Policies and Procedures

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Collection Development Program, Policies, and Guidelines

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1. **The Libraries of the University of Connecticut** The libraries of the University of Connecticut develop, maintain, and make discoverable robust and unique collections that support the research and learning needs of the UConn community and beyond. The *University Library* serves all of the undergraduate and graduate programs on the main campus, the four regional campuses, and the UConn Health campus. While the UConn Law Library is administratively separate from the University Library, the *University Library* and the Law Library maintain a strong affiliation, particularly in the areas of collection development and access. With 3.9 million print volumes and well over 110,000 electronic and print journals, the libraries of the University of Connecticut form the most comprehensive public research collection in the state.

7. **Responsibility for Collection Development** The Library's Collections Steering Committee has administrative oversight for the collections. It sets collection development policies, makes broad collection budget allocations, and regularly reviews these allocations for strategic adjustment. Selection/retention decisions for high-cost resources also fall within the purview of the Collections Steering Committee.

   The Library's Research Services unit coordinates the assessment and development of collections and discovery tools of cross-disciplinary nature, while individual subject librarians have responsibility for assessing and developing collections and information sources relating to their assigned academic disciplines. Fund allocations are divided among academic disciplines based on the size of the department, nature of material needed, record of expenditures in relation to previous years, and new initiatives.

8. **General Criteria for Collection Development** The Library works with users and consortia to determine which resources should be acquired or retained and employ the following general criteria when evaluating resources to be added to the general collections:

   1. **Relevance to education and research programs:** Applicability to faculty and graduate students' research interests, current curricular needs, and research trends in academic disciplines.
   2. **Scope and depth of the existing collection:** Breadth and historic retention of the Library's collection in the subject area.
   3. **Quality:** Level of scholarship and creativity; long term relevance of content and format; reputation of the author, publisher, contributors, and editorial board; and availability and importance of illustrations and bibliographies.
   4. **Currency and timeliness:** Rapidity with which new information significantly advances or supersedes earlier scholarship in the subject area.
   5. **Discoverability, usability, and accessibility:** Ability of users to locate materials in scholarly databases and free search engines, intuitiveness of the interface design, and accessibility of online materials for users with disabilities.
   6. **Cost:** Expense of acquiring, processing, cataloging, shelving, and preserving materials, both commercially sold and free.
   7. **Language and country of origin:** Optimal language and perspective for specific programmatic research and education needs.
   8. **Contribution to open scholarly communication:** The product positively impacts open access to research and scholarship; the information is or will soon become readily accessible to the world community.

11. **Deselection** To maintain a vibrant and relevant collection, the Library employs deselection, also known as collection weeding. Periodic evaluation of the relevance of resources is an essential element of collection development that ensures the Library's materials remain useful and accessible. The following criteria are used when evaluating items for deselection in the general collections:

    - Research, teaching, and learning value
    - Retention commitments in shared stewardship initiatives
    - Physical condition
    - Discoverability and usability
    - Circulation rate
    - Currency of information
    - Relevance to curriculum
    - Availability of newer editions
    - Duplication
    - Increase in cost

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Overview of the UConn Library's Collections Review

We have always been committed to carefully developing and stewarding collections that support the research and learning needs of the UConn community. Drawing on metrics that are both qualitative (e.g., feedback from faculty and students) and quantitative (e.g., cost and usage data), we maintain collections that align with the research and learning needs of our community while also maximizing the value-on-investment for the Library's expenditures.

In order to continue to uphold our stewardship commitments, we are currently performing an extensive review of collections and collections-related services. The goal of the review is to evaluate collections and collections-related services in an environment characterized by scarcities in funding and ongoing increases in subscription costs. These cost increases are particularly significant for the Library's journal subscriptions, which generally exhibit inflation rates of approximately 5% each year. Many of these subscriptions are bundled in large publisher-specific packages that limit our flexibility in managing collections in ways that reflect our stewardship values.

In close consultation with faculty, students, and other members of the UConn community, we are carrying out the collections review in two phases. Phase One consisted of an Initial Collections Review that occurred during the summer and early fall of 2015. This review was designed to quickly address a projected shortfall of approximately $300,000 in the FY2016 collections budget. Phase Two of the review consists of a Comprehensive Collections Review. This phase aims to ensure that the Library is maintaining collections and collections-related services that align with the needs of the UConn community while reflecting our commitments to stewardship in an environment of scarce funding.

Both phases of the Library's collections review have been designed to be data-informed, combining qualitative metrics with quantitative data such as cost, usage, cost-per-use, and alternate coverage and access options (e.g., aggregate databases and interlibrary loan fulfillment cost). See our Factors to Consider page for additional details on the principles and metrics that inform the review.

The review will be further guided by our understanding and promotion of the evolving ecosystems through which knowledge is created, shared, discovered, and accessed. These evolutions include Open Access models of scholarship and the adoption of Open Educational Resources to enable student learning. We are also actively engaged in efforts to reduce collection costs by negotiating reduced renewal prices with publishers and vendors and by continuing our efforts to maximize the value of consortial sharing agreements.

As we carry out the review, we will update our collections review webpages while also actively consulting and sharing information with the UConn community. If you have questions or concerns, please Contact Us.

Collections Review Timeline   Collections Contacts

Collections Review: Frequently Asked Questions   Phase One: Initial Collections Review

Phase Two: Comprehensive Collections Review   Collections Review: Factors to Consider

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Collections

Overview of the UConn Library's Collections Review

Leisure Reading

Microform

Billie Levy Children's Book Interviews

Connecticut Artists Project

Public Records of the Colony of Connecticut, 1636-1776

Government Documents

Theses and Dissertations

Latin American Newspapers Database

Phase Two: Comprehensive Collections Review

We are conducting a comprehensive review to ensure that the Library maintains collections and collections-related services that align with the research and learning needs of the UConn community while reflecting our commitments to stewardship in an environment of scarce funding. This review will be comprehensive in scope and holistic in its awareness of the relationships between the Library's collections and services and their impacts on faculty and students. This page describes the processes that we plan to follow during the comprehensive review. For a more condensed summary of the full collections review process, see the Timeline.

- **Compile and Format Data on Subscribed Resources – July through December 2015**
  The comprehensive review process began in the summer of 2015 when the Library started compiling and formatting detailed lists of subscribed journals, journal packages, and databases. The lists include data on subscribed resources' costs, usage, cost-per-use, and alternate access options.

- **Consult with the Provost's Library Advisory Committee – October through December 2015**
  Consisting of faculty from over fifteen academic departments along with graduate and undergraduate student representatives, the Provost's Library Advisory Committee is a formal means through which the UConn community can advise on library-related issues. At two meetings during the 2015 fall semester, the committee reviewed and provided input on how the Libraries should carry out a comprehensive review of collections. This input informed how the Library designed the review processes initiated during the 2016 spring semester.

- **The Library Conducts the Comprehensive Collections Review – January 2016 to present**
  The Library's collection managers, including subject specialists, draw on our Factors to Consider in order to conduct a comprehensive review of both subscribed and monographic resources.

