection Development Policy Using The Conspectus Model.* 2001. Last accessed 9/15/2011. http://www.ifla.org/VII/s14/nd1/gcdp-e.pdf.

F. Selection Criteria

In making informed judgments about the value of new material to the collections, the following criteria will be weighed:

1. Curriculum support
2. Short- and long-term value of the content
3. Comparison in content and scope with other resources in the collection
4. Authority of author/publisher/vendor
5. Timeliness
6. Intended audience/relative difficulty
7. Cost
8. Suitability of format
9. Retrospective needs
10. Utility of prior versions of product
11. Pressing or observed need
12. Special needs (a visiting lecturer, physically challenged students/faculty)
13. Trends and developments
14. Fulfillment of consortial or partner agreements (if applicable)
15. Space

In selecting new titles, Subject Liaisons use a variety of professional, current, and objective online and print selection tools: reviews (including but not limited to *New York Times Book Review*, *London Review of Books*, *Choice*, *Library Journal*), subject specific journals, bibliographies, vendor web sites, and publisher announcements. Many selections are also made as a result of faculty or student suggestion, as well as collection goal and priority setting with users.

G. General Selection Guidelines

On a more practical level, selection guidelines will stress the following:

1. Duplicates will not be purchased or added unless special justification is determine, for example, high-use items, or items where different formats allow very different kinds of uses.
2. In instances where the cost is high and demand is believed to be slight, ILL is the usual solution.
3. Copies of all theses, essays, and dissertations by University students are deposited with the UL. An archival copy is permanently retained and held in the University Archives. In most cases an additional copy is provided to be added to the UL circulating collection. Electronic versions of some of the dissertations are available to the University community.
4. Textbooks will not be purchased for the collection, except where it is the only resource, the best source, of historical value in its discipline, or part of a designated program (e.g., the Textbook Collection referenced in section VII.E below).
5. Workbooks, "Cliffnotes," and the like will generally not be purchased or added.

6. Regarding monographs, where there is a choice of paperback, hardback, microform, or electronic version, the decision is made on the basis of expected use, ease of use, lasting value of content, and return on investment.
7. Subject Liaisons will choose English language titles except in support of foreign language programs or where equivalent materials of high intrinsic value are not available in English.
8. There are no geographical or chronological limitations on materials collected within the curricular context.
9. Current titles form the bulk of purchased additions to the collection. A limited budget—drawn from restricted funds, grants, or special University allocations—may be established to support the addition of core materials not in the collection but needed for program development and revision. Retrospective titles funded in the same way may be added in bulk when significant program changes make it necessary.
10. Selection and processing of titles ordered will proceed in a timely manner to ensure that the most recently published titles selected are available for student and faculty use.

H. Electronic Resources

Electronic resources, such as databases, electronic journals, and ebooks, are considered using similar guidelines as other library materials. When determining what electronic resources will be purchased, licensed, or retained, the CDC and the UL Director work together to evaluate and monitor electronic resources (both on the market and already available to the university), and they consider requests from faculty, staff, and Subject Liaisons.

The following more specific guidelines are considered when acquiring electronic resources:

1. Relevance to curriculum or other university programs (e.g., amount and quality of content; needs that the resource can fill; user populations that will derive benefit).
2. Projected or actual usage.
3. Cost.
4. Availability of other existing or new resources (purchased, licensed, shared, or free on the web) that may meet the specific information need.
5. Ease of use, search effectiveness, playback quality, reliability, availability of statistics, and other technical issues that may impact the users' or Libraries' success with a product.

Preference is frequently given to electronic resources over print or disc resources when access, quality, usability, and cost of the electronic version is at least comparable to the physical version (including graphics, charts, musical examples, liner notes, and other features).

Current electronic resource subscriptions are evaluated periodically using the above criteria to determine whether they continue to meet the needs of (and remain relevant to) the University Libraries and its community. They are compared to and weighed against emerging resources.

The Libraries strive to use online resources to save or open up physical space, as long as users' content and information needs are not compromised.

