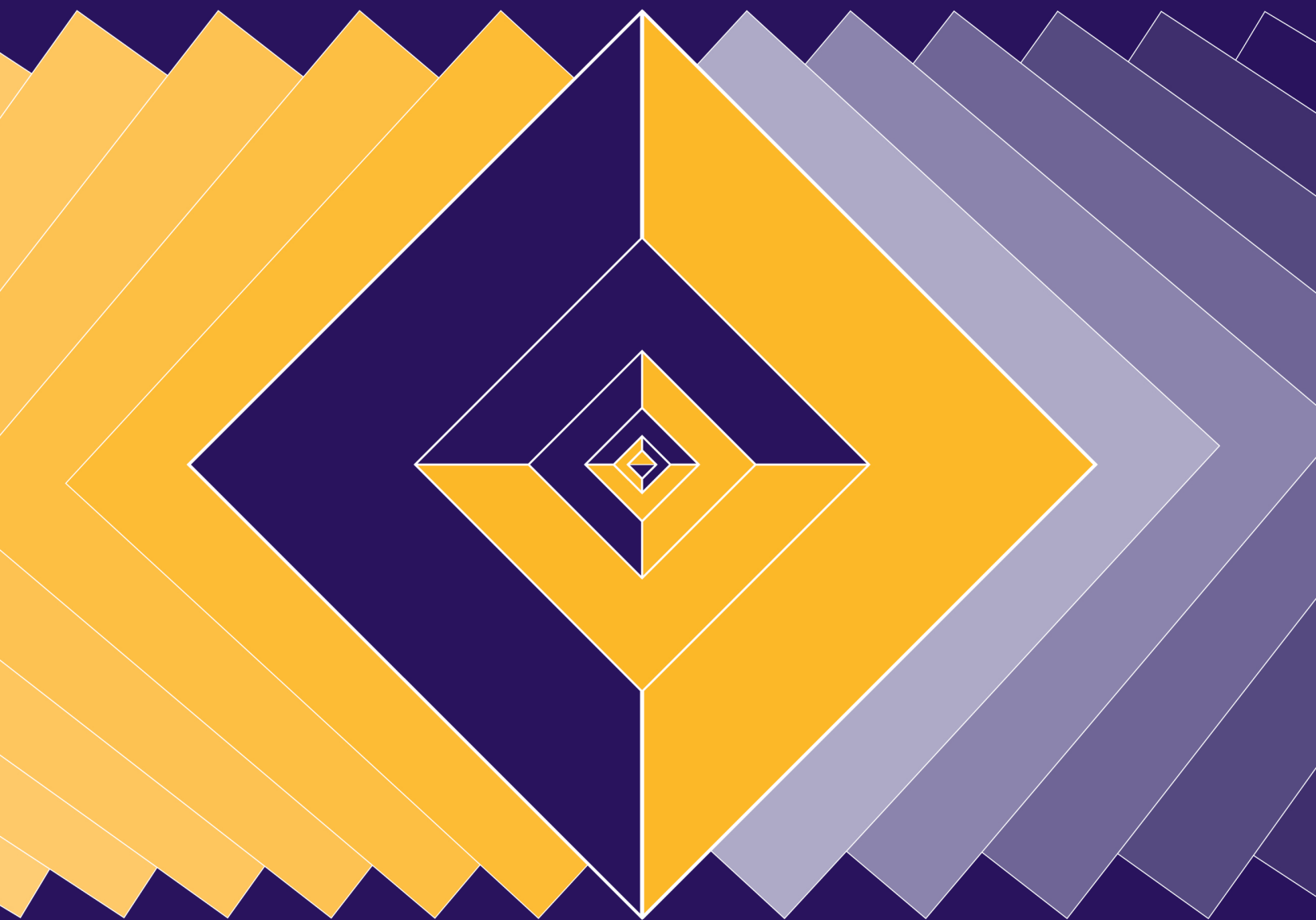




Kit 316

Evaluating E-resources
July 2010



ASSOCIATION OF RESEARCH LIBRARIES

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SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

SPEC Kit 253, *Networked Information Resources*, was published by the Association of Research Libraries (ARL) only a little more than 10 years ago, but it appeared in a vastly different world, one in which the majority of academic and research libraries still operated on a growth economy. The developments in the ensuing 10 years have included the rise to ubiquitous preeminence of Google and its various offerings, economic recessions in 2000 and 2008, and the significant administrative and organizational restructuring of the majority of academic research libraries. Accompanying all of these changes, and perhaps changing to accommodate them, has been the way in which electronic resources are acquired, assessed, and served to library users.

This survey on Evaluating E-resources was designed to re-examine the ways in which ARL member libraries have (re)structured themselves to identify the availability of new e-resources in the market; evaluate them for acquisition; decide to acquire/purchase them; evaluate them prior to renewal; and publicize or market them. Nearly identical questions were posed regarding purchasing/licensing by consortia and by individual libraries, enabling comparisons in process to be made. For the purposes of this survey, networked information resources were defined as “commercially available electronic information resources (databases, e-texts, e-journals, datasets, and information resources) funded or enabled by the library, which are made available to authorized users through a pre-existing network.”

The survey was conducted between 1 February and 8 March 2010. Seventy-three of the 124 ARL member institutions (63 US academic, 9 Canadian academic, and 1 nonacademic) completed the survey for a response rate of 59%.

The survey began by asking respondents if their libraries had policies specifically addressing commercially available e-resources. Of the 72 respondents, slightly more than half (38 or 53%) reported they had such a collection development policy. The comments indicated that the answer may really be yes and no. Several respondents explained that e-resources are broadly addressed by or integrated into either an overall or discipline-specific policy. Others reported that the collection policy is format neutral, though there may be guidelines that address e-resources. A number commented on their preference for selecting electronic or e-only modes of access. A few respondents are in the process of developing policies or plan to do so.

The responses were more clear-cut with regards to use of an Electronic Resource Management system (ERM); 68% of the respondents (49 of 72) use an ERM. A significant percentage of these indicated the ERM is used for all components of the e-resources process, including licensing, holdings management, usage tracking, overlap analysis, cost data, data feeds, link resolvers, automated reminders, OPAC features, vendor statistics, and contact information. A number of comments indicated a preference for Ex Libris's Verde ERM. One respondent indicated that the ERM received minimal use because it is “time consuming and labor intensive.”

Purchasing/Licensing E-resources through Consortia

The survey next asked about the process for purchasing or licensing e-resources through a consortium. The 73 respondents indicated that they belong to between one and five different kinds of consortia to acquire or license commercially available e-resources. The vast majority (90%) belongs to a research library consortium, such as GWLA, NERL, OCUL, etc. Most also belong to a state-wide/province-wide multi-type library consortium (73%) or a regional multi-type library consortium (70%). Fewer belong to a university system consortium (32%) or a national consortium (19%). Three respondents also work through a law or medical library consortium.

All but two of 72 respondents belong to at least one consortium “for the primary purpose of acquiring commercially available e-resources.” The mean number of memberships per institution is 3.18.

Number of Consortia	Responses
1	8
2	15
3	22
4	11
5	5
6	7
7	2

Consortia Purchasing/Licensing: Identifying and Evaluating New E-resources

For the next set of questions the survey asked respondents to base their answers on the one consortium through which their library spends the most on e-resources. Respondents indicated that they use a mixture of methods to identify new e-resources for purchase or licensing within the consortium. Most frequently, a consortium member suggests a product or vendors submit proposals. It is also common that a consortium manager or consortium group/committee identifies prospects. One respondent described an annual bibliographer survey that is vetted by one or more system-wide committees.

Likewise, a mixture of individuals and groups are responsible for evaluating new e-resource(s) for

purchase or licensing. In most cases, it is the joint responsibility of individual consortium members and consortium staff, frequently in conjunction with a group of consortium members dedicated to the evaluation of potential purchases. In a few cases, it is solely the role of a dedicated evaluation group or consortium staff.

Within the library, responsibility for the evaluation of new e-resources is broadly distributed, with a slight distinction between multidisciplinary vs. discipline/subject-specific purchases. The evaluation of multidisciplinary products is most often the responsibility of all selectors and/or the chief collection development officer (67% of respondents). For evaluation of discipline/subject-specific resources, the primary parties shift to selectors with relevant subject expertise/responsibility (90%) and the chief collection development officer (62%). Lesser involvement was indicated for an e-resources working group/team/committee (34 respondents) and only 18 respondents have dedicated selector(s) for e-resources. One respondent noted that “we have not had an ‘e-resource evaluation team’ in years. This is probably unfortunate.”

Twenty-nine respondents identified another individual or group from virtually all organizational areas of academic research libraries, including reference librarians, academic liaisons, bibliographers, technical services resource librarians, deans, and directors. In addition, faculty and students also have a part in the decision-making processes.

Consortia Purchasing/Licensing: Selection Criteria

This section of the survey addressed the importance to libraries of various selection criteria and licensing terms when evaluating e-resources for consortial purchase/licensing. It also covered the activities that are part of the assessment process.

Respondents were asked to rate a list of 17 selection criteria on a five-point scale ranging from Not at All Important to Deal Breaker. Cost was chosen as a deal breaker by half of the respondents and as very important or important by the other half. Apart from cost, there was little consensus on what constituted a deal breaker. Only compatibility with library systems, chosen by 17 respondents (24%), was rated as a deal breaker by more than 5% of respondents. The next

most highly rated criteria were uniqueness/completeness of content, anticipated usage rate, user-friendly interface, and relevance to faculty research. The least important criteria were whether all or most consortia members were likely to subscribe and the e-resource's potential accessibility through such mobile devices as BlackBerry, iPhone, Kindle, etc.

Sixteen comments listed other selection criteria for the purchase and licensing of a consortial e-resource. Four indicated the importance of perpetual access and interlibrary loan rights. Additional criteria included the capacity to swap and/or cancel material and stable pricing. One respondent stated in part that, "...some aspects that are very important to users (bibliographic export, interface) do not normally play a large role in making an acquisition decision, which is driven most strongly by content relevance so long as cost or access are not prohibitive aspects."