If you have questions or concerns, please Contact Us.

THE UNIVERSITY OF IOWA LIBRARIES
Collection Management

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Collection Management

The University Libraries divides responsibility for building the Libraries' collections among a number of librarians, each of whom is responsible for selecting library materials on one or more subject areas. It is the function of these collection management librarians to determine which books, periodicals, videotapes, computer files, and other information sources should be acquired by the Libraries. These decisions are made in each case on the basis of the collection management librarians' knowledge of current curriculum needs, faculty research interests, research trends in the relevant subject areas, and the strengths and weaknesses of the collections already in place. Communication between the collection management librarians and faculty is essential for the librarians to have the information necessary for their decisions.

In selecting information resources, the Libraries fully subscribes to the Library Bill of Rights issued by the American Library Association. Among other rights, this statement affirms that no materials should be excluded because of the origin, background, or views of its creators, that materials selected should reflect all points of view on current and historical issues, and that censorship should be challenged.
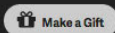
- Collection Management Librarians (alphabetical list by subject area)
- Collection Management Team
- Current Resources Under Evaluation (Trials)
- E-book Value Statement
- Information for Donors of Gifts-in-kind
- Scholarly Publishing Guide
- Recommend a library purchase
- Selection of Library Materials Policy
- University of Iowa Libraries Open Access Statement | Opting out of the policy (Authentication required) *(access for UI Libraries' staff only)*
- Iowa Framework for Liaisons/Subject Librarians (.pdf)

Special Projects

- CIC Shared Print Repository
- JSTOR Print Journal Assessment Project
- Timeline for Print Journal Storage Project

Contact the Libraries
Library Locations & Hours
News & Events
Help Using the Libraries
Assistance for Patrons with Disabilities
Suggestions?
Staff SharePoint (Authentication required)

Make a Gift

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319-335-5299 (Service Desk)
319-335-5867 (Administration)
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Selection of Library Materials and Information Resources

The academic mission of the University of Iowa is "to advance scholarly and creative endeavor through leading-edge research and artistic production; to use this research and creativity to enhance undergraduate, graduate, and professional education, health care, and other services provided to the people of Iowa, the nation, and the world; and to educate students for success and personal fulfillment in a diverse world." One measure of the University of Iowa Libraries' strategic support of the University's academic mission is providing access to inclusive, diverse, and distinctive collections and preserving them for future scholars. The collections of the University of Iowa Libraries are a result of close collaboration and commitment by librarians, faculty, and students to build excellent library collections to support diverse undergraduate, graduate, professional and post-doctorate academic programs.

The University of Iowa Libraries divides responsibility for building the Libraries' collections among a number of librarians, each of whom is responsible for selecting library resources on one or more subject areas. It is the function of these collection management librarians to determine which books, journals, video and sound recordings, electronic resources, and other information sources should be acquired or made available by the Libraries. Selection decisions that fall under the purview of collection management librarians include decisions to:

- purchase a resource
- subscribe to a journal or database
- choose among or change formats of library resources
- accept or decline a gift in kind
- request that an online resource be cataloged or otherwise made accessible through the Libraries' web site
- withdraw materials from the collection
- cancel subscriptions
- assess materials suitable for offsite storage

These decisions are made in each case on the basis of the selector's knowledge of current curriculum needs, faculty research interests, research trends in the relevant subject areas, and the strengths and weaknesses of the collections already in place. Needless to say, communication between the selectors and the Libraries' users is essential, if the selectors are to have the information necessary for their decisions.

The general criteria used by selectors for the acquisition of information resources at the University of Iowa Libraries are listed below:

- curriculum support
- cost (ongoing or one-time)
- standard source availability (i.e., standard or "core" materials on subjects studied at the University)
- faculty research support
- graduate student research support
- subject representation (i.e., representative materials on major trends in scholarship)
- collection continuity (i.e., maintenance of strong existing collections)
- inter-institutional agreements (i.e., agreements with other academic libraries to take responsibility for collecting on particular subject areas)

To maximize limited funding, most resources will not be made available in more than one format; in general, electronic versions are preferred for journals, so long as they have reliable and perpetual access rights and meet accessibility requirements.

In selecting and making available information resources, the Libraries will comply with the copyright law and with the provisions of any licenses that are signed on behalf of the University. The Libraries will take reasonable measures to promote copyright and license compliance among its users. The selection of a resource that requires the University to agree to a license is contingent on the acceptability of the license provisions. Within the University Libraries, the acceptability of a license is determined by the Associate University Librarian with responsibilities for collections and scholarly communication or that person's designee; ultimately, approval of licenses falls under the jurisdiction of the University of Iowa Purchasing Department.

In selecting and deselecting resources, the Libraries fully subscribes to the Library Bill of Rights, issued by the American Library Association. Among other rights, this statement affirms that no materials shall be excluded because of the origin, background or view on current and historical issues, and that censorship should be challenged.
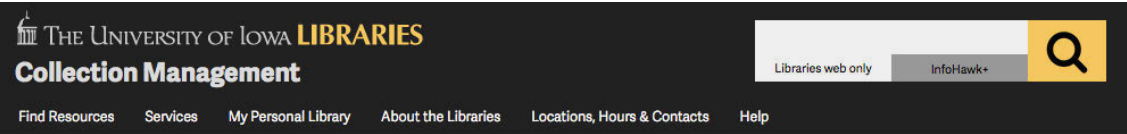
December 10, 1991

revised January 2003; January 2008; March 2016

The University of Iowa Libraries

**Iowa Framework
for Liaisons/Subject Librarians**

Prefatory comments

EXCO has approved the attached framework as a guide and toolkit for librarians who serve as liaisons to academic departments, colleges and programs to take effect for the 2010 evaluation year. Liaisons, whether for collection management, reference/instruction or both, and those who supervise them (chiefly Linda Walton, Kathy Magarrell and Ed Shreeves) should use the framework as a guide in identifying priorities and specifying activities for 2010 workplans. We should emphasize that we do not expect each liaison to show accomplishments annually in each of the more than 30 items listed in this framework. You and your supervisor as always should agree on priorities based on both your individual and departmental goals <u>and</u> the strategic goals of the library as a whole, while keeping in mind that this document articulates a range of activities seen as appropriate to a liaison.

We also recognize that liaison responsibilities for some subjects are divided between two and occasionally more people. In an ideal world we would like to see the duties combined in one person and hope to move in that direction as much as possible, but our current organization and staffing levels make this impossible at present. It is therefore important for those sharing liaison duties to communicate with one another to ensure that all aspects of the job are covered. Some, such as the tasks enumerated under scholarly communication, might be shared, while in other cases the responsibility could fall entirely to one person. Effective communication is therefore vital.

This document also articulates for the first time some new expectations for liaisons, particularly in the section on scholarly communication. During this season's annual review and revision of job descriptions, liaisons should revise their own job descriptions with the expectations outlined in this document in mind. The framework is not intended for use during the evaluation process for 2008-2009.