I. Additional Comments About eBooks

Background

eBooks offer exciting possibilities, including the ability to search the full text, remote and speedy access, and the hope of carrying several volumes in one small device. For years users have benefitted from searching full text in Google Books, and the Libraries look forward to using ebooks to make information more accessible to our online, distance education, or "in-the-field" students and faculty. We must stay abreast of developments and take advantage of ebook opportunities when they increase the accessibility of information for our users. This will require experimentation with interfaces, content, and purchasing models to find the right fit for our diverse users.

Likewise, we must thoughtfully apply professional judgment and be aware of situations in which traditional resources remain the more appropriate solution for our users. This will especially be true in the arts and humanities, where there are not yet adequate online materials or tools to support a largely digital environment. Some materials are very difficult to use online for their intended purposes, at least with the current technologies, or are simply not available online. The Libraries and library users will have to collaborate more carefully than ever to identify needs and priorities to support today's hybrid environment for disciplines that rely on both traditional and digital formats.

It is important to actively educate users about ebooks as they emerge. It is just as important to continually examine how users are actually faring with ebooks. User perceptions will change as technologies evolve and as users become more experienced. At this writing, ebook tablets or apps are often better suited for linear reading (e.g., fiction, popular non-fiction) or for quick reference. By contrast, it can be difficult to use scholarly and reference materials effectively in an in-depth way.

Online availability of titles is another issue. There are many ebook vendors, each with their own titles and subject specialties. A vendor that provides outstanding resources in one discipline may provide inadequate coverage in another discipline.

Each vendor offers its own method for accessing ebooks: read online in a browser, download as PDF, or download in an ebook format. Some models allow the library to make one copy of an ebook available (to be used by one user at a time just like a paper book). Other models allow several users to read one book at the same time. All come with different pricing schemes.

Our goal is to find the right balance of user-friendly platforms through which we can provide the titles that our students and faculty need and want. Every vendor offers a different online experience for the user: some platforms are easy to use (but may not have appropriate titles). Other platforms may be difficult to use and thus avoided (but may have titles our users seek). Experience has shown us that when searching and reading is difficult, students and faculty will not use ebooks.
To this end, there are several models for making titles available, and paying for those ebooks.

Libraries can purchase individual ebooks just like print books (with extra copies costing extra), or purchase pre-defined collections (a "grab bag" of ebooks). Libraries can also subscribe annually to pre-defined ebook collections (again, a "grab bag"). Some of these collections are well selected by the vendor. Others largely consist of content that are not of interest to our users. Still others may

allow the library to customize a bit. It depends on the discipline, the vendor, and local needs. No matter the method, costs can be substantial.

Libraries can also offer a patron-driven model in which ebook descriptions are made available in the library catalog. With this model an ebook rental or purchase is triggered only if a user engages with an ebook at a certain depth. The institution can define parameters, such as type of user engagement that will trigger a purchase, maximum book price, specific subjects, etc.

eBooks at the University of Hartford

We need to be flexible and agile in order to meet various user needs. *There is no one-size fits all*. Every ebook vendor has different titles, different subject emphases, different sales models, and varied ease of use. The University Libraries will likely need to adopt a hybrid approach to making ebooks accessible, working with a variety of vendors and models to address the needs of different user groups and disciplines. For example, an online graduate psychology program might benefit greatly from the availability of ebooks, and the Libraries may find a vendor and licensing/purchase program that offers appropriate titles in appropriate e-formats. Another discipline may have very different needs that can be satisfied by a different vendor, platform, or purchasing model.

If funding for ebooks is limited, then we will have to strategically target user groups and disciplines that are most likely to benefit, without compromising information resources for other user groups and disciplines that rely just as much on other formats.

In some areas, various ebook models *can* allow the Libraries to make a dizzying array of potential resources available to users at a relatively reasonable cost, and this accessibility may well offset other downsides for those areas. In some cases, the library might selectively provide access to emerging and perhaps imperfect technologies in part to educate library staff and users, test assumptions, or support products that are likely to blossom. There may be other times where we vote with our dollars and refuse to support inferior products, or use economic pressure to encourage vendors to improve their products and more adequately serve our users.