Sixty respondents (83%) reported that the consortium uses standard licensing terms or model licenses for e-resources. Only 15 (22%) reported that the consortium has used the National Information Standards Organization Shared E-Resource Understanding (NISO SERU) for any e-resources. Respondents commented that few publishers have accepted SERU, yet. They also indicated that use of SERU is more a local, rather than a consortial, practice.

As with selection criteria, respondents were asked to rate a list of 14 licensing terms on a five-point scale ranging from Not at All Important to Deal Breaker. Applicable law was rated a deal breaker by 23 respondents (32%) and 41 others (56%) rated it very important or important. Walk-in users was rated a deal breaker by 21 respondents (29%) and very important or important by 47 others (64%). No other licensing term garnered more than 5% of responses as a deal breaker. The next most important licensing issues were electronic reserves, level of support, cancellation restrictions, and interlibrary loan (86% to 89% of respondents). Seventy percent of respondents rated consequences of unauthorized access to the database and consequences of unauthorized use of the database content as important, very important, or deal breaker. A number of these reiterated in their comments that any requirement for the library to indemnify the licensor is a deal breaker. Other very

important license terms include archival and perpetual access rights, access by IP, and use of licensed content in course packs. Compensation for service failures and obligation of the library to train users were the least important issues.

The survey asked respondents to indicate how frequently specific activities were performed as part of the assessment process for new consortial e-resources. The top five activities that most respondents (74% to 90%) report are always or usually part of the process include comparing the title or other content to e-resource products already held by the library, reviewing the vendor/publisher preservation arrangement, conducting a trial use of the e-resource, checking the e-resource's compatibility with library systems (e.g., link resolver), and reviewing the product license against pre-existing organizational criteria. Only three respondents report usually contacting existing subscribing institutions for evaluations.

Consortia Purchasing/Licensing: Acquisition Decision

In all but a few cases, the decision to enter into a contract with a vendor is made by consortium staff or committee based on feedback from members. Feedback may be in the form of a vote or it may simply be a decision to opt in or out of the deal.

Within the library, responsibility for the final acquisition decision is somewhat different than the responsibility for e-resource evaluation. While the chief collection development officer and selectors have equal responsibility for evaluating multidisciplinary e-resources, the chief collection development officer is twice as likely to make the final acquisition decision in consultation with selectors and an e-resources working group/team/committee. Subject selectors have primary responsibility for evaluating discipline/subject-specific resources, but the chief collection development officer is the primary final decision maker in consultation with selectors and others. Other individuals or groups who make or contribute to the final acquisition decision include the University Librarian/Dean/Director, AUL, Acquisitions Team Leader, Collection Development Council, Administrative Council, Licensing and Negotiation Librarian, consortial staff, and Provost.

Consortia Purchasing/Licensing: Evaluating E-resources for Renewal

Fifty-eight respondents (82%) reported that there is a routine review cycle for consortial e-resources. The comments generally stated that reviews occurred at renewal time. Depending on the length of the contract, that could be annually or every few years. In all but a few cases, consortium members—either individually or in a dedicated renewal evaluation group—have primary responsibility for evaluating consortial e-resources for renewal in conjunction with consortium staff. In seven cases, consortium staff and/or a renewal group have this responsibility. Other renewal evaluators include bibliographer groups, system-wide collection officers, and library directors.

Respondents were asked to rate the importance of 10 renewal criteria on a five-point scale. Overall cost was again the reigning issue; a deal breaker for more than half of the respondents and very important for the rest. A significant majority of the respondents rated each of the criteria very important or important. The highest rated were uniqueness of content, cost per use, relevance to current curricula and faculty research, and inflation history. Less important was the effect of institutional withdrawal on the consortial contract.

The survey asked respondents to indicate how frequently specific activities were performed as part of the renewal evaluation process for consortial e-resources. The activities that most respondents report are always or usually part of the process include evaluating the cost increase over the previous year, a review of past usage statistics, evaluating the inflation history, and comparing titles (or other content) to e-resource products already held. Least frequent was collecting opinions of users.

Half of the respondents indicated they record and maintain e-resource evaluations. Of these, all but one indicated there were circumstances under which an evaluation might be revisited. The comments about such circumstances primarily concerned price increases but also included changes in research patterns, previously undetected usage, and platform and curricular changes.

Library Direct Purchasing/Licensing: Identifying and Evaluating New E-resources

This section of the survey repeated many of the questions about e-resources acquired through consortia, but asked about the ways in which research libraries, using their own resources and staff, identify and evaluate new e-resources for direct purchase or licensing.

The survey distinguished between multi-disciplinary vs. discipline/subject-specific purchases; however, with a few exceptions, the library staff responsible for identifying new e-resources for direct purchasing/licensing is the same for both categories. Librarians with mixed collections, teaching, and/or reference responsibilities topped the list (93%), followed by those dedicated to collection development in all formats (66%), and a general collection development group (63%). Only 19 respondents (26%) reported having an e-resource group to identify new products. Other individual(s) or group(s) that identify new e-resources include faculty, students, staff, and other users, and the Head of Collection Development. The responses for who evaluates new e-resources were nearly identical. Library senior administrators are slightly less likely to evaluate than to identify new e-resources. An e-resource group is slightly more likely to evaluate than identify, particularly to determine “technical compatibility with the libraries’ network.”

The most frequently used method of identifying new e-resources is through requests from faculty (43 responses or 60% of usually or always). A distant second method is by requests from other library users (29 or 40%). Slightly more than a third of respondents usually or always identify new products through vendor visits to the library or at vendor exhibits at library conferences. The least used method is visiting other research libraries and discussing networked resources.

Direct Purchasing/Licensing: Selection Criteria

The most important criteria for directly purchased/licensed e-resources mirror those for consortial purchases. Thirty-eight respondents (52%) indicated that cost was a deal breaker and an additional 33 rated it as very important (45%). Compatibility with library systems was again a distant second deal breaker. The next most highly rated criteria were uniqueness/

completeness of content, relevance to faculty research, anticipated usage rate, and user-friendly interface. The least important criterion was the e-resource's potential accessibility through mobile devices.

Individual institutions are somewhat less likely than consortia to use standard licensing terms or model licenses for e-resources (68% vs. 83%). They are more likely than consortia to be willing to use the NISO SERU agreement (37% vs. 22%), but comment that too few publishers and/or vendors are interested.

The important licensing terms for directly purchased/licensed and consortial e-resources are the same. Applicable law and walk-in users are the top two deal breakers. The next most important licensing issues are electronic reserves, interlibrary loan, level of support, and cancellation restrictions. Seventy-five percent of respondents rated consequences of unauthorized access to the database or use of the database content and consequences of withdrawal of content as important, very important, or a deal breaker. Respondents' comments reiterated that any requirement for the library to indemnify the licensor is a deal breaker. Other very important license terms include archival and perpetual access rights, access by IP, author rights for e-journals, and use of licensed content in course packs. Compensation for service failures and obligation of the library to train users were the least important issues.

The top five activities that are performed most frequently as part of the assessment process for new e-resources are the same for both libraries and consortia, though their order is somewhat different. Comparing the title or other content to e-resource products already held by the library is the most common activity for both. Libraries then check the e-resource's compatibility with library systems, review the product license against pre-existing organizational criteria, and conduct a trial use of the e-resource. Reviewing vendor/publisher preservation arrangements is less important for libraries than consortia. As with consortia, the least frequent activity for libraries is contacting existing subscribing institutions for evaluations.

Direct Purchasing/Licensing: Acquisition Decision

Though there are some differences in the responses by each institution, the pattern for who makes the

final acquisition decision for consortial and directly purchased/licensed e-resources is the same: The chief collection development officer is the primary final decision maker in consultation with selectors, an e-resources group, and others, including committees and senior library administrators.

Direct Purchasing/Licensing: Evaluating E-resources for Renewal

Fifty of the 73 respondents (68%) report a routine review cycle for both consortial and directly purchased/licensed e-resources; the review frequency is the same regardless of the acquisition channel; typically annually. Seven institutions report there is a routine cycle for consortial products but not for directly purchased ones; five report the opposite.

A variety of library staff with collection responsibility review e-resources for renewal. With a few exceptions, the same staff are responsible for evaluating discipline/subject-specific and multidisciplinary e-resources. Reviewers are most often librarians with mixed collections and/or teaching and/or reference responsibilities (51 or 71%). Librarians dedicated to collection development in all formats are slightly more likely to review discipline/subject-specific e-resources (61% vs. 51%), while a general collection development group is more likely to review multidisciplinary e-resources (58% vs. 46%). Roughly a third of the respondents report that senior library administrators, dedicated e-resources librarians, and an e-resources group also review products for renewal. Other reviewers include the Head of Collection Development, the library's Business Services office, and faculty and students.

The renewal criteria rankings for directly purchased/licensed e-resources were almost exactly the same as for consortial products. The primary deal breaker remained overall cost (55%), followed distantly by compatibility with library systems (17%). Criteria most often rated very important or important were uniqueness of content, relevance to current curricula and faculty research, and inflation history. Cancellation restrictions and preservation arrangements are only somewhat important.

There were no surprises about the frequency of activities used by the library to evaluate directly

licensed e-resources for renewal. The most frequent activities were the same as for consortial products: evaluate cost increase over previous year, review past usage statistics, evaluate inflation history, and compare title (or other content) to e-resource products already held by the library. Least frequent was to collect opinions of users.

Just over half of the respondents indicated that evaluations were recorded and maintained. With only six exceptions, respondents had the same answer about whether an evaluation might be revisited by either the consortium or the library. Thirty-four reported that there were such circumstances (47%); thirty-three that there weren't (45%). The comments indicated that reevaluations would be necessary if funds, pricing, or budgets change.

Publicizing New E-resources

The last section of the survey asked about the methods libraries use to publicize new e-resources and which are most effective. All of the respondents have used a multitude of methods. The two most frequently used and deemed most effective are having e-resources records in the library's catalog and liaison meetings, consultations, or individual contacts with faculty and/or graduate students (99% used and 64% effective). Announcements on the library's Web site are used as often but were rated less effective (36%). Also frequently used and highly effective are targeted communications sent to relevant schools, department, faculty, and graduate students. Least used and rated least effective are announcements or links in social networking and Second Life sites. Several respondents indicated that Twitter and blogs are used to publicize and announce e-resources, and others use press releases, articles in campus newspapers, and RSS feeds. Several made use of video and flat screen television displays. One has used "door hangers, coasters/beer mats, book marks, handouts, [and] brochures." Nevertheless, a significant number of these comments indicated that successful publicizing of e-resources was a concern and remained an ongoing issue, one respondent going so far as to state, "Very difficult to reach users. Biggest challenge. We spend 10M a year and most do not know what we have."