4. Conduct needs assessment as appropriate and selectively measure instructional outcomes in order to ensure effectiveness of instructional initiatives.
5. Develop and manage physical and/or online learning spaces.
6. Identify areas where new online learning and digital tools can place the Libraries into the flow of teaching, learning and research, with particular emphasis on ICON, the University's course management system
7. Actively participate in the development, coordination and integration of online tools in support of teaching, learning and research.

Collection Development and Management

1. Build and manage library collections in assigned subject areas:
   o Systematically selecting material in all formats (print, manuscripts, digital, data sets, fixed and streaming multimedia), to serve the current and future research, teaching, and learning needs of University of Iowa clientele.
   o Building on collections of distinction that may also serve regional, national and international users.
   o Managing collection funds efficiently, effectively and in a timely manner.
2. Strategically assess and make decisions regarding the acquisition, retention and preservation of collections.
3. Discover and recruit institutional scholarly output, research data and other content for inclusion in the University Libraries' digital collections.
4. As opportunities arise, develop and maintain relationships with dealers and donors (of both in-kind and monetary gifts.
5. Work proactively with IT, technical and access services staff on appropriate arrangement, description, cataloging and provision of access to traditional collections and electronic resources, such as *LibGuides.*

Scholarly Communication

1. Educate and inform faculty, graduate students, and campus administrators about scholarly communication issues. Examples include:
   o Helping faculty and graduate students to understand their rights as authors
   o Contributing content to copyright and/or scholarly communication web sites
   o Make faculty and graduate students aware of alternative publication models in their discipline.
   o Advocate for sustainable models of scholarly communication.
   o Assist in the development and creation of tools and services to facilitate scholarly communication.
2. Institutional Repository (IROnline) and Digital Initiatives. Examples include:
   o Help administrators, faculty, and students understand the role of the institutional repository in building and preserving digital collections
   o Work with faculty and departments to promote the institutional repository as a scholarly communication tool

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JSTOR Print Journal Assessment Project

To: Faculty

From: John Culshaw and Carmelita Pickett

Date: January 21, 2015

RE: New Offsite Storage Facility Planning and JSTOR Assessment

UI Libraries continues to participate in the CIC Shared Print Repository (SPR) to mitigate our current space crisis. Shared print repository agreements allows UI Libraries and our peer institutions to responsibly withdraw large journal sets and preserve print copies at a regional repository.

The Libraries is currently in the process of planning for a new offsite storage facility. This planning will require the Libraries to consider withdrawing print collections that are replicated in our digital collections. We have determined that withdrawing JSTOR journal publications from our current offsite storage facility as a next step for managing this process. This planning also presents an opportunity to leverage existing relationships with consortium actively engaged in print preservation such as the Center for Research Libraries (CRL).

CRL is an international consortium of university, college, and independent research libraries. CRL has assembled the JSTOR Print Archive which includes over 87,081 volumes. Since UI Libraries is a member of CRL, this archive is accessible to our University community. We will assess our JSTOR holdings at the offsite storage facility against the CRL JSTOR Print Archive. We are now beginning a review of nearly 391 journal titles accessible in JSTOR. Withdrawing these titles now will help us effectively manage our long-term storage needs and mitigate the cost of relocating these titles to the new facility.

Our collection guidelines for withdrawing print journal titles will remain the same. We will withdraw print volumes for which we own content in perpetuity. We will rely on the electronic copies with the security of having the print volumes at CRL. Some journals will be retained, as the print version is still used. We will also use this as an opportunity to explore contributing to the CRL JSTOR Archive. In the future we will withdraw other JSTOR titles held across the Libraries. We will rely on our subject specialist librarians to communicate with you about journals and other collections that are candidates for CRL JSTOR Print Archive.

Additional information, including lists of JSTOR candidate titles, is available here:

List of Print Journal Titles to be Withdrawn

Journal Withdraw Project Timeline

We plan to start withdrawing selected JSTOR titles late February.

Who to contact with questions: Karen Fischer, 319-335-8781, karen-fischer@uiowa.edu

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Subject: COLLECTION EVALUATION FOR PROGRAMME AND
                               COURSE CHANGES, ACADEMIC PROGRAMME REVIEWS,
                               AND RESEARCH CHAIRS

Approved by: Director of Libraries

Contact: Coordinator,   **Approved:** February 1991
                               Collections Management
Prepared by: Jan Horner   **Revised:** December 19, 2002
                               Janneka Guise   September 21, 2006
                               Judy Harper   September 11, 2009

POLICY STATEMENT

When academic departments add or modify courses or programmes, or undergo
programme reviews, the departments should notify the Libraries. The liaison librarian for
the relevant subject(s) is responsible for preparing a statement of library support, indicating
whether the Libraries' collection can (or cannot) support the course or programme.
Liaison librarians are expected to develop and maintain a thorough familiarity with their
collections, and therefore the amount of collection analysis required will vary, depending
on length of time spent as liaison librarian for that subject. This Policy contains
procedures and guidelines to help the liaison librarian in this task.

After preparing the statement, the liaison librarian will give it to the Unit Head for review.
The liaison librarian will then send the statement to the Coordinator, Collections
Management, who will review it and contact the liaison librarian if there are any questions.
The statement will then be forwarded to the Director of Libraries for review. Both the
Director and the Coordinator, Collections Management, will sign the statement. In the
case of Academic Programme Reviews the statement is signed by the liaison librarian(s)
who prepared the statement and the Head of the relevant Unit library as well.

A copy will be made for the Collections Management files and the original document with
the signed form will be returned to the liaison librarian, who will then provide it to the
appropriate faculty member. The liaison librarian should make a copy for the Unit Head.

305.1

UNIVERSITY OF MANITOBA LIBRARIES

Collection Evaluation for Programme and Course Changes, Academic Programme Reviews...

http://www.umanitoba.ca/libraries/directors_office/images/305_Policy.pdf

PROCEDURES

A statement is NOT required for

- re-numbering of a course
- addition of restrictions to a course
- listing of courses which are not currently offered
- changes in pre-requisites
- combining or splitting of courses
- a change in the title of a course (where the content remains unchanged)

In these cases, the liaison librarian will supply the department or faculty with the Minor Change Form (see Attachment 1), and send a copy to the Coordinator, Collections Management and the Unit Head.

A statement IS required for

Courses

- Individual courses (undergraduate or graduate, new, revised, or reactivated)
- "Topics" course being introduced as a separate new numbered course
- Certificate programmes, Faculty of Extended Education

In these cases, the liaison librarian will supply the department or faculty with the Library Statement Form (see Attachment 2).
- If the liaison librarian believes the Libraries' collections <u>can</u> support the proposed course, no further documentation shall be appended to the Library Statement Form (the liaison librarian may wish to keep documentation in a personal file in the library for future reference).
- If the liaison librarian believes the Libraries' collections <u>cannot</u> support the proposed course, append supporting documentation (see below) to the Library Statement Form.

New & Revised Undergraduate/Graduate Programmes

In these cases, the liaison librarian will supply the Library Statement Form (see Attachment 2).