When evaluating ebook content and platforms, the UL supports the following premises:

- A collection of rights similar to first sale rights including fair use, Section 108 preservation and interlibrary loan rights, and Section 121 disability access rights.
- Stability of content
- Completeness and availability of content
- Pricing models that are reasonable and flexible
- Platforms, technical capabilities, and modes of access that align with patrons' expectations for electronic content
- Perpetual access and archival rights
- Protection of user privacy
- Support for discoverability
- Availability of accurate standardized usage statistics

Impact of eBooks on Other Library Operations

The Libraries need to be mindful of some risks so we can make effective decisions. In many cases, ebooks and other online resources are *licensed*, not purchased, or rely on fragile software. When subscriptions are cancelled, when ebook access is revoked by a publisher, when vendors go out of business, or when platforms cease to be supported, specific titles or online collections *cease to be available* to the Libraries and their users. This is already happening with e-journals, and users are complaining. This is different from physical books that will persist for decades. In short, many of these online formats are ephemeral. ("Back up access" is not yet reliable or ubiquitous.) We should accept (and embrace) a certain amount of calculated risk and even a certain amount of ephemeral loss, but we should also balance that risk against more stable collection strategies that can serve our University community for decades. As with many ventures, diversification is key.

Regardless of the models, and regardless of user groups or disciplines served, ebooks will create new work and workflows in the library, and this time needs to be carved. At the same time, traditional work will not go away since it *is* a hybrid environment with both physical and online materials, and will remain so for years. Many questions will need to be answered (e.g., making ebooks discoverable, promotion and integration into teaching, helping users adapt, answering questions from near and distant users, new ways to handle reserves, concurrent use for group projects, and so forth). Likewise, just as housing physical materials requires resources (shelves, shelvers, binding, etc.), managing ebook resources come with external maintenance costs (e.g., annual platform fees).

Do we anticipate that online resources will save substantial space? In some disciplines (e.g., some sciences) or formats (e.g., journals), yes. In some cases, the freed up shelving space will be needed by other disciplines that rely on physical (and readily accessible) resources. This is all part of effective collection management strategy. Also, the Libraries and University must remember that many high-quality books, scores, and recordings are donated (as in-kind gifts) by our generous surrounding community. This allows the Libraries to add or replace materials that could not have been purchased due to budget constraints. Even as the Libraries pursue successful ebook models, there is currently no online equivalent to in-kind gifts and collection building. This must be kept in mind when planning space and collections.

J. Notification

1. Information about new acquisitions (any format) will be distributed via UNotes and/or the UL website. Requestors will be notified when new materials are available for use.
2. All purchased materials are the property of the University and are housed where UL staff believes best serves the mission of the UL.

V. DEACCESSIONING

Deaccessioning of library materials (the process of removing items from the collection) is essential for the maintenance of an active, academically useful library collection. Deaccessioning provides quality control for the collection. This process eliminates outdated, inaccurate, and worn-out resources. It makes collections more accessible and provides space for new resources.

Guided by the Libraries' collection development policy and in collaboration with appropriate faculty, Subject Liaisons are responsible for conducting ongoing deaccessioning in their areas of collection responsibility. These efforts will maintain the quality of the collection.

General Guidelines
1. The following general criteria are applied: use, quality or value of contents, relevance, and physical condition. More specifically,
2. Superseded editions should be removed unless an earlier edition can serve as a useful additional copy of the content. Because currency of information is extremely important in fields such as health sciences, technology, and business, older resources that are no longer relevant or useful must be regularly deselected so that outdated or inaccurate information is eliminated.
3. Resources which cannot be repaired or rebound, or for which the cost of preservation exceeds the usefulness of the information contained, are deselected and replaced as necessary when available.
4. Resources that have not been used, based on circulation and browsing statistics, may be deselected after five to ten years of inactivity. However, some UL resources, such as items considered classic works in their field, have long-term value and should be kept in the collection despite lack of use. This is particularly true of resources in the humanities and arts.
5. Resources beyond the scope of University programs and objectives may be deselected unless serving a basic informational purpose.
6. A resource may be deselected if the University Libraries have better resources on the topic.
7. Low demand, duplicate copies of seldom used titles will be deselected.
8. Resources deselected from the reference collection may be placed in the circulating collection if considered of lasting value.
9. Whenever an exact or comparable electronic version of a print item is available, the print may be deselected for the more accessible electronic version.