Additional Comments

Several respondents indicated that the ubiquity of e-resources had changed the acquisitions process. A number indicated a desire to find better methods or processes to acquire and publicize e-resources. Several made reference to the present economic climate, indicating that while identifying and evaluating e-resources for acquisition was relatively easy, identifying and evaluating e-resources for cancellation was not so simple.

Conclusion

Both consortia and libraries deploy large amounts of staff resources to build e-resource collections. Identification and assessment activities are not partitioned, rather they are conducted as communal activities. Consortial staff work in concert with member libraries. Librarians with collections, teaching, and reference responsibilities share duties with collection development groups, librarians dedicated to e-resource management, and/or library senior administrators. Final decisions about the acquisition of purchased or licensed e-resources, while most often performed by chief collection developers, are also the duty of individual selectors and teams.

There is a strong and somewhat surprising correlation between the ways in which research libraries use consortia to acquire and evaluate e-resources and the ways in which they directly acquire and evaluate e-resources. There is also a strong correlation in the ways in which these libraries are acquiring and evaluating highly specialized and multidisciplinary e-resources.

Yet, despite considerable and widespread involvement of staff, the survey uncovered weaknesses in the procurement processes, policies, and procedures. Consortial and library staff conduct a slate of activities and consider numerous criteria when examining resources, yet many libraries do not have collection development policies specifically addressing e-resources to guide their decisions. Evaluations, once complete, are often not recorded by either libraries or consortia for future reference. Further, about one-fifth of consortia and libraries do not have routine review cycles for resources once they are purchased.

Various licensing terms are considered important to libraries; however, seventeen percent of consortia and thirty-one percent of individual libraries do not use any standard licensing terms or model licenses for e-resources. Also, despite various legal and other considerations in licensing, cost was the only criterion considered a deal breaker by a significant percentage of survey respondents. Further, about one-third are not yet using an electronic resource management system and the majority of individual libraries do not use the National Information Standards Organization Shared E-Resource Understanding (NISO SERU), which could provide a valid alternative to a license agreement.

These shortcomings not only open the potential for wasted staff time and poor decision making, they also carry potential legal ramifications, due to the nature of contractual licensing.

If ARL member libraries' expenditures on e-resources were negligible, the deficiencies mentioned above might not be important or worth mentioning, but preliminary 2008–2009 data shows that the university libraries spent well in excess of \$741,000,000 on e-resources. However, the lack of established policies, processes, and procedures for the overall assessment of e-resources puts libraries at risk for financial loss in terms of finances and staff time. Also, by entering into contracts without first negotiating and, if necessary, establishing and/or removing issues concerning applicable law, deal-breaking language, indemnification issues, renewal periods, and so forth, libraries are rendering themselves vulnerable and putting themselves at the mercy of vendors. Legal crises and lawsuits concerning contract violations do not appear

to have occurred, but this should not let these libraries become complacent.

The findings of the *Evaluating E-resources* survey should be considered a call for concerted communication, organization, and action among those responsible for the acquisition of e-resources in ARL libraries. In order to improve operational efficiencies and to maximize their effectiveness, research libraries must recognize as essential – and establish as their highest priority – the need to:

- Develop and create policies for the acquisition of e-resources, both those acquired through consortia and those purchased directly;
- Create standardized methodologies that meaningfully accommodate the assessment of those resources described above;
- Train all library staff who manage and engage in contractual relations with vendors in the importance of contract negotiation;
- Share their assessment strategies with other research libraries;
- Collaborate and cooperate in sharing not only policies and strategies but also relevant operational and best practices data;
- Coordinate in the development of system-wide evaluative standards.

Should these tasks be undertaken successfully, it is hoped they will move research libraries to a future defined by a shared understanding and a consistent implementation of best practices in evaluating e-resources.

SURVEY QUESTIONS AND RESPONSES

The SPEC survey on Evaluating E-resources was designed by **Richard Bleiler**, Humanities Librarian, and **Jill Livingston**, Liaison to Allied Health, Kinesiology, and Physical Therapy, University of Connecticut. These results are based on data submitted by 73 of the 124 ARL member libraries (59%) by the deadline of March 8, 2010. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

This survey reexamines the issues recognized and assessed by SPEC Kit 253, *Networked Information Resources* (December, 1999). In order to permit a meaningful comparison of the 1999 and 2009 responses to this survey, the definition of "networked information resources" first proposed in 1999 and the structure of the earlier SPEC KIT are partially reused. To reflect current reality and situations, sections have been dropped, amended, and expanded.

The definition of 1999 stated that, "a networked information resource is defined as a commercially available, electronic information resource (library database, full-text service, e-journal, etc.) funded or enabled by the library, which is made available to authorized users through a network (LAN, WAN, dial-in, etc.)." As the events of the last decade have shown, this definition is dated in several respects. Many research libraries:

- developed their own networked electronic information resources rather than relied on or waited for the development of commercial products;
- routinely acquire e-resources that have no print equivalent;
- offer e-resources via Web interfaces rather than loading vendor-supplied databases or offering LANS, WANS, and dial-in resources;
- would rather subscribe to the packaged content of a vendor or publisher than license a single e-journal or database;
- will not consider subscribing to an e-resource unless the vendor or publisher can provide statistical data concerning its usage;

and there are high quality, freely available online discovery resources (such as PubMed, ERIC, WorldCat, Google Scholar, etc.)

Nevertheless, for all that portions of the original definition have become dated, the core of the definition remains sound. For the purposes of this survey, networked information resources are thus defined as "commercially available electronic information resources (databases, e-texts, e-journals, datasets, and information resources) funded or enabled by the library, which are made available to authorized users through a pre-existing network."

This survey remains designed to re-examine the ways in which ARL member libraries have (re)structured themselves to:

- identify the availability of new e-resources in the market;

- evaluate new e-resources as candidates for acquisition;
- decide to acquire/purchase the e-resources;
- evaluate e-resources prior to their renewal to determine their continued utility; and
- publicize or market the new e-resources.

BACKGROUND

1. Does your library have collection development policies that specifically address commercially available e-resources? N=72

Yes	38	53%
No	34	47%

Comments

Answered Yes

Collection development policies are written for each subject area. E-resources are addressed in each.

E-resources are part of the overall collection development policy. The discipline-specific collection development policies address e-resources.

E-resources are addressed as an integral part of each discipline's collection development policy.

Our collection development policies are format neutral.

Our collection development policies that describe our treatment of specific subjects or disciplines do not address e-resources. Rather, we have a general policy that guides selectors to prefer electronic over print for periodicals. We do not have such a policy in place for print books.

Our collection development policy addresses electronic resources in the context of our overall collection development. We also have a separate e-only policy for journal subscriptions (assuming the e-only version is available). We do not have a detailed policy that addresses specific e-resources collection development.

Policy is old and has not been revised recently.

Related to accessibility.

The answer is really yes and no. Some subject areas have addressed this (in particular health sciences and engineering) while some policies have not yet been revised.

These policies are not comprehensive. Individual selector policies refer to electronic resources but this is uneven. There is not an overarching policy toward e-resources but our procedures and practices certainly infer that electronic is increasingly the preferred mode of access for our users.

We do not have a lot that we have formally documented at this point, but there are some key policies. For example, we will only purchase e-resources that are available for campus wide use, and we do not purchase items that are only accessible by username and password.

We have a Guidelines & Principles document that broadly addresses this.

We have an "electronic only subscriptions policy" that simply states our goal to convert the majority of print journal subscriptions to e-only within three years.

We have an e-only journal exceptions policy.

Answered No

Addressed within general selection policy.

Although the University Library does not have a general policy covering commercially available e-resources, it does have specific policies, e.g., E-Only Journal Policy and Guidelines for Journal Review that governs the move to e-only and states under what conditions corresponding print subscriptions will be continued. As a rule, any e-resource can be purchased so long as the licensing/contract terms are acceptable and there are no technical difficulties in accessing the product.

Central Library doesn't have a collection development policy that specifically address e-resources but the University Law Library does.

Currently developing them.

However, we just developed a policy for e-books.

In some cases that are general references to format.

Our collection development policies are format neutral.

Our policy is incorporated in our mission statement.

So far, we have been doing without any kind of comprehensive CD policy.

We have a few checklists of criteria that we consider when evaluating resources, but no collection development policy.

We have guidelines for when we can go to online only. We hope to update the policy this year.

We plan to have one.

2. Does your library use an electronic resource management system (ERM)? N=72

Yes	49	68%
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No	23	32%
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If yes, which functions are used?

Contact, Licensing function. So far, haven't integrated statistics.

Contact, resource, and license records are created using Innovative Interfaces ERM module. E-resources are added to topical categories.

Coverage load, license data, statistics, overlap reports, OPAC features.

Data feeds.

Database descriptions; Terms of license (how it is accessed, who can access, ILL rights); Provider; Consortium; Contact; Renewals.

For licensing agreements.

Home grown system, vendor and tech support contact info, license renewal data, consortial or other joint licensing.

ILL system; utilize resource record and license record.

Import MARC Records; Used as a discovery tool by staff and patrons; Track Licensing Information.

Just implemented.

Licensing; Acquisitions; Renewal; Contact Information; Usage; Access.

Licensing, administration, vendor statistics, contacts, costs, passwords, MARC records.

Licensing, Evaluation (usage statistics). Package monitoring. Managing public display lists (journals and databases). The NCSU ERM is a home-grown system.

Licensing, trials, overlap analysis, cost-per-use, coverage tracking, renewal alerts, troubleshooting.

Link resolver; MARC records; Overlap analysis; Cost data; License data; E-resource portal.

Link resolver (SFX); in implementation process with Verde.

Linking to scanned licenses (staff access); central repository for information regarding administrative & statistical site URLs, logins, and passwords; public display of use permissions & restrictions.