- If the liaison librarian believes the Libraries' collections <u>can</u> support the proposed programme, do not append supporting documentation (the liaison librarian may wish to keep documentation in a personal file in the library for future reference).
- If he/she believes the Libraries' collections <u>cannot</u> support the proposed programme, append supporting documentation (see below) to the Library Statement Form.

305.2

Undergraduate/Graduate Programme Review

In these cases, the liaison librarian will supply the appropriate template (see Attachment 2) as described below.

The Periodic Review of Academic Programmes instituted by the Faculty of Graduate Studies in 2001, and then for Undergraduate Programmes in 2005 involves a review of the Libraries' ability to continue to support graduate and undergraduate programmes in each departmental subject area at the University of Manitoba [see University Policy 429]. The Libraries' response, although similar to other reports as described above, must follow more specific guidelines delineated in the Template for UML Responses to Graduate Programme Reviews (Attachment 3) and the Template for UML Responses to Undergraduate Programme Reviews (Attachment 4). It should be noted that any programme for which the Libraries already prepares a report for accreditation purposes will not be subject to an Academic Review.

Canada Research Chairs

To be completed if an assessment is requested by the Canada Research Chair. Liaison librarians are encouraged to contact Canada Research Chairs in their subject areas when appointed, to determine if they have any library needs.

GUIDELINES

1. Forms & Signatures – The liaison librarian will use one of two forms, depending on the type of evaluation being done. Both are available on the Collections Management Web page http://www.umanitoba.ca/libraries/units/collections/
    a. Minor Change Form (Attachment 1): use when a statement is not required. No signatures are necessary.
    b. Library Statement Form (Attachment 2): use when a statement is required for courses, new and revised programmes, and Canada Research Chairs. Note: the Undergraduate and Graduate Programme Review templates have a Library Statement Form incorporated into them.
    Signatures required: For courses, new and revised programmes & Canada Research Chairs (2), for Undergraduate and Graduate Programme Reviews (4).
2. Sufficient Time - Departments are required to give *one month's notice* for library statements regarding course changes and *six month's notice* for new programme proposals. Collections Management will help the liaison librarian complete the statement in time.
3. Documentation - Requests from faculty for evaluations should include forms (see Attachments 5 and 6) and course outlines.
4. Brevity – Keep statements and supporting documentation brief and to the point.
5. Vigilance – Be vigilant concerning course/programme changes in your area of responsibility.

305.3

SUPPORTING DOCUMENTATION

Where additional explanation or analysis is required, supporting materials may be appended to the Library Statement Form and may include:

Introduction – The first paragraph should be a strong introduction and should clearly state whether the Libraries have or do not have sufficient resources to support the proposed course. Clearly indicate the funding required to bring the collection up to an adequate level. If sources of funding exist, they should be named, whether budget or gift funds.

Collection Measures – Some methods of gauging a collection's appropriateness may include: volume counts (comparison with peer institutions), bibliographic checking, database searches, and journal lists. Collections Management staff will assist with this work given sufficient time.

Analysis – The statement should provide a report on the measures selected. Results of checking lists should be interpreted using the "UML standards for list checking" (Appendix 5 in the UML Collection Assessment Guidelines, 1999 http://www.umanitoba.ca/libraries/units/collections/assessment_guidelines.html#Appendix%205 ; see Attachment 7). Where appropriate, results should be separated by format: monographs, serials, maps, audio-visual, etc. Consider what might these results reveal about the age or language of the collection; the importance of serials versus books to the discipline; and the need for multiple copies or various editions.

Other Factors – Where appropriate, comment on the anticipated course enrollment, the proximity of library resources to primary users and/or the accessibility (hours of operation, etc.), whether the course is offered online, whether interdisciplinary subjects are involved.

RESPONSIBILITIES

Responsibility of the Liaison Librarian

a.   Submits to an academic department, upon request, an assessment of the UM Libraries' ability to support the resource needs of a proposed new or revised course/programme. Submits upon request, an assessment of the Libraries' ongoing ability to support academic programmes.

b.   Notifies the department immediately if not enough time has been allowed to properly assess the resource needs of the proposed course/programme.

c.   Indicates to the department when the assessment can be finished.

d.   Consults with the department to discuss the proposal, to identify any special needs for the course or programme, and to agree, if needed, upon a bibliography to use in assessing library support.

e.   In cases where the Libraries collections cannot support the proposal:

305.4

- seeks cooperation with appropriate librarian(s) in assessing resources held and needed for cross- or interdisciplinary courses/programmes;
- seeks advice from Unit Head and/or Coordinator of Collections Management on any particular problems associated with the assessment;
- submits a draft of the assessment statement to the Unit Head.

f.   Completes the assessment within the time period indicated, recognizing that a short period of time is necessary for review by the Coordinator, Collections Management and the Director of Libraries. If there appears to be a problem with completing the assessment within the time period, contacts the Coordinator, Collections Management for advice and assistance.

g.   Submits the assessment to the Collections Management Coordinator including a statement, if necessary, of the funds needed to improve the Libraries' support for a new course or programme.

h.   Upon request of a department/faculty/school, meets with outside reviewer(s) of a proposed new programme or programme review.

i.   When the Extended Education Division proposes a course or certificate programme with the intention of having students use the resources of a library outside the University of Manitoba Libraries, obtains written confirmation from the Library Head that the library concerned has the necessary resources and is willing to make them available to University of Manitoba students.

Responsibility of the Unit Head

a.   Acts as resource person for liaison librarians when applicable.

b.   Confers with Coordinator, Collections Management on any particular problems associated with curriculum change or with proposal assessment.

c.   Relays information on curriculum change from the Coordinator, Collections Management to the appropriate staff.

d.   Acts in the capacity of liaison librarian when applicable.

e.   Reviews statements prepared by liaison librarians in the unit for the Undergraduate Programme Review and Graduate Programme Review, and signs them. Reviews statements prepared by liaison librarians in the unit for curriculum change.

f.   Upon request of a department/faculty/school, meets with outside reviewer(s) of a proposed new programme or programme review.

Responsibility of the Coordinator, Collections Management

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a.   Regularly attends meetings of the Senate Course Changes and Curriculum Committee. Relays information from these meetings as well as information from the Director of Libraries regarding the Faculty of Graduate Studies' Program and Planning Committee meetings to the appropriate Unit Heads.

b.   Informs Unit Heads in the event that a new programme approved by one of these committees is subsequently rejected at a higher level.

c.   Serves as a resource person to Unit Heads in all aspects of assessment for new courses/programmes including those at a graduate level.

d.   When requested, coordinates joint efforts between library units in assessing resource needs for cross- or interdisciplinary courses/programmes.

e.   Upon request of a department/faculty/school, meets with outside reviewer(s) of a proposed new programme. Invites appropriate Unit Heads and liaison librarians to attend meeting.

Responsibility of the L.A. IV, Collections Management

a.   Schedules the work related to the Graduate and Undergraduate Programme Reviews.

b.   Gathers guidelines and information, and generates data for the liaison librarians preparing the Graduate and Undergraduate Programme Reviews.

c.   Checks bibliographies or lists, compiles tables, and helps the liaison librarian prepare the final version of the report for the Graduate Programme Reviews.

d.   Ensures that all the signatures are added to the Library Statement Form for the Graduate and Undergraduate Programme Reviews, and that the report is delivered to the appropriate liaison librarian on time.