Deaccessioned titles will be disposed of, when possible, through charitable gifts, book sales, or other venues.

VI. DONATIONS

A. Gift Acceptance Policies

Major gifts to University Libraries are accepted automatically if the donor is connected to the University by being a current or retired faculty or staff member or member of the Board of Regents, member of the University Libraries Board of Visitors or Presidents' College, a student, or an alumna/alumnus. Gifts of exceptional quality offered by those with no University of Hartford affiliation may be accepted by the Director of the University Libraries in consultation with Subject Liaisons and by the Head of the Allen Library in consultation with the Director of the University Libraries. Gifts shall be accepted without restriction on their use or disposition. Gift materials with suspected copyright violation will be researched and, if need be, properly destroyed. The provisions for gifts that were accepted before this policy was formulated will be honored if such agreements are documented in writing or legally binding.

All gifts will be acknowledged in writing by the UL Director's office or designee. Such acknowledge will generally include a total number of items donated and general nature of the gift, but generally will not include itemized lists.

It is the donor's responsibility to consult IRS documentation and/or secure appropriate advice from a tax consultant regarding current IRS regulations for charitable gifts to nonprofit organizations. By law, University staff may not provide appraisals or valuations of gifts to donors or potential donors. The responsibility for establishing the fair market value of an item given to the Libraries lies with the donor. Donors may wish to refer to the IRS Department of the Treasury publication, "Determining the Value of Donated Property," Publication 561 (PDF) in the IRS Forms and Publications series. For gifts believed by the donor to be valued at $5,000 or more, tax law requires an independent appraiser (paid for by the donor). Such appraisals should be completed before the donation is made.

Gifts become the property of the University and are housed where the UL staff believe they best serve the mission of the UL. Gifts targeted for special collections are subject to the same provisions.

If items are added to the collection, bookplates are added as appropriate and a note added to the library catalog record. (Generally, bookplates with brief donor acknowledgments or memorials may be added to books, musical scores, and other print materials; they are generally not affixed to AV materials due to size constraints.)

Material gifts may not be retained if they are physically defective, inappropriate, unrelated to the curriculum, duplicates, or given with restrictions. Such materials customarily are disposed of appropriately; any proceeds from the sale of material gifts are incorporated into the UL budget.

Prospective donors must be notified of gift policies before gifts are accepted. A gift receipt form (Appendix II) helps reiterate essential policies in writing at the time of transaction.

B. Gifts – Inclusion in Collections

1. Only the Subject Liaisons are authorized to add donated items in their subject areas. The UL Director may also add donated items to any subject area.
2. When adding donated materials, Subject Liaisons must observe the following criteria:
   a. The materials must support the curriculum
   b. Materials must be in acceptable condition, with no visible evidence of mold or mildew.
   c. The value of materials to the collection should outweigh cataloging and processing costs.
3. Materials accepted by the UL staff will generally be cataloged according to standard rules, located where the interests of the University community are best served, and be subject to the same circulation policies as other similar items in the collection.

C. Gifts – Financial

Financial gifts in support of UL collections can be made for broad subject areas, for specific purchases, or to establish or augment a named or general collections endowment. In order to facilitate financial gifts that meet targeted needs of the UL, a list of highly desirable resource material is prepared.

D. The Role of Institutional Advancement

The Office of Institutional Advancement accepts and acknowledges financial donations for UL and deposits such funds in a UL gift account. This Office is responsible for notifying the Director of University Libraries of the donor's name, address, past giving history, and amount given.

The Office of Institutional Advancement will work with the Director of the University Libraries on all new endowments. The Office accepts material gifts for UL only after consulting with the Director of the University Libraries. The Head of the Allen Library may be consulted with regard to potential materials gifts related to music and dance. Prospective donors should be notified of gift acceptance and retention policies (above) before materials gifts are accepted. The retention of material gifts is at the discretion of the Director as outlined above.