Links to use data; contact info; post digital image of license; administrative logins registered; track titles owned; cost & invoice info; selector info — which librarian is responsible for acquiring resource; consortia info; track items on trial, on order, cancelled, etc.

Locally developed database to manage license information and acquisitions details, as well as a public interface to e-resources powered by SFX.

Meridian, not fully implemented. Library is switching to Verde in Summer 2010.

Minimal use of ERM — its use is time consuming and labor intensive.

Our ERM is locally developed; we have reviewed and decided against commercial ERM systems. We use our local system for selection initiation, workflow check off, contact information, access terms or restrictions, licensing document management and access to selected terms. We manage expenditures through a separate data reporting tool where data is extracted from the ILS.

Payment information, licensing information, connection management.

Resource, License and Contact Records, Coverage database. Use a different system for open URL resolver.

Resource, license, contact, order info records; coverage information.

Search/Resource Manager/COUNTER/A-Z Title List.

System did not meet needs for interoperability with ILS or our expectations for reporting.

Usage tracking, holdings management, link management.

We are one of 8 institutions using a consortial instance of Ex Libris's Verde. Although some consortial licenses have been loaded, we are not currently using many of the ERM features of the software.

We display for the public (and staff) information such as description of a digital product, other titles in serials bundle, general terms of use, ILL rights, and number of simultaneous users.

We have an in-house developed ERM. Features include: Ability to browse all products/titles; Search all products/titles; Gather number of subscriptions by type or location; Run reports to i) correct MARC records; ii) check for duplicate ISSN's; iii) list expenditure by fund; iv) import titles from EXCEL into a specific product; v) import titles from a MARC file into a specific product.

We have just purchased Serials Solution.

We use Ex Libris's Verde ERM, however, it is not fully implemented. We're contemplating whether we want to continue using Verde or explore other options.

We use the ILL ERM. We use all functions. We plan to bring the system live for public use in the autumn.

Answered No

Actually, we do use an ERM to manage our subscriptions for the University System schools but we are currently investigating one for [just us] since the implementation of Verde was unsuccessful.

Again, this is really a yes and no. We started, along with our OCUL colleagues, but the project has been put on hold because the vendor is developing a new version. At the moment we are evaluating the potential of using with a different provider.

We will be implementing Ex Libris's Verde ERM later this year.

E-RESOURCES PURCHASED/LICENSED THROUGH CONSORTIA

3. What kinds of consortia does your library work with to acquire commercially available e-resources? Check all that apply. N=73

Research library consortium (e.g., GWLA, NERL, OCUL)	67	92%
State-wide/Province-wide multi-type library consortium (e.g., VIVA, OHIOlink)	53	73%
Regional multi-type library consortium (e.g., Lyasis, AMIGOS, ORBIS-CASCADE Alliance)	51	71%
University system (e.g., University of Illinois, CDL)	24	33%
Multi-state/National consortium (e.g., BCR, Canadian Research Knowledge Network)	17	23%
Other type of consortium	3	4%

Please specify other type of consortium.

NELCO [New England Law Library Consortium]

Ontario Medical schools: COAHL

SCAMEL [South Central Academic Medical Libraries Consortium]

4. To how many consortia does your library currently belong for the primary purpose of acquiring commercially available e-resources? N=72

Minimum	Maximum	Mean	Median	Std Dev
0	7	3.2	3	1.63

PURCHASING/LICENSING BY CONSORTIA: IDENTIFYING AND EVALUATING NEW E-RESOURCES

Answer the following questions based on one consortium through which your library spends the most on e-resources.

5. How are new e-resources identified within the consortium for possible purchase/licensing? Check all that apply. N=73

Consortium member suggests a product	69	95%
Vendors submit proposals	67	92%
Consortium manager identifies resources	55	75%
Consortium group/committee identifies prospects	52	71%
Other process	2	3%

Please describe other process.

In normal budget years, new resource proposals are formally solicited via an annual bibliographer survey and then vetted by one or more system-wide committees. Proposals can also be put forward independently by campuses; vendor proposals are followed up only rarely.

Bibliographer Groups --> Joint Steering Committee on Shared Collections --> Collection Development Committee

6. Who within the consortium is responsible for evaluating new e-resources for consortial purchase/licensing? Check all that apply. N=73

Individual consortium members	61	84%
Consortium staff	51	70%
Group of consortium members dedicated to evaluate potential purchases	38	52%
Other individual or group	3	4%

Please specify other individual or group.

Business and licensing terms are generally evaluated (i.e., negotiated) by the system-wide office. Quality and interface issues may be evaluated through variety of means depending on the nature of the product.

For the University System Consortium, Associate Dean for Collections & Services and the Head of Collection Development Operations & Acquisitions Services.

The consortium typically takes the lead on evaluation of purchase and licensing terms, but individual members are often asked for feedback along the way, especially if the e-resource is quite expensive and if there seem to be negotiable options.

7. Who at your library is responsible for evaluating new e-resources for consortial purchase/licensing? Check all that apply. N=73

	N	Discipline/ Subject-specific N=73	Multidisciplinary N=72
Selectors with relevant subject expertise/responsibility	68	66	40
Chief Collection Development Officer	50	45	49
All selectors contribute to evaluation	50	22	49
An e-resources working group/team/committee	34	29	33
Dedicated selector(s) for e-resources	18	16	18
Other individual(s) or group(s)	29	26	28

Please describe the "Other" individual(s) or group(s) who is responsible for evaluating new e-resources for consortial purchase/licensing. N=29

Acquisitions and technical staff

Administrative Council; faculty; students

Associate Director for Library Services; Acquisitions & Electronic Resources Management staff

Bibliographers

Bibliographers Advisory Committee

Collection Development Committee

Collection Development Council (do not have a Collection Development Officer)

Collection Development Council and E-Resource Acquisitions & Licensing Unit

Collection Management Committee

Electronic Resources Coordinator (2 responses)

Electronic Resources Librarian, Electronic Resources Management Working Group

Faculty

Faculty and students

Faculty Department Representatives

Fund Group Leaders

Groups of reference or information services librarians

Head of Collection Development Operations & Acquisitions Services

Liaison subject teams

Library encourages and at times solicits faculty to suggest needed e-resources and provide purchase justification; it also provides print and online request forms for patrons to do so.

Licensing and Negotiation Librarian

Non-library faculty

Reference and Liaison Librarians, who do not select in a subject area, will often identify, evaluate, and then recommend the purchase of resources.

Reference Librarians

Technical Services Resources Librarian

The Dean of Libraries approves all purchases.

The Licensing Librarian may have some level of input into evaluation and purchase, although most influence/decision rests with subject librarian and the Associate Director for Collections.

These decisions happen at the consortial level; our library director has input but not the subject selectors.

University Librarian

Please enter any additional comments about who evaluates new consortial e-resources for your library. N=15

Acquisitions & Electronic Resources Management staff work as a team and meet regularly (i.e., weekly scheduled meetings and often in ad hoc meetings) to discuss and evaluate e-resources.

A Contract Specialist reviews all license terms and issues. Selectors and groups usually do not work with licenses.

Faculty and students may also participate in evaluation.

Individual subject selectors have the major responsibility for identifying relevant resources, although the Coordinator of General Collections and/or the Associate University Librarian for Collections and Services usually take the lead in identifying major e-resources that cover a wide subject spectrum, e. g., publisher e-journal backfiles offers, omnibus e-book packages, or on-going acquisitions such as new components of JSTOR. The library also responds to offers from the consortia to which it belongs. While individual selectors can purchase any e-resource that their specific budgets can cover, expensive e-products typically are submitted to the Electronic Resources Selection Committee (ERSC) for collective evaluation and recommendations to fund. Finally, a Collection Development Council makes the actual funding decisions, essentially based on the recommendations of the ERSC, and the Council uses a central funds to pay for them.

Not all individuals/groups checked above participate in all evaluations. The process is “flexible” to a degree.

Selectors recommend purchases over a certain price. A collection committee deliberates on a number of proposals and makes determination based on need and budget. Chief Collection Officer reserves right to acquire larger, multi-discipline resources on occasion.

Serials/ERM Librarians assist in the evaluation process by contributing support data such as pricing and usage.

Technical Services Librarian monitors licensing and effectiveness of package.

Technical specifications are reviewed by the Information Technology Division. Licensing terms are reviewed by the Electronic Resources Coordinator.

The AUL Collections or University Librarian make decisions for the most expensive resources: ScienceDirect, etc.

The Collection Development officer makes final decisions with relevant bibliographers and may consult with the Bibliographers Advisory Committee on large, multidisciplinary packages.

The electronic resources coordinator evaluates technical compatibility with library network features, and license terms.

The protocol is pretty casual. Usually if a selector doesn't express interest in a resource, an evaluation will not occur. We primarily try to meet faculty needs and interests as part of our selection criteria. We try to queue things up for a few times each calendar year so that we can prioritize.

Until the current fiscal year, we had an e-resources working group who evaluated and recommended purchases from a central fund for digital resources. That group was disbanded and this function adopted by another collection management group with some overlapping membership.

We have not had an “e-resource evaluation team” for many years. This is probably unfortunate.

PURCHASING/LICENSING BY CONSORTIA: SELECTION CRITERIA

8. How important are the following criteria to your library for evaluating potential e-resources for consortial purchase/licensing? Please make one choice per row. N=73

	N	Not at All Important N=31	Somewhat Important N=68	Important N=73	Very Important N=69	Deal Breaker N=47
Anticipated usage rate	73	—	6	37	28	2
Length of contract	73	6	22	32	13	—
Disabilities compliance (e.g., ADA)	73	5	26	30	9	3
User-friendly interface	73	—	7	29	35	2
Relevance to specific course(s)	73	2	18	27	23	3
Support for Counter-compliant usage statistics	73	1	7	27	35	3
Preservation arrangements (e.g., LOCKSS compatible or participating in Portico)	73	1	11	24	34	3
Accessible through mobile devices (Blackberry, iPhone, Kindle, etc.)	73	11	40	20	1	1
Capacity to export data to bibliographic management software	72	5	19	35	11	2
Ability to provide MARC or metadata records	72	1	11	32	27	1
Availability of content archive	72	—	13	28	28	3
Relevance to faculty research	72	—	4	26	37	5
Uniqueness of content	72	—	1	22	45	4
Compatibility with library systems	72	1	11	19	24	17
Cost	72	—	—	7	29	36
Completeness of content	70	—	6	24	39	1
All or most consortium members likely to subscribe	70	19	18	20	11	2
Other criteria	12	—	—	4	6	2

Please describe other criteria. N=16

Important

Faculty requests.