Responsibility of the Director of Libraries

a.   Regularly attends meetings of the Faculty of Graduate Studies' Program and Planning Committee. Relays information from these meetings to the Collections Management Coordinator.

Attachment 1 - Minor Change Form
Attachment 2 – Library Statement Form
Attachment 3 - Template for UML Responses to Graduate Programme Reviews
Attachment 4 - Template for UML Responses to Undergraduate Programme Reviews
Attachment 5 - Undergraduate course form (supplied by faculty)
Attachment 6 - Graduate course form (supplied by faculty)
Attachment 7 - UML Standards for List Checking

305.6

Attachment 5

UNIVERSITY OF MANITOBA

PROPOSAL FOR THE INTRODUCTION, MODIFICATION OR REACTIVATION
OF UNDERGRADUATE COURSES

Faculty/School: Click arrow to select   **Department:** Click arrow to select

This course is to be: Introduced ☐   Modified ☐   Reactivated ☐

Previous Course No. ☐ (for modified, or reactivated courses)

Proposed Course No. ☐ (for introduced course)

Course Level: 1000 ☐   2000 ☐   3000 ☐   4000 ☐   5000 ☐

Course Subject: ☐   Is this a new subject area? Yes ☐   No ☐

Credit Hours ☐ Grading Mode: Letter Grades ☐   Pass/Fail ☐

Long Title: ☐ (Limit of 90 characters)

Short Title: ☐ (Limit of 25 characters)

Effective Term: Click to select   Fall/Winter ☐   Summer 1/Summer 2 ☐

Language of Instruction: English ☐   French ☐

Course Description (Current): (For modified or reactivated course)

Course Description (Proposed): [as it will appear in the calendar]

Is a laboratory required?   Yes ☐   No ☐

Reason for Change:

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation
as noted in the Guidelines.

Signatures:

Department Approval: _____

          Print Name   Signature   Date

Faculty/School Approval: _____

          Print Name   Signature   Date

Page 1

Courses that may not be held for credit with this course:

NOTE: Please include all applicable previous course numbers below.**[Must also be included in calendar course description]**

Prerequisites:

Pre- or Corequisites: (Prerequisites that <u>may</u> be taken concurrently)

Corequisites: (Courses that must be taken concurrently)

Other Information: [To be used by the Office of the University Secretary only.]

Will this course be available to students in other faculties/school?   Yes ☐   No ☐

Please indicate which, if any, of the following attributes should apply to this course:

Canadian Studies ☐   Women's Studies ☐   University 1 course ☐   Option in Aging Course ☐

Is this course intended to satisfy : Written English Requirement ☐   Mathematics Requirement ☐

NOTE: If there are other course attributes that should be applied, please contact the Registrar after the course has been approved. Supporting documentation must be included.

TO BE COMPLETED FOR ALL COURSES INTRODUCED OR MODIFIED AS APPROPRIATE
(See Guidelines)

The following items are attached to and form part of this proposal:

☐ Course outline

Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. *Note: No more than one page in length.*

☐ Statement from subject librarian(s) as to library resources

Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

☐ Statement of additional costs, workload, and/or supplies

☐ Statement(s) from other Departments, Faculties or Schools of possible overlap

☐ Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

☐ Revised Program Descriptions for all programs using this course

☐ Additional documentation

Page 2

Attachment 6

graduate studies
FACULTY OF
UNIVERSITY OF MANITOBA

PROPOSAL FOR COURSE INTRODUCTIONS

UNIT NAME	PREPARED BY	Date Approved by unit Faculty Council

COURSE TO BE INTRODUCED

PROPOSED
COURSE NUMBER   COURSE TITLE   CREDIT HOURS

ABBREVIATED COURSE TITLE (**Maximum 15 characters**)

GRADING MODE   Letter Grades ☐   Pass / Fail   ☐

PROPOSED NEW CALENDAR DESCRIPTION
(Including any pre- or co- requisites. **Must not exceed 4 lines, 75 characters per line**)

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

course_introduction.docx cvtd to Adobe Designer: course_introduction-v3.pdf   July 2008

EXPECTED ENROLLMENT

COURSE OFFERING CYCLE - eg. "yearly," "every two years," "as needed"
(Provide explanation if not yearly)

DURATION OF DELIVERY   Weeks/Terms

                              Hours per week

REQUIRED OR ELECTIVE COURSE (indicate degree program)

IS THERE ANY ADITIONAL COST IN TERMS OF STAFF, FACILTIES OR EQUIPMENT?
(If yes, a statement from the Budget Dean must be appended)   Yes ☐   No ☐

TO BE APPENDED FOR ALL COURSES INTRODUCED

☐ Course Outline

Format: A short description of the intent of the course with concise and accurate statements of the main topic or conceptual areas to be covered. Clarify the nature of the course, such as whether it is theoretical or practical, laboratory, seminar, or other form. Identify required textbook (s) (if applicable). Include a statement on Academic Dishonesty and a breakdown of the the course is evaluated.

☐ Letters of support (if necessary, from units perceiving duplication or overlap)

☐ Library Resource Statement

Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

SIGNED APPROVAL

HEAD OF DEPARTMENT   _____

CHAIR, FACULTY GRADUATE COMMITTEE   _____

BUDGET DEAN   _____

DATE OF UNIT FACULTY COUNCIL APPROVAL   _____

course_introduction-v3.pdf
July 2008

Attachment 7

Appendix 5

UML Standards for List-Checking

When checking a bibliography or citation list against UML holdings, use the following table to determine the assessment level.

Number held	Level
95% - 100%	5
80% - 94%	4
65% - 79%	3c
50% - 64%	3b
30% - 49%	3a
6% - 29%	2
1% - 5%	1
0	0

Assessments will be based on the Total holdings of all UML libraries.   Where more than one library holds the same subject, this information should be noted in the comments area. An indication of which library has the primary responsibility or collection should be noted, if appropriate.

< NC State Home

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NCSU LIBRARIES

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2014 Collections Review Home

List of Journals to be Cancelled

List of Databases to be Cancelled

Expanding Online Only Journals

Letter from Director of Libraries

Timeline

Review Process

Factors to Consider

FAQ

Contact Us

NC State Budget Central

Collection Management Home

Collection Management Projects

Suggest a Purchase

Gifts/Donations

Collection Management Staff

Collections and Journals Cancellation Review 2014

In consultation with the University Library Committee and the Departmental Library Representatives, the NCSU Libraries is preparing for FY 2014/2015 cuts to the collections budget of approximately $750,000 – about 7.5% of the 2013/2014 allocation. Projected budget reductions from the university, combined with expected inflation for journals and databases of $550,000 (at a 7% annual inflation rate), necessitate preparations for steep reductions to the collection.