Contributions other than gifts-in-kind sent directly to the UL will be forwarded to the Office of Institutional Advancement. The UL staff may select appropriate academic materials in specified subjects when requested by the donor.

VII. SPECIAL COLLECTIONS

The University Libraries endeavor to support the University curriculum with special collections that are housed separately from other collections to facilitate preservation or specialized use. These include the Judaica Collection, University Archives, and Rare Book Collection. No UL budget is established for these collections; the Judaica Collection is usually funded through the resources of the Maurice Greenberg Center for Judaic Studies, library endowments, and the Kaplan Humanities funds.

For these collections, material gifts and new acquisitions are accepted according to this Collection Development Manual. Materials are added as a result of Subject Liaison decisions, and only gifts that are appropriate to the degree programs that are serviced by these collections are normally accepted. Materials will strictly follow the Library of Congress classification scheme.

Deaccessioning will follow the Deaccessioning Policy. Reintegration into the general collection will occur when it is determined by the CDC—in consultation with the University Library Committee (ULC)—that the special collection no longer supports the curriculum in ways that clearly benefit our primary patrons, students.

These collections are part of the history of the University Libraries. The reasons for their creation may not necessarily apply to justify the establishment of any new special collection. New collections will be considered only if they directly support the existing curriculum, can be housed in an intellectually appropriate location, and are of sufficient size to be distinctive when measured against other comparable special collections in academic institutions.

A. Judaica Collection

Judaica holdings support interdepartmental undergraduate majors in the colleges of Arts and Sciences, Education, Nursing & Health Professions, and the Hartt School as well as students in any University College who minor in Judaic Studies. The collection seeks to build holdings in important resource material—historical, literary, liturgical, musical, critical, biographical, and bibliographical documents relevant to Judaic studies. Materials selected for this collection, however, should be accessible to students whose principle language is English. It is not a repository for tools of specialized research. Significant materials in Yiddish or Hebrew are accepted as space allows. This collection is usually supported by endowments from the Maurice Greenberg Center for Judaic Studies, library endowments, and the Kaplan Humanities funds.

B. Archives

The policy below is subject to revision by University Legal Counsel.

1. University Archives
    a. The Archives collect material in a variety of formats that document the history of the University of Hartford and its predecessor institutions.
    b. Each University unit (above the department level) is approached annually by the Archivist with a request to submit to UL Archives important memorabilia needed to maintain historical records of transactions relevant to the history of the University of Hartford. All material submitted must be inventoried by the depositor; one copy of the inventory is to be retained by the donor, while another is to be attached to the cataloging records of the Archivist. The Archivist is authorized by the Director of the UL—or a Presidential designee—to determine whether submitted material is to be retained and for what period of time. If material is to be discarded the donor is notified and given two months to retrieve such documents.
2. Private Papers
    a. University Archives serves as a repository for documentation of the scholarly work of University of Hartford faculty and staff, when such material supports the educational goals of the University or documents the history of the University and other materials the Director considers appropriate.
    b. When discussing the disposition of gifts with donors, consideration must be given to all legal ramifications (copyright laws, literary rights, privacy issues, etc.).

    c. Permission to publish any research obtained from the Archival Special Collections must be obtained in writing from the Director of University Libraries prior to publication. The Archivist cannot provide estimations of value.

C. Rare Materials (including but not limited to Rare Book Collection)

1. Items of significance are placed in this collection to preserve, in a modified environment, cataloged resources relevant to the curriculum, or with unique historical merit.
2. Gifts of special items are accepted according to the stated UL Gift Policy. Materials may also be added from the general collections at the discretion of the Director of University Libraries. No UL budget is established to purchase rare materials.
3. Deaccessioning and disposition of rare materials is the shared responsibility of the Director of UL and University Legal Counsel. Rare resources that have no relationship to the present curriculum or to the anticipated future direction of University programs may be sold. Revenue generated from the sale of such items is deposited in a restricted account and used at the discretion of the Director of UL. (Restricted accounts are accounts that have guidelines on how funds can be expended; funds can be set up to carry over from year to year.)
4. Each selector will be responsible for identifying materials housed on open shelving which require segregation because of one or more of the following criteria:
    a. historical merit
    b. condition of the material
    c. special features (including, but not limited to autograph, unusual binding, first edition)
    d. economic value
    e. vulnerability
    f. age (1845 or earlier)
    g. rarity
    h. replaceability
5. Designated materials will be further evaluated for their appropriateness by the Director of UL or the library staff member charged with conserving rare materials.