ILL rights with e-copy, perpetual access in some cases.

License terms acceptability or ability to negotiate. Related resources clustered on same platform.

Potential for transforming scholarly communication.

Very Important

Agree to consortial license language, reliability of access.

Interlibrary loan/document delivery ability, to print without restrictions; durable URLs; targets in open URL resolvers; stable pricing with less than 4% annual increase. Other: alumni access.

Perpetual access provisions that allow print weeding.

Perpetual rights for appropriate content; interlibrary loan arrangement; other licensing terms.

Perpetual rights for appropriate content; interlibrary loan arrangements; other licensing terms.

We also consider duplication across existing collections and how the collection or product complements existing collections. In addition, we prefer platform neutral products.

Deal Breaker

As the library serving a land-grant institution, we seek license terms that allow walk-in users and support ILL.

While none of the criteria listed above would individually be a deal-breaker, the library takes all of these factors into consideration to various extents when deciding which products it would acquire. (The cost of needed and potentially useful products always exceeds available funding!) Within the context of these factors, e-resources that support instruction generally are acquired before those that only support research. The library's ability to acquire expensive e-resources could to some extent be predicated upon the willingness of selectors to contribute some of their specific funds to help cover the cost of an e-resource. Support for mobile devices has not been used as a criterion in the past but is becoming important.

Unspecified

Inflation rates/caps.

Post-cancellation access rights; site-wide access; scholarly sharing/fair use provisions; cancellation and/or swap allowance in multi-year agreements; back-out clause in multi-year agreements due to fiscal exigencies.

Some aspects that are very important to users (bibliographic export, interface) do not normally play a large role in making an acquisition decision, which is driven most strongly by content relevance so long as cost or access are not prohibitive aspects. Mobile interface is just becoming more important, but not yet a decision factor. Preservation arrangements are finally becoming more important (although Very Important may be too strong in terms of whether the lack of such arrangements would be a deal-breaker). COUNTER statistics have mixed importance--there are times where the library wants to evaluate value in this way, but it is understood that even counter-compliant statistics can be very much open to interpretation (and manipulation).

The resource must be available for campus wide, IP authenticated access.

9. Does the consortium use any standard licensing terms or model licenses for e-resources? N=72

Yes	60	83%
No	12	17%

10. Does the consortium use the NISO Shared E-Resource Understanding (SERU) for any e-resources?
N=68

Yes	15	22%
No	53	78%

Comments

Answered Yes

In some cases.

NISO SERU used when provider will accept it.

TRLN (Triangle Research Libraries Network) uses SERU, but do not know about others.

Unsure of extent of application by consortium.

We have registered for SERU but it is only minimally used for consortial licenses at present.

Whenever possible, the library encourages publishers to use SERU in lieu of a formal license/contract. This approach has been most successful with new and small publishers and, to a lesser extent, publishers from the developing world.

Answered No

Consortium has signed on as willing to use SERU but has not yet had occasion to do so.

Most use their own standard licensing based on SERU model.

No examples of any of our consortia using SERU but if the need arose, I imagine SERU would be acceptable.

Not aware of the use so answering no.

Only a very few publishers are currently using SERU. Of all the materials that we license, there is only one vendor using a SERU license. SERU is from our standpoint little more than a nice idea at this point.

Our library uses SERU when possible (still few cases), but the consortium we work with do not.

The AULC (Arizona University Libraries Consortium) uses standard "Arizona provisions" required by statute.

UCB, UCI, UCSD, UCSF, UCSB, CDL all belong to the registry.

We have used NISO a few times locally, however.

You refer to "the consortium." We use these understandings and licenses but are not aware of the consortium using them.

Not sure, but rather doubt that our consortia do such. We as individual subscribers (outside consortia arrangement) do use NISO SERU (e.g., for Duke U Press e-journals).

11. How important are the following licensing terms to your library when evaluating potential e-resources for consortial purchase/licensing? Please make one choice per row. N=73

	N	Not at All Important N=34	Somewhat Important N=62	Important N=70	Very Important N=69	Deal Breaker N=42
Level of support	73	1	9	37	24	2
Consequences of unauthorized access to the database	73	1	15	22	29	6
Electronic reserves	73	2	4	21	43	3
Compensation for service failures	73	9	36	21	6	1
Nondisclosure of licensing terms	73	10	22	19	13	9
Interlibrary loan	73	2	6	19	37	9
Applicable law	73	3	6	17	24	23
Walk-in users	73	1	4	10	37	21
Cancellation restrictions	72	—	10	25	34	3
Early termination	72	2	21	24	23	2
Obligation of the library to train users	72	22	28	14	7	1
Force majeure	71	9	23	28	8	3
Consequences of withdrawal of content	71	1	20	26	23	1
Consequences of unauthorized use of the database content	71	1	13	24	27	6
Other licensing term	28	—	—	2	16	10

Please describe other licensing term(s). N=28

Important

Alumni remote access; long-term access when e-resource is cancelled.

We prefer license terms granting perpetual access, and backed up by third-party archiving.

Very Important

Ability of the vendor to provide local loading of data.

Archival and perpetual access rights, definition of user community.

Author rights for e-journals.

Course packs; research data sets downloading; archive rights.

Definitions of authorized users and sites/locations covered.

In licenses we also look for: use of license content in course packs; use of Canadian/international copyright law; broad range of user rights; inclusion of access for small, non-local campuses; access by IP; scholarly sharing; mutual indemnification.

Inclusion of all university facilities regardless of location.

Indemnification, copyright, open access provisions.

Indemnification.

License must include be IP accessible anytime/anywhere, digital copy, fair use, print copy. Would like the license to include course pack, electronic link.

Meeting legally required state licensing terms.

Perpetual Access; Post-Cancellation; Fair Use.

Remote access; number of simultaneously users; course packs.

Terms that include: Indemnification, nondisclosure clauses, requires the monitoring of patron use, ...these are examples of deal breakers.

Use of Usage Data reports; Fees and Payment Terms.

We really prefer the ability to locally load the content.

Deal Breaker

Any clauses that require us, the licensee, to indemnify the licensor are deal breakers. Indeed, as is the case with other public institutions, indemnification and applicable law are two factors that would prohibit the library from signing a license/contract.

Inclusion of Arizona Provisions; definition of authorized users; indemnification.

Indemnification clauses.

Indemnification is a deal breaker.

Indemnification language, whereby library is asked to agree to indemnify vendor/resource provider is a deal-breaker. We can't agree to such per Massachusetts statute.

Indemnity clauses.

Mutual indemnification clauses from third party claim required by UC Regents.

Requirement for library to indemnify licensor is a deal breaker. Requirement for library to take responsibility for user behaviour is a deal breaker. Perpetual access and archival provisions are very important. Fair use rights are important.

Site-wide campus license: if not an option, 95% of the time, that is a deal breaker. Also, "reasonable efforts" language is important to us. That is, that the licensee is granted "reasonable efforts" in fulfilling our obligations.

We absolutely insist on being protected from claims arising from wrongful acts of our users (or hackers) who access the

materials we license, so long as we did not condone, assist, or knowingly allow the abuse to continue. NERL has very good language to this effect in all their contracts.

Other

Level of (vendor) Support is very important but is rarely actually considered in terms of 'licensing terms.' If support is actually needed and hard to come by, the resource will no doubt be canceled. Cancellation restrictions would be very important if they were felt to be a problem, but the assumption is that the library can almost always decline to renew a resource. Only in long-term expensive contracts would cancellation restrictions be considered a problem. Consequences of unauthorized access or use would be very important if they failed to allow a cure of breach period, but harsh consequences are almost unknown. Limit on cost increases is sometimes important.

Post-cancellation access rights; explicit acceptable use terms; entire agreement provisions (i.e., no passive assent or click-through agreement.)

12. Please indicate how often the following activities are part of the assessment process for new consortial e-resources. Please make one choice per row. N=73

	N	Never N=21	Sometimes N=72	Usually N=68	Always N=58
Trial use of the resource	73	1	13	43	16
Title (or other content) comparisons to e-resource products already held by the library	73	—	7	32	34
Review of vendor/publisher preservation arrangements	73	1	12	31	29
Title (or other content) comparison to print resources held by the library	73	1	24	25	23
Check for compatibility with library systems, e.g., link resolver	73	2	13	25	33
Call for input from library staff outside the selecting group or designated selector	73	3	40	23	7
Title (or other content) comparison to freely available e-resource products (e.g., WorldCat, PubMed, Google Scholar)	73	3	30	21	19
Check for reviews in professional literature or review sources	73	7	47	17	2
Review of product license against pre-existing organizational criteria	72	5	14	15	38
End-user testing of the resource	71	5	51	13	2
Contact existing subscribing institution for evaluation	72	7	62	3	—
Other activity	5	—	3	1	1

Please describe other activity. N=5

Sometimes

Call for input from potential users.

How many other institutions in consortium are participating in deal (if it affects cost).

Vendor visit or online presentation.

Usually

Evaluation of MARC records.

Always

Faculty input and support for the resource is absolutely essential. The Consortia license may be attractive, but we only subscribe as an institution if there is demonstrated demand for the product.

Please enter any additional comments about the assessment of new consortial e-resources. N=10

Again there are few hard and fast rules. Where content overlaps with other consortially licensed products is likely we attempt to assess it. Consulting external reviews, contacting other subscribers, and/or involving end users are rarely done.

An important thing that I always ask for if I license a product prior to the establishment of a consortial deal is that if such a deal is struck, my spend will count toward the consortial spend.

E-archiving arrangements only come into play with purchased e-resources: that is, when it is a question of e-ownership rights/perpetual access; they never are a factor with leased products. Cost also plays a critical role in determining how significant are some of the criteria listed above. As a rule, the more expensive an e-resource the higher are the standards of evaluation and the more significant are the criteria listed above.

E-resources are becoming more the norm and, except for those activities noted above, are treated and considered as other resources....important or not to our research and curriculum needs.