A comprehensive review process that included input from faculty, staff, and students has identified 628 journals for cancellation (effective as of January 2015) and 34 databases (termination varies depending on renewal date). Current paid subscriptions to these resources will be cancelled pending final budget confirmation; this list includes some journals and databases where cancellation is dependent on publisher negotiations.

› List of Journals to be Cancelled
› List of Databases to be Cancelled

Further cuts to the Libraries budget may result in the cancellation of additional databases and all 914 journals included in the review, including the 263 journals saved from cancellation based on campus input and overall usage.

While the review process has gathered as much data as possible to try to minimize the relative impact of collections cuts, reductions of this magnitude will result in the cancellation of important journals and databases that will have a lasting impact on the ability of the Libraries to meet the research and teaching needs of the university.

An FAQ is available that addresses a number of potential questions about the collections review including the Libraries' commitment to document delivery for canceled titles, moving journal titles to electronic only to realize savings on subscriptions, and the timeline for the overall process.

If you have strong concerns about journals and databases included in this list, please contact us. Please see the 2014 Collections Review website for more information.

We used a three-tiered ranking system based on the important to your research and teaching:**1 - Top Priority, 2 - Medium Priority, 3 - Low Priority**. Select the appropriate rank for each title in your areas of interest. There is no need to select a ranking for titles that are not relevant to your areas of interest.

At any time during the review process feel free to contact the Libraries with questions. Librarians will also be happy to visit departments to talk further about the process and answer your questions.

Results of Campus Feedback List - April 15, 2014

The Collection Management Department compiled the feedback received and shared results with the campus community. A revised list of cancellations will be distributed for comment in mid-April; this list will include both journals and databases. The proposed list of database cancellations will first undergo thorough review by subject specialists librarians. This comment period will end on **May 7, 2014**.

Final List of Cancellations - May 12-16, 2014

The final list of cancellations will be posted by the Libraries and University Library Committee in late May.

Execution of Cancellations - July-August, 2014

By August 1, the Libraries will have a final list of titles and will submit these to our serials agents for cancellation.

Questions

If you have questions, please contact us and check out our FAQs.

< **NC State Home**

RESOURCES ≡   search ncsu.edu   🔍

NCSU LIBRARIES   FIND   GET HELP   SERVICES   LIBRARIES   ABOUT

Search books, articles, journals, website   🔍   ASK US | MY ACCOUNT | HOURS | FAQ | LOG OUT | CHAT NOW 💬

2014 Collections Review Home

List of Journals to be Cancelled

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Explanatory Notes and Factors to Consider

When reviewing the list of journals proposed for cancellation, you will have several data points available to you as you review the list. Below are some tips on understanding what you are seeing and how this data should influence your decisions.

Title

Journal titles listed in the proposed cancellation list represent **paid subscriptions**. Through consortial partners such as TRLN, the NCSU Libraries has license agreements with several publishers that allow us access to a broader selection of titles (a.k.a. non-subscribed titles) beyond our subscribed list. Typically, after cancelling a subscribed title the Libraries will maintain electronic access to the subscribed years/backfiles of a title. However, if we cancel or decide to not renew a collection of journals, we may lose all access to the additional non-subscribed titles. In cases where a journal is available as open access, feedback is requested specifically for our paid subscriptions of these journals (which could be for print, print+online, or online only formats). If we were to cancel the paid subscriptions, we would rely on the open access versions of these journals and include them in our catalog and content discovery tools. However, when considering whether or not to wholly rely on the open access version of a journal, it is important to take into account the sustainability plan of the open access journal, any embargo periods of open access journals ("delayed open access"), as well as the extent to which the journal makes its content open access (e.g., "hybrid open access" or "partial open access").

Call Number

The call numbers listed follow the Library of Congress classification scheme and represent specific elements such as subjects and author/publisher identifiers.

Publisher

The publishers listed are the most current known providers of the journals.

Format

The format can be in one of three configurations: online-only subscription, print-only subscription, and a combination of print + online subscription. The format is often determined by the subscription model, which differs from publisher to publisher. In some instances, the publisher requires that the Libraries subscribe to both the print and electronic versions of a title at a combined cost when the electronic version is not available as a separate subscription. Even when the electronic version can be purchased without the print, there may be little, if any, cost savings. With some publishers, online access comes "free" with a print subscription. Other publishers provide a small savings (usually 5-10%) for online-only access. It should be remembered that the savings from moving to online-only subscriptions and cancelling the print counterpart can only be realized once. While switching to online-only subscriptions eliminates some costs of processing print materials (e.g., receipt and processing, shelving, binding, circulation, stacks maintenance), new costs are created (licensing, cross-resource linking, maintaining and troubleshooting access). In making the decision to subscribe to online-only resources, the Libraries will evaluate whether there is a reliable archiving model such as LOCKSS and/or Portico in place for a title before cancelling the print format.

Downloads

These counts represent the number of Full-Text Article Downloads, as reported by publishers according to COUNTER Codes of Practice. The electronic usage download data is provided for the years 2011, 2012, and 2013. Not all publishers provide electronic usage data, therefore, some titles will have a null value. It's also important to remember that print-only subscriptions will not have data for "Downloads" - the usage for print-only journal subscriptions will have a null value.

Unit Price

Unit Prices listed reflect the individual subscription cost for a journal and may not reflect the actual cost of a journal when it is part of a package. High cost of a journal should be weighed against importance to the NCSU community and other factors.

Subject

Each journal is assigned to a broad disciplinary group based on Library of Congress subject designations.

Impact Factor

From the Institute for Scientific Information's (ISI) Journal Citation Reports database, the journal impact factor is the number of cites in a particular year (e.g., 2012) to articles published in the two preceding years (e.g., 2011 and 2010) divided by the number of

published articles in that same time period (2011 and 2010). If a journal is not indexed by ISI, there will be no journal impact factor.

Cited by NCSU authors (most recent 5 full years of available data)

This data shows the total number of citations to journals by NCSU authors summed over 2008-2012. If the Institute for Scientific Information (ISI) does not index a title, then there will not be a value in this field. This does not mean that the journal has not been cited, it simply means that this data is not available from ISI. This value could be a good indication of a journal's relevance to subject areas in which NCSU researchers are publishing. This data comes from LJUR (Local Journal Utilization Report) data that is developed by the Institute for Scientific Information (ISI).

Publications by NCSU authors (most recent 5 full years of available data)

This data shows the total number of articles written by NCSU authors summed over over 2008-2012. If the Institute for Scientific Information (ISI) does not index a title, then there will not be a value in this field. This does not mean that no NCSU authors have published in a given journal, it simply means that this data is not available from ISI. This data can indicate relative importance of journals in terms of research and publishing activity. It comes from the LJUR (Local Journal Utilization Report) data that is developed by the Institute for Scientific Information (ISI).

Local Journal Utilization Report

The Local Journal Utilization Report (LJUR) is a statistical database listing the frequency with which an institution's researchers publish in journals indexed in Web of Science, and the frequency with which they cite journals and other works (theses, government reports, etc.) in their publications. These frequencies are calculated annually. Each article from approximately 8,500 journals indexed by Web of Science is searched for author affiliation. If any of the authors list North Carolina State University as their address, their article is included in the NCSU LJUR data.