D. Leisure Collection

The Leisure Collection was established to encourage non-course-based reading by undergraduate students, but, as with all of the University Libraries' collections, is available for use by the entire university community.

Collection Parameters:

1. Materials collected here are novel length, English language, popular fiction, with an emphasis on titles written within the last 25 years.
2. The core of this collection are books that have been culled from the Mortensen Library shelves. It is unfunded, with growth achieved only through gifts accepted according to the UL Gift Policy.
3. The books in this collection will be subject to the same cataloging, circulation, and deaccessioning practices and policies as other circulating books.
4. Titles in this collection will not duplicate those held elsewhere in the University Libraries.

E. Textbook Collection

The Textbook Collection was established to by the Student Government Association (SGA) to create a collection of current textbooks for students to use within the libraries.

Collection Parameters:

1. Textbooks are selected based on number of sections using a particular text. Textbooks for general education requirements are commonly given priority.
2. Older editions of textbooks are removed from this collection when newer version of textbook arrives.
3. Once no longer apart of the textbook collection, subject liaisons are responsible for determining whether a book will be deselected or added to the circulating collection.

F. Partnerships

The UL has partnerships with other University units that build their own libraries. Those units' collections are not subject to this collection development policy, and as such are not listed here.

APPENDIX I: Subject Areas and Subject Codes

Below are broad subject areas collected by the University Libraries, with the corresponding subject codes. Subject codes are for internal use by UL staff use to facilitate the provision of "New Titles" lists for each of the broad subject areas. To contact a specific Subject Liaison, see the following webpage: http://library.hartford.edu/get_help/selectors.aspx.

Subjects	Subject Codes
African American Studies	**Afr**
Allen Sound Recordings/Video	**Av**
Architecture	**Arch**
Art	**Art**
Biological Sciences	**Bio**
Business and Economics	**Bus**
Chemistry	**Chem**
Cinema	**Cine**
Communication	**Comm**
Computer Science	**Comp**
Dance	**Dan**
Ecology	**Ecol**
Education	**Edu**
Engineering and Technologies	**Engn**
Health Sciences	**Hlth**
History and Area Studies	**Hist**
Judaica	**Jud**
Language and Writing Studies	**Lang**
Legal Studies	**Law**
Library Science	**Lib**
Literature: Classical	**LitCla**
Literature: English/American	**LitEng**
Literature: Foreign	**LitFor**
Literature: General	**LitGen**
Mathematics	**Math**
Music Books	**Mus**
Music Scores	**Sco**
Philosophy	**Phil**
Physics	**Phys**
Political Science	**Pol**
Psychology	**Psy**
Reference: General	**Ref**
Religion	**Rel**
Sociology	**Soc**
Theater	**Dram**
Women's and Gender Studies	**Wom**

APPENDIX II: Gift Receipt Form

UNIVERSITY LIBRARIES
UNIVERSITY OF HARTFORD
GIFT RECEIPT FORM

Gifts provide an important resource that can enhance the University Libraries collections. Gifts will be accepted and retained at the discretion of the library staff without restriction on their use of disposition. Bookplates will be placed in items added to the collection when requested by a donor.

All gifts will be acknowledged in writing. University personnel may not appraise gifts made to the University. Should the donor want to use this gift as a tax deduction, a third-party appraisal will be necessary.

Received from:

Received by:

Brief description of gift:

Date:

Donor Receipt – Tear Here

For Library Use – Keep with Gift Materials

DONOR NAME:_____

DONOR ADDRESS:_____

_____

DONOR TELEPHONE:_____

Brief description of gift (include subject(s) when possible:_____

_____

RECEIVED BY:_____DATE:_____

BOOKPLATE: No_____ Yes_____TEXT, IF YES:_____

_____