Get pricing from multiple consortia.

Platform comparisons; reviews of trial usage statistics; vendor demonstration.

Note: All of the responses above are from the perspective of the NCSU Libraries and not the consortia.

OCUL has created a new position for one of its members: Scholars Portal Evaluation + Assessment Librarian. This person will assist in developing new assessment activities for e-resources purchased through OCUL

The two most important factors are overlap with existing content, and the academic/research need the new resource would fill.

Where content overlap with other consortially licensed products is likely we attempt to assess it. Consulting external reviews, contacting other subscribers, and/or involving end users are only done at a consortial level if necessary.

PURCHASING/LICENSING BY CONSORTIA: ACQUISITION DECISION

13. How does the consortium decide to enter into a contract with a vendor? Check all that apply. N=72

Consortium staff decide based on member feedback	47	65%
Consortium committee/group decide based on member feedback	37	51%
Members vote	33	46%
Other process	21	29%

Please describe other process. N=21

Consortium staff will do an informal poll of interest. Each member chooses whether they wish to participate. The vendor may set a minimum threshold of participation. If it's not met, the deal doesn't go through.

Generally if there is enough interest we move forward.

If enough members are interested, negotiations begin. If negotiations are successful to the participating members, a contract will be signed.

In some cases, individual consortium members work directly with the vendor: in other words, unanimous participation may not be necessary to secure benefits such as consortial discounts.

Many if not most consortia to which the University Library belongs can best be described as "buying clubs." Consequently, each member library acts independently--although the consortial discount is often conditioned by the number of participants who buy the e-resource.

Member input but not necessarily a vote.

Members do not vote, but there is usually a call to opt in and out. If not enough members opt in, the deal falls through. Discounts usually apply as well, based on number of participants.

Minimum participation threshold must be met for the deal to go forward.

Most licenses are flexible so members can opt in or opt out.

Most of our consortia purchases or subscriptions are opt-in decisions by library. A few need a threshold of a certain number of libraries in order for a deal to go forward.

Not all members need to participate. The consortia we belong to have no funding so all products decision are made by the participating library.

Often there is simply a minimum number of members interested to reach a price break.

OhioLINK Cooperative Information Resources Management Committee (CIRM) has also used the 'bid' process to determine whether a resources can be funded based upon collective contribution shares.

Participants have authority to enter into single agreements.

Regional representatives solicit feedback from all members.

Review of cost for institutions involved.

There are different levels of participation - full (Tier 1) and partial (Tier 2).

There is a minimal numbers of institutions required by some consortia.

This is true for NERL; I'm not familiar with the process when it is WALDO or Nylink.

Usually requires a certain number of participants willing to enter the contract.

Varies by type: whether it is an all-in or % of group that determines cost.

14. Who at your library makes the final decision about acquisition through the consortium? Check all that apply. N=73

	N	Discipline/ Subject-specific N=73	Multidisciplinary N=68
Chief Collection Development Officer	54	51	50
Selectors with relevant subject expertise/responsibility	42	42	21
An e-resources working group/team/committee	28	23	28
All selectors contribute to final decision	23	7	23
Dedicated selector(s) for e-resources	14	13	12
Other individual(s) or group(s)	17	16	16

Please describe the "Other" individual(s) or group(s) who makes final purchase/licensing decisions for new e-resources for consortial purchase/licensing. N=17

Administrative Council

Associate Director for Library Services; Acquisitions & Electronic Resources Management staff

Collection Development Committee

Collection Development Council (2 responses)

Consortial staff

Dean

Dean & AUL make final decision after recommendations from an e-resources working group.

Director for Collections Services and Director for Acquisitions and Bibliographic Access

Director, Provost

Fund Group Leaders

In some cases, the Dean makes final decisions.

Library director

Licensing and Negotiation Librarian

Team Leader, Acquisitions Team

The Dean of Libraries approves all purchases.

University Librarian

Please enter any additional comments about who makes final purchase/licensing decisions for consortial e-resources for your library. N=10

After input, final decision always rest with the Chief Collection Development officer.

All above contribute to final decision; however, ultimate authority rests in the Associate Director for Library Services.

All selectors, particularly those with relevant subject expertise, contribute, but the final decision rests on the licensing terms brokered by the Team Leader of the Acquisitions Team. These include cost. Failure to reach agreement is a deal breaker regardless of selectors' decisions.

Although administrators responsible for collections and/or the Collection Development Council make the final consortial acquisition decision, input from selectors with relevant subject expertise/responsibility plays an important role in arriving at that decision. Conversely, it is difficult to imagine a situation where the University Library would make a consortial acquisition in the face of selector opposition.

Assistant Dean for Systems and Technical Services authorizes purchases decisions.

If pricing high enough, final decisions rests with the Associate Librarian for Library Services.

In some cases (known in advance), such as joint acquisition of e-journal or e-book packages, staff at the consortium office may make a decision on behalf of the group.

Licensing Librarian and Technology Support group may weigh in on potential considerations such as access support or question about licensing terms.

Selectors are expected to provide justification for the resource, based on faculty demand, classes or research being conducted, and the use of the product at peer institutions. The Dean, in conjunction with the Director for Collection Strategies, reviews these recommendations and makes the final determination.

Selectors contribute to find decision but do not make actual decision.

PURCHASING/LICENSING BY CONSORTIA: EVALUATING E-RESOURCES FOR RENEWAL

15. Is there a routine review cycle for consortial e-resources, such as at renewal time, annually, every three years, etc.? N=71

Yes	58	82%
No	13	18%

If yes, please describe the review cycle. N=51

A subset of e-resources are reviewed annually by each of the subject teams.

About a year before renewal.

According to individual contracts.

Acquisitions and E-Resources Management staff compile and analyze usage stats and share such with subject specialists prior to annual renewal. Cost, use, and continued relevance are all part of the consideration process.

All licenses for the consortium upon which my answers are based are for 3 years, so the review cycle for each resource is every three years.

Annually (2 responses)

Annually and/or at renewal time if that is not done annually. (4)

Annually at renewal time. Review new pricing for renewal and look at use data to make our decision. Again, this is from the library's perspective and not the consortia's.

As a rule, the review cycle takes place during the final year of a license/contract.

At renewal (11)

At renewal or end of contract term.

At renewal time, we consult the disciplinary librarians.

At renewal time, which varies from product to product.

At the time of renewal, usage figures and other reports on activity are circulated by the consortium.

But really depends on the resource, some are reviewed at renewal time and others annually, some just continue.

Evaluations based on contractual renewals.

Follow renewals.

If a license has a common expiration date for the entire consortium, then the license needs to be re-negotiated.

Many CRKN licenses are negotiated for a 3-year term. Members re-evaluate the resources at the expiration of the term.

Most are reviewed annually: renewal quotes are received and members can join, renew, or drop.

Most larger purchases are multi-year deals (and reviews). Library is reviewing renewals as appropriate.

Multi-year contracts are reviewed for renewal; others are reviewed periodically but not on a strict cycle.

On an annual basis, renewals received from vendors and signed by Chief of US Anglo Division.

Prior to renewal, each participating institution is contacted by the consortia with the terms of the new license.

Renewal period plus standard sunset review of all e-resources (every 2–3 years).

Renewal time and as a part of the annual collections review process.

Semi-annual renewal time.

The review cycle is largely ad-hoc. As renewals come in they are always checked for unusual price increases. If a

resource is relatively expensive or there is some other reason to question its utility, usage statistics will be checked and/or selectors questioned about current appropriateness for the collection.

The review is more of an informal discussion at renewal time rather than a formal review process.

They are renewed annually - subject selectors are responsible to do so.

Typically renewal time although recently we have had special reviews due to budget cuts.

We always ask at renewal time when we call for the payment.

We have a 3-year review cycle for all databases, (which would include databases purchased thru a consortium).

We typically review when we are in the last year of a contract.

With NERL, renewal is assumed unless a member self-identifies as wishing to cancel. But the opportunity or occasion is always announced via e-mail.

Answered No

Renewal is a normal review for expensive multi-year deals, or simply very expensive or overlapping resources, but 'core resources' are rarely reviewed in this way. Less expensive and narrowly focused resources may only be reviewed at the selector preference.

Very few resources are reviewed at renewal. Reviews occur at the time of budget analysis.

16. Who is responsible for evaluating consortial e-resources for renewal? Check all that apply. N=71

Individual consortium members	62	87%
Consortium staff	43	61%
Group of consortium members dedicated to renewal evaluation	19	27%
Other individual or group	9	13%

Please describe the other individual or group. N=9

An ad hoc group may be appointed to evaluate a consortial acquisition.

Bibliographer Groups (system-wide)

Consensus of all members

Currently, it consists of team members from Collection Development Operations & Acquisitions Unit.

Library directors

Our selectors give input as to value and consider price increase in relation to our needs and budget.

Selectors

Subject bibliographer groups and system-wide collection officers. Consortium staff participate and make recommendations from business/pricing/licensing perspective. (2 responses)

17. How important are the following criteria for your institution in evaluating consortial e-resources for renewal? Please make one choice per row. N=73

	N	Not at All Important N=9	Somewhat Important N=38	Important N=63	Very Important N=71	Deal Breaker N=48
Uniqueness of content	73	1	2	18	48	4
Cost per use	73	2	4	21	43	3
Relevance to current curricula	73	2	4	19	44	4
Inflation history	73	—	7	22	41	3
Cancellation restrictions	73	3	11	19	32	8
Overall cost	73	—	—	1	33	39
Preservation arrangements (e.g., LOCKSS compatible or participating in Portico)	73	2	10	29	31	1
Compatibility with library systems	73	1	9	22	29	12
Effect of institutional withdrawal on consortial contract	73	5	12	29	23	4
Relevance to current faculty research	72	1	4	16	47	4
Other criteria	1	—	—	—	1	—

Please describe other criteria.

Very Important

Value and impact on enhancing research (ROI).

Additional comments

Fundamentally the same evaluation criteria as evaluating electronic resources for purchase, with added metrics such as usage statistics and citations.

Uniqueness of content is considered in relation to other e-products that the library has rather than absolutely. E-archiving arrangements only come into play with purchased e-resources: that is, when it is a question of e-ownership rights/perpetual access; they never are a factor with leased products.