The NCSU Libraries uses the LJUR data to provide an estimate of the importance of research journals to the NCSU community. When listing journals for the serials review, the NCSU Libraries includes the data from the last five available years of the LJUR in two categories: number of publications by NCSU authors and number of citations by NCSU authors. Along with price data and other local holdings, the LJUR data helps the community to assess the importance of specific journals to NCSU research.

RIVER CAMPUS LIBRARIES

UNIVERSITY of ROCHESTER

Guiding Principles for Collection Management and Development

- The teaching, learning and research activities of UR faculty and students are at the center of our activities.

- Our current collections reflect the University's current courses, curriculum and research.

- Our special collections support study, teaching and advanced research and document the history of our University and community, guided by a policy available online.

- We base our decisions on evidence from the University's Office of Institutional Research:

  - enrollment and faculty size
  - research grants
  - external standards and trends

- We actively manage our collections, aiming to strike a balance between well planned collection development, curation and demand driven acquisitions.

- The reading and research practices of our community are changing as more books and resources are published online. We recognize that print materials continue to be important for some disciplines, even as readers discover new formats.

- We steward our print collections with care, acquiring and retaining only one copy unless demand requires more.

- We are mindful of the costs of maintaining and preserving physical and digital collections.

- We are committed to the ongoing assessment and adaptation of our strategy and procedures.

- We look for opportunities to collaboratively collect and share collections/resources within the Libraries, with University partners and beyond.

- We actively support deep collaborative relationships with faculty and with student groups regarding our collections.

HA/3/27/15

Rush Rhees Library · Rochester, NY 14627

UNIVERSITY OF ROCHESTER LIBRARIES
GreenGlass Data Input Sheet

Data Input Sheet		Notes
Tip 1: Start by going to the Box folder "Collections Snapshots 2015" and look for templates, instructions, a link to GreenGlass and other data.		
Tip 2: The items on this template are organized based on the order of the steps you will take in Greenglass. For each line, set up the query and type the number of "Matched" results below in column B "Items" according to the instructions. The data you input here will magically be presented in the "final" worksheet.		
Tip 3: Remember to re-set earlier settings to "no restriction" before adjusting your query for the next item		
1. Header Information		
Type your subject here		
LC Class: TP		Classification Outline." If the online outline isn't detailed enough, ask Kostya or Marcy if you can borrow the print books from the shelves near Kostya's desk.
Locations Analysed: CarlsonStacks, CarlsonOversize, Carlson Reference,All Annex/Offsite locations		These are the standard locations that we are analysing this year. You may want to look at Rare Books but let's make that a separate project.
Stakeholder Departments/programs: Chemical Engineering		
2. Size of collection: Use Greenglass to identify and record the number of **"Matched"** items in each location	Items	Do a GreenGlass query for each of these locations to identify the total number of books in each location. The percentages should fill in themselves.
a. Carlson Stacks		
b. Carlson oversize		
c. Carlson Reference		
d. All Annex locations		
3. Age of collection: Tick all locations and LC Classes that you are analysing. Record the number of **"Matched"** items in each category	Items	Start by creating a query for the LC ranges you are interested in and limit it to all of the locations listed in the previous section. Then limit by publication date as indicated in the notes for each cell below.
a. Publication Year after 2009		Publication year between 2010 and 2014
a. Publication Year after 2004		Publication year between 2010 and 2014
a. Publication Year after 1999		Publication year between 2010 and 2014
d. Publication year between 1950-1999		Publication year between 1950 and 1999
e. Publication year between 1900-1949		Publication year between 1900 and 1949
f. Publication year before 1924 all locations (in public domain)		Publication year before 1924
4. Compared to other libraries: Start by setting _"Edition Matching"_ to _"any edition."_ Retain settings for all locations and LC Classes that you are analysing. Record the number of **"Matched"** items in each category	Items	section. It won't affect the HathiTrust comparisons (these are made directly against the HT catalog) but it gives the most accurate data for all other comparisons which ARE made against OCLC records.
a. US holdings more than 99		Set edition matching to "any edition" and set US holdings to "more than 99"
b. US holdings less than 26		Set edition matching to "any edition" and set US holdings to "less than 26"
c. US holdings less than 6		Set edition matching to "any edition" and set US holdings to "less than 6"
d. Rochester area equals 0		Set edition matching to "any edition" and Rochester Area to "fewer than 1"
e. CRL and Linda Hall more than 0		Set CRL and Linda Hall to "more than 0"
f. Publication Year before 1924 AND HATHITRUST set to "Items NOT held in HathiTrust"		Set publication year to "before 1924" and HATHITRUST to "Items NOT held in HathiTrust"

		Set HATHITRUST to "include items that meet the following criteria: "Items in HATHITRUST – Public Domain ONLY"
g. HATHITRUST set to "Items in HathiTrust - Public Domain ONLY"		
		Set HATHITRUST to "include items that meet the following criteria: "Items in HATHITRUST – In Copyright ONLY"
h. HATHITRUST set to "Items in HathiTrust - In Copyright Only"		
5. Overall Circulation Start by setting **"Location"** to include only the main circulating locations for this discipline (eg. CARLSTACK, RHEESSTACK, ARTSTACK, and/or POA STACK, etc.). Here we look at charges for items added to the collection first since the inception of Voyager in 1997 and then in 5 year chunks. Record the number of "Matched" items in each category.		
a. Total Items		
b. Recoded Uses equals zero		
c. Added after 1999	710	
d. Added after 1999 AND Recorded Uses equals zero	244	
e. Added after 2004	413	
f. Added after 2004 AND Recorded Uses equals zero	196	
g. Added after 2009	185	
h. Added after 2009 AND Recorded Uses equals zero	129	
6. Distribution by LC Class: Optional. Use this area creatively to analyse part(s) of the collection as you see fit. Here is a link to the LC Classification Outline: http://www.loc.gov/catdir/cpso/lcco/. Add lines and columns as needed. It will be incorporated into the "final" worksheet later on.		Use your creativity here. Bring circ data in if you like.
a.		
b.		
c.		
d.		
etc.		
7. Expenditures on books and subscriptions (3 year average FY 12 through FY 14). Look for this data in the GreenGlass folder "Other Data Sources:" https://rochester.box.com/s/md7bpv5jorynwlyx40vfqhs0mhpjtko7.		
a. monographs expenditures per CAR data		expenditures data drawn from CAR group spreadsheet "3 years allocations for monographs and expenditures for serials" cover FY12 through FY 14 Saved in Box in the GreenGlass folder "Other data sources"
b. serials expendtures per CAR data		use the latest "Serials payment statement" to get this information. Isolate the total charges to the fund for the discipline you are describing here.
c. Approximate number of active subscriptions in FY14 (to estimate this from Serials payment statement - scan title list for your fund and subtract number of duplicate payments from the total number of linesfor your fund).		Estimate drawn from serials payment statement. Select the fund for your disicpline then count the number of unique titles paid for in this 12 month report.
d. Cost of DDA titles triggered April 2014 through May 2015		Saved in Box in the GreenGlass folder "Other data sources"
e. Number of DDA titles triggered		
8. Key specialized licensed databases and online resources		
Type the brief names of the key subject specific licensed databases and online resources for this discipline.		
9. NOTES:		
What does the data tell us? What does it not tell us? What data would you like be able to gather easily in the future?		