Use in itself can be important.

We have just begun to look at contract language that protects institutional author rights as a criteria for consideration.

18. Please indicate how often the following activities are part of your library's process for evaluating consortial e-resources for renewal. Please make one choice per row. N=73

	N	Never N=36	Sometimes N=71	Usually N=71	Always N=56
Title (or other content) comparisons to e-resource products already held by the library	73	—	18	44	11
Check availability of e-resource through an alternative platform or package	73	1	26	35	11
Calculation of cost per use	73	1	20	33	19
Review of past usage statistics	73	—	8	32	33
Evaluate inflation history	73	—	16	28	29
Title (or other content) comparison to freely available e-resource products (e.g., WorldCat, PubMed, Google Scholar)	73	4	39	24	6
Title (or other content) comparison to print resources held by the library	73	3	37	22	11
Evaluate cost increase over previous year	73	—	8	19	46
Check availability of resource material from Interlibrary Loan/Document Delivery suppliers	73	22	40	6	5
Opinions of users collected at such service desks as the reference desk, individual contact, meetings, consultations, questionnaires, focus groups, or some formal survey	73	18	48	6	1
Comparison of cost per use to other resources in collection	72	4	42	17	9
Review history of tech support issues	72	13	44	14	1
Call for input from library staff outside the selecting group or designated selector	72	8	54	8	2
Other activity	3	—	2	1	—

Please describe other activity.

Sometimes

Above reflects current activity. Many of the above answers are in the process of being elevated to usually or always.

There are resources that we subscribe to jointly with our Medical and Law libraries. If one of them cannot afford their share at renewal, that can kill the renewal even if this library would have been willing to go forward. We are forbidden by upper administration from subsidizing those other schools.

Usually

Try to look beyond cost/use which is only one point in an evaluation of a resource. For journals, look at faculty activity in publishing. Also try to look at the overall importance of the resource in the field, where we have overlap and if that uniqueness is in areas we support. It is a complicated process to evaluate.

Additional comments

Balance of above activities is important, and they all become *more* important in combination if a resource appears to have little use or is very expensive.

Evaluations occur when the cost increase is substantial.

Note re question about comparing titles to print resources held by the library. We never do this for renewals since when we initially purchase an e-resource we immediately discontinue any print subscriptions that we might have had. So when it's time to renew, print is irrelevant.

19. Are e-resource evaluations recorded and maintained? N=73

Yes	37	51%
No	36	49%

If yes, are there any circumstances under which an evaluation might be revisited? N=37

Yes	36	97%
No	1	3%

Comments

Does Record E-resource Evaluations

Evaluations are maintained annually and we would review past evaluations for future decisions to re-subscribe to a canceled resource or consider cancellation.

Evaluations are recorded informally: e-mail correspondence is stored. We reevaluate resources when package prices increase dramatically, or when new products supersede old.

Funds become available.

If funds become available, for example, or if an e-resource has gained a following among faculty (who hear about it). Or, the platform has been improved; content added, etc.

If there has been a long delay after purchase recommendation.

Large-scale evaluations of major resources are retained. Decisions might be reversed based on faculty or user input, changes at the provider that mitigate prior concerns, etc.

Major changes in the product itself, its cost, and/or needs of the library can and often do result in a re-evaluation.

New computing product becomes available.

Previously undetected campus use of a product might lead us to reconsider a cancellation.

Price.

Selective evaluation criteria such as cost per use is maintained. Title comparisons and in-depth evaluation are use only for titles under consideration for cancellation or in RFP situations.

System-wide or local surveys/trials have been recorded, but trials among subject bibliographer groups may have been inconsistently captured. Some trials should have been opened up to a broader audience. An evaluation might be revisited if, for example, an item is cancelled but we receive requests for its reinstatement; new program; change in coverage, pricing model, or platform, etc.

They are renewed annually - subject selectors are responsible to do so.

Upon request of bibliographer. Resource may have been rejected due to cost so may be reviewed in new budget cycle.

We have no formally planned mechanism for recording and maintaining e-resource evaluation; however, we save email correspondence; record decisions in our ILS, in spreadsheets, and notes we place in paper files.

Yes, if funding becomes available or disappears or programs/faculty members change.

Yes, if platforms change or offerings of same content from other provider.

Does Not Record E-resource Evaluations

A low use resource may be vital to a particular academic program.

ALL decisions are routinely revisited, situations change.

Changed budget situation and/or vendor developments.

Changes in research.

Errors in data comparison; cost adjustments.

They are not formally recorded, but there normally is an e-mail opinion trail. Decisions are often revisited if an area becomes more important, more funds become available, or faculty express specific interest.

This might happen if the price jumped considerably.

DIRECT PURCHASING/LICENSING BY THE LIBRARY: IDENTIFYING AND EVALUATING NEW E-RESOURCES

20. Who at your library is responsible for identifying and evaluating new e-resources for direct purchase/licensing? Check all that apply. N=73

	Identifying		
	N	Discipline/ Subject-specific N=73	Multidisciplinary N=73
Librarians with mixed collections and/or teaching and/or reference responsibilities	68	64	64
Librarians dedicated to collection development in all formats (e.g., bibliographers)	48	48	45
General collection development group	46	38	45
Library senior administrators – Deans/directors/AULs	41	36	41
Librarians dedicated to e-resource management	33	32	31
E-resource group	19	16	18
Other individual(s) or group(s)	11	11	10

	Evaluating		
	N	Discipline/ Subject-specific N=73	Multidisciplinary N=73
Librarians with mixed collections and/or teaching and/or reference responsibilities	65	61	62
Librarians dedicated to collection development in all formats (e.g., bibliographers)	48	48	46
General collection development group	45	40	44
Librarians dedicated to e-resource management	36	34	34
Library senior administrators – Deans/directors/AULs	31	28	31
E-resource group	24	24	21
Other individual(s) or group(s)	11	11	10

Please describe the "Other" individual(s) or group(s) who is responsible for identifying or evaluating new e-resources for direct purchase/licensing. N=13

Acquisitions Department; Faculty requests

Campus faculty

Collection Development Officer

Electronic resource coordinator (evaluation only)

Electronic resources coordinator, faculty and students during trials (evaluation only)

Faculty frequently identify new items. Faculty and student opinions are frequently gathered on new resources.

Faculty; students; staff

Head of Collection Development (2 responses)

Patrons

Subject-specific collection development teams

Users

We almost never move forward without faculty input and endorsement.

Please enter any additional comments about who identifies and evaluates new e-resources for your library. N=5

Collection Management Librarian and subject librarians identify while evaluation extends to other groups such as teaching faculty, reference librarians.

E-Resource group plays a role only in terms of technology and access issues. In this respect they do play a role in evaluating all e-resources.

Requests for new products do come from faculty and senior administrators as well as the occasional student.

The electronic resource coordinator evaluates products for technical compatibility with the libraries' network, and for acceptable licensing terms.

There is no protocol in place whereby one librarian would say to a group, "Hey everyone, have a look at this." A librarian would identify a resource, ideally as a result of faculty contact, and then request a trial.

21. How often do these individuals/group(s) use the following methods to identify new e-resources?
Please make one choice per row. N=72

	N	Never N=23	Sometimes N=71	Usually N=47	Always N=18
Requests from faculty	72	1	28	27	16
Requests from other library users	72	1	42	23	6
Vendor visits to the library	72	1	46	23	2
Vendor marketing via e-mail	72	3	51	17	1
Calls, e-mail, or communications from colleagues	72	2	51	11	4
Product reviews and announcements in professional publications	72	5	54	11	2
Vendor marketing via regular mail	72	9	56	6	1
Vendor marketing via telephone	72	7	59	5	1
Vendor exhibits at local, national, or international library conferences	71	1	46	23	1
Requests from library employees not responsible for e-resource selection	71	6	48	14	3
Web sites, blogs, and professional discussion lists	70	1	54	13	2
Visiting other research libraries and discussing networked resources with them	70	13	53	3	1
Other method	1	—	1	—	—

Please describe other method of identifying new e-resources.

Sometimes

Consortial offers.

Other Comment

Selector knowledge of professional societies with whom our library has had print standing order arrangements.

DIRECT PURCHASING/LICENSING BY THE LIBRARY: SELECTION CRITERIA

22. How important are the following criteria for evaluating potential e-resources for direct library purchase/licensing? Please make one choice per row. N=73

	N	Not at All Important N=23	Somewhat Important N=65	Important N=72	Very Important N=73	Deal Breaker N=44
Uniqueness of content	73	—	—	14	53	6
Relevance to faculty research	73	—	8	17	46	2
Completeness of content	73	—	4	26	42	1
User-friendly interface	73	—	7	25	40	1
Anticipated usage rate	73	—	5	29	38	1
Cost	73	—	—	2	33	38
Preservation arrangements (e.g., LOCKSS compatible or participating in Portico)	73	1	11	27	32	2
Relevance to specific course(s)	73	3	10	29	30	1
Availability of content archive	73	—	11	33	27	2
Compatibility with library systems	73	1	13	28	19	12
Ability to provide MARC or metadata records	73	—	16	34	20	3
Capacity to export data to bibliographic management software	73	3	18	35	17	—
Length of contract	73	7	18	35	13	—
Accessible through mobile devices (Blackberry, iPhone, Kindle, etc.)	73	10	40	16	7	—
Support for Counter-compliant usage statistics	72	2	10	26	33	1
Disabilities compliance (e.g., ADA)	72	3	30	25	13	1
Other criteria	2	—	—	1	1	—

Please describe other criteria.

Important

Supports large undergraduate research needs.

Very Important

Perpetual rights for appropriate content; interlibrary loan arrangements; other licensing terms.

Additional comments

Again, usage statistics, available records, and user interface ARE all important, but in the end they don't determine a decision as much as content and cost.

We have just begun to look at contract language that protects institutional author rights as a criterion for consideration.

While none of the criteria listed above would individually be a deal-breaker, the library takes all of these factors into consideration to various extents when deciding which products it would acquire. (The cost of needed and potentially useful products always exceeds available funding!) Within the context of these factors, e-resources that support instruction generally are acquired before those that only support research. The library's ability to acquire expensive e-resources could to some extent be predicated upon the willingness of selectors to contribute some of their specific funds to help cover the cost for an e-resource. See previous comment about new importance of support for mobile devices.