GreenGlass Annotated Spreadsheet for Chemical Engineering

Annotated Spreadsheet			Notes
Chemical Engineering			List the name of the snapshot or the list of the subject that you will cover in this document.
LC Class analysed: TP			If you don't know all the relevant LC Class numbers, Google "LC Classification Outline." If the online outline isn't detailed enough, ask Kostya or Marcy if you can borrow the print books from the shelves near Kostya's desk.
Locations Analysed: CarlsonStacks, CarlsonOversize, Carlson Reference,All Annex/Offsite locat			
Stake holder departments/programs: Chemical Engineering			
DATA FROM GREENGLASS (print books only):			
Size of collection:	**items**	**% of total**	Do a GreenGlass query for each of these locations to identify the total number of books in each location. The percentages should fill in themselves.
a. Carlson Stacks	2,367	61%	
b. Carlson oversize	1	0.03%	
c. Carlson Reference	156	4%	
d. All Annex locations	1,350	35%	
Total	**3,874**	**100%**	
Age of collection:			
a. Published 2010-2014 (most recent 5 years)	139	4%	
b. Published 2005-2014 (most recent 10 years)	331	9%	
c. Published 2000-2014 (most recent 15 years)	543	14%	
d. Published 1950-1999	2,743	71%	
e. Published 1900-1949	516	13%	
f. Published before 1924 all locations (in public domain)	189	5%	
g. Average no. of titles added per calendar year (2010-2014)	28	1%	
Compared to other libraries: Please fill out the calculations listed below and add any others that interest you.			
a. In HathiTrust Public Domain	449	12%	
b. In HathiTrust in copyright	1,975	51%	
c. At the Center for Research Libraries (CRL) (any edition)	2,944	76%	
d. Held by 100 or more US libraries (any edition)	2,866	74%	
e. Held by 25 or less US libraries (any edition)	217	6%	
f. Held by 5 or less US libraries (any edition)	35	1%	
g. Unique in the Rochester area (any edition)	2,649	68%	
h. Published before 1924 and not in HathiTrust	34	1%	
Overall Circulation			
a. Total items	2,367	100%	
b. Items with no recorded uses since initial Voyager load in 1997	2,270	96%	
c. Added between 2000 and 2005	297	100%	
d. Added between 2000 and 2005 with no recorded uses	48	16%	(added after 2000-01-01 AND recorded uses =0) MINUS (added after 2005-01-01 AND recorded uses = 0)
e. Added between 2005 and 2010	228	100%	
f. Added between 2005 and 2010 with no recorded uses	67	29%	(added after 2005-01-01 AND recorded uses =0) MINUS (added after 2010-01-01 AND recorded uses = 0)
g. Added after between 2010 and 2014	710	100%	
h. Added after between 2010 and 2014 with no recorded uses	244	34%	
Expenditures on books and subscriptions (3 year average FY 12 through FY 14)			
a. total allocation/expenditures	$79,789	100%	

GreenGlass Annotated Spreadsheet for Chemical Engineering

Annotated Spreadsheet			Notes
b. book expenditures (firm orders only)	$5,331	7%	expenditures data drawn from CAR group spreadsheet "3 years allocations for monographs and expenditures for serials" cover FY12 through FY 14 Saved in Box in the GreenGlass folder "Other data sources"
c. subscription expenditures	$74,458	93%	use the latest "Serials payment statement" to get this information. Isolate the total charges to the fund for the discipline you are describing here.
d. Number of active subscriptions in FY14	35		Estimate drawn from serials payment statement. Select the fund for your disicpline then count the number of unique titles paid for in the 12 month report.
e. Cost of DDA titles triggered (April 2014 through May 2015)	$0	0	Saved in Box in the GreenGlass folder "Other data sources"
f. Number of DDA titles triggered	0		
Key specialized licensed databases and online resources			Which key databases would be important for a new librarian to know about
IEEE Xplore, Web of Science, ACM digital library, Comepndex			
NOTES:			Anything else you would like to say about this data snapshot. Eg. What did you find most interesting?
Most of the funds go to the online subscriptions. Carlson holds a large number of old Chem			

Chemical Engineering		
LC Class analysed: TP		
Locations Analysed: CarlsonStacks, CarlsonOversize, Carlson Reference,All Annex/Offsite locations		
Stake holder departments/programs: Chemical Engineering		
DATA FROM GREENGLASS (print books only):		
Size of collection:	**items**	**% of total**
a. Carlson Stacks	2,367	61%
b. Carlson oversize	1	0.03%
c. Carlson Reference	156	4%
d. All Annex locations	1,350	35%
Total	**3,874**	**100%**
Age of collection:		
a. Published 2010-2014 (most recent 5 years)	139	4%
b. Published 2005-2014 (most recent 10 years)	331	9%
c. Published 2000-2014 (most recent 15 years)	543	14%
d. Published 1950-1999	2,743	71%
e. Published 1900-1949	516	13%
f. Published before 1924 all locations (in public domain)	189	5%
g. Average no. of titles added per calendar year (2010-2014)	28	1%
Compared to other libraries: Please fill out the calculations listed below and add any others that interest you.		
a. In HathiTrust Public Domain	449	12%
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c. At the Center for Research Libraries (CRL) (any edition)	2,944	76%
d. Held by 100 or more US libraries (any edition)	2,866	74%
e. Held by 25 or less US libraries (any edition)	217	6%
f. Held by 5 or less US libraries (any edition)	35	1%
g. Unique in the Rochester area (any edition)	2,649	68%
h. Published before 1924 and not in HathiTrust	34	1%
Overall Circulation		
a. Total items	2,367	100%
b. Items with no recorded uses since initial Voyager load in 1997	2,270	96%
c. Added between 2000 and 2005	297	100%
d. Added between 2000 and 2005 with no recorded uses	48	16%
e. Added between 2005 and 2010	228	100%
f. Added between 2005 and 2010 with no recorded uses	67	29%
g. Added after between 2010 and 2014	710	100%
h. Added after between 2010 and 2014 with no recorded uses	244	34%
Expenditures on books and subscriptions (3 year average FY 12 through FY 14)		
a. total allocation/expenditures	$79,789	100%
b. book expenditures (firm orders only)	$5,331	7%
c. subscription expenditures	$74,458	93%
d. Number of active subscriptions in FY14	35	
e. Cost of DDA titles triggered (April 2014 through May 2015)	$0	0
f. Number of DDA titles triggered	0	
Key specialized licensed databases and online resources		
IEEE Xplore, Web of Science, ACM digital library, Comepndex		
NOTES:		
Most of the funds go to the online subscriptions. Carlson holds a large number of old Chem Engin publications with low usage. We can think about weeding the old materials.		