23. Does your library use any standard licensing terms or model licenses? N=73

Yes	50	68%
No	23	32%

24. Does your library use the NISO Shared E-Resource Understanding (SERU) for any e-resources? N=69

Yes	26	37%
No	44	63%

Comments

Answered Yes

I try - publishers usually will not allow.

Mainly we work with vendor agreements by necessity, but we have preferred replacement terms to suggest when needed.

On occasion.

We believe that SERU could be used more often than is currently true. Too few vendors rely on it.

We have only one.

We refer to model licenses during license negotiations with vendors. We encourage NISO SERU use when the publisher is willing to participate.

We're willing and we've suggested it on occasion but no publisher or vendor has agreed to use SERU.

Whenever possible, the library encourages publishers to use SERU in lieu of a formal license/contract. This approach has been most successful with new and small publishers and, to a lesser extent, publishers from the developing world.

Answered No

Again, SERU never had enough publishers sign on so that it was a useful tool for us. The only publisher we are interested in that is a member is Lyell, and we only have one title from them, and they are not requiring a signed license, so we are on a handshake. SERU is a great idea, but it is a party to which no one came.

Although we would be happy to use SERU if more vendors supported it.

Don't use it at this time.

Model license under development.

NISO used Occasionally.

No, not yet. UCB, UCI, UCSD, UCSF, UCSB, CDL all belong to the registry, not sure if they use SERU.

Not yet, but we are part of the SERU registry.

Only when there is a single title involved with small cost.

We are actively looking into SERU.

We have signed on as willing to use SERU but have not yet had an opportunity to do so.

We look to the NERL generic license and principles for guidance.

We served as a pilot library for the SERU beta period, but had no success with convincing publishers to adopt it for use.

We tend to follow the NERL standard license.

25. How important are the following licensing terms when evaluating potential e-resources for direct library purchase/licensing? Please make one choice per row. N=72

	N	Not at All Important N=28	Somewhat Important N=58	Important N=68	Very Important N=68	Deal Breaker N=43
Interlibrary loan	72	2	6	17	42	5
Electronic reserves	72	1	3	25	40	3
Walk-in users	72	1	3	10	38	20
Cancellation restrictions	72	1	11	22	31	7
Consequences of unauthorized use of the database content	72	1	16	23	26	6
Consequences of unauthorized access to the database	72	1	17	23	25	6
Level of support	72	1	9	38	24	—

	N	Not at All Important N=28	Somewhat Important N=58	Important N=68	Very Important N=68	Deal Breaker N=43
Early termination	72	2	18	24	23	5
Consequences of withdrawal of content	72	1	17	32	20	2
Applicable law	72	2	8	18	19	25
Nondisclosure of licensing terms	72	7	19	23	15	8
Force majeure	72	8	20	30	10	4
Compensation for service failures	72	6	37	23	6	—
Obligation of the library to train users	71	16	31	17	6	1
Other licensing term	22	—	—	2	11	9

Please describe other licensing term(s).

Important

Indemnification.

Required state licensing terms.

Very Important

Archival and perpetual access rights, definition of user community.

Author rights for e-journals.

Course packs, IP authentication, perpetual access, usage statistics.

Course packs; archive rights.

Definitions of 1) authorized users and 2) sites/locations covered.

Inclusion of all university facilities regardless of location.

Indemnification.

Indemnification provisions, copyright provisions, open access provisions.

Perpetual access backed up by third-party archiving is very important. The option for unlimited simultaneous users is important in many cases.

Post cancellation access; fair use.

Remote access; simultaneous users; course packs.

Deal Breaker

Any clauses that require us, the licensee, to indemnify the licensor are deal breakers. Indeed, as is the case with other public institutions, indemnification and applicable are two factors that would prohibit the library from signing a license/contract.

Arizona Provisions, definition of authorized users, terms to correct an alleged contract breach, indemnification.

Availability of a site-wide (campus-wide) license is critical.

Cannot include limitations of use to a single location. We will not indemnify a provider.

Indemnification clauses.

Indemnity clauses.

Library indemnification of licensor is a deal breaker. Requirement for library to take responsibility for user behavior is a deal breaker. Termination without notice or recourse is a deal breaker. Perpetual access and archival rights are very important. Fair Use rights are important.

Mutual indemnification clauses from third party claim required by UC Regents.

We cannot agree indemnification language whereby we are asked to indemnify a vendor/resource provider per Massachusetts statute.

Additional Comments

Access from our university's multiple campuses at no extra charge is very important. If there are additional fees, it could be a deal breaker.

Direct library decisions are the same whether we purchase a resource from the consortium or individually. Consortium answers for this set of question apply.

Document delivery.

In licenses we also look for: use of license content in course packs; use of Canadian/international copyright law; broad range of user rights; inclusion of access for small, non-local campuses; access by IP; scholarly sharing; mutual indemnification.

Post-cancellation access rights; site-wide access scholarly sharing/fair use provisions cancellation and/or swap allowance in multi-year agreements back-out clause in multi-year agreements due to fiscal exigencies.

Some licensing issues such as nondisclosure and force majeure have not come up.

We have just begun to look at contract language that protects institutional author rights as a criteria for consideration.

26. Please indicate how often the following activities are part of the assessment process for new directly purchased/licensed e-resources. Please make one choice per row. N=72

	N	Never N=22	Sometimes N=72	Usually N=68	Always N=62
Trial use of the resource	72	—	14	37	21
Title (or other content) comparison to print resources held by the library	72	1	18	34	19
Title (or other content) comparisons to e-resource products already held by the library	72	—	6	30	36
Title (or other content) comparison to freely available e-resource products (e.g., WorldCat, PubMed, Google Scholar)	72	2	26	28	16
Check for compatibility with library systems, e.g., link resolver	72	3	7	27	35
Call for input from library staff outside the selecting group or designated selector	72	5	40	18	9
Look for reviews in professional literature or review sources	72	3	51	18	—
End-user testing of the resource	72	5	48	15	4
Contact existing subscribing institution for evaluation	72	11	59	2	—
Review of vendor/publisher preservation arrangements	71	1	12	33	25
Review of product license against pre-existing organizational criteria	71	2	10	13	46
Other activity	3	—	2	1	—

Please describe other activity.

Sometimes

Call for input from potential users.

Vendor visit or online presentation.

Usually

Scope: simultaneous users versus IP range.

Please enter any additional comments about the assessment of new directly purchased/licensed e-resources.

Direct library decisions are the same whether we purchase a resource from the consortium or individually. Consortium answers for this set of questions apply.

E-archiving arrangements only come into play with purchased e-resources: that is, when it is a question of e-ownership rights/perpetual access; they never are a factor with leased products. Cost also plays a critical role in determining how significant are some of the criteria listed above. As a rule, the more expensive an e-resource, the higher are the standards of evaluation and the more significant are the criteria listed above.

For the past two years, we have been restricted in the number of new e-resources we can acquire. Highly specialized, unique resources have been added; some general ones have been cancelled.

DIRECT PURCHASING/LICENSING BY THE LIBRARY: ACQUISITION DECISION

27. Who at your library makes the final decision about the acquisition of new directly purchased/licensed e-resources? Check all that apply. N=73

	N	Discipline/ Subject-specific N=73	Multidisciplinary N=72
Chief Collection Development Officer	56	51	56
Selectors with relevant subject expertise/responsibility	52	52	33
An e-resources working group/team/committee	30	23	29
All selectors contribute to final decision	25	10	25
Dedicated selector(s) for e-resources	15	12	13
Other individual(s) or group(s)	16	15	16

Please describe the "Other" individual(s) or group(s) who makes the final decision for acquiring new directly purchased/licensed e-resources for your library.

A standing committee that reviews all subscriptions

Administrative Council

Associate Director for Library Services; Acquisitions & E-Resources Management staff

Bibliographers Advisory Committee

Collection development committee

Collection Development Council

Collections management committee

Dean

Dean & AUL make final decision after recommendations from an e-resources working group.

Director (sometimes), Provost (rarely)

Director for Collections and Services and Director for Acquisitions and Bibliographic Access

Fund Group Leaders

Library director

Occasionally, the Dean

The Dean of Libraries approves all purchases and subscriptions.

University Librarian

Please enter any additional comments about who makes the final decision for acquiring new directly purchased/licensed e-resources for your library.

Associate Director for Library Services has ultimate authority over decision.

Associate Librarian for Library Services, depending on cost of resource.

AUL Collections must be involved when a cost threshold is reached.

Collection Development Council

Depending on the type of resource, the AUL for Information Resources may be involved in working with academic deans or department heads to finalize a decision.

Essentially the selectors who can provide money make the decision. No money often means no decision. Therefore, the selectors with money, in combination with the Associate Director for Collections who has 'special' money, make final decisions. Subject specialists are most able to make subject decisions on their own because of their dedicated funds.

For expensive e-products, individual subject selectors submit requests; the Electronic Resources Selection Committee evaluates these requests and makes recommendations in priority and ranked order; and the Collection Development Council makes the actual funding decisions.

Selectors Contribute to final decision but do not make a final decision.

Special funding from Provost or other new library funds are an important determinant in some acquisitions.

Subject Librarians recommendations are always considered in conjunction with funding possibilities.

The Collection Development officer makes final decisions with relevant bibliographer and may consult with the Bibliographers Advisory Committee on large multidisciplinary packages.

DIRECT PURCHASING/LICENSING BY THE LIBRARY: EVALUATING E-RESOURCES FOR RENEWAL

28. Is there a routine review cycle for directly licensed e-resources, such as at renewal time, annually, every three years, etc.? N=72

Yes	56	78%
No	16	22%

If yes, please describe the review cycle.

3 years.

A subset of e-resources are reviewed annually by each of the subject teams.

Acquisitions and e-resources management staff compile and analyze usage stats and share such with subject specialists prior to annual renewal. Cost, use, and continued relevance are all part of the consideration process.

Annual renewal

Annual review of databases and large e-journal packages. Individual e-journal subscriptions are not reviewed annually.

Annually

Annually — a minimal review of price, may trigger a more complete review.

Annually and renewal signed by Chief of US Anglo division.

Annually at renewal time for a product. Review the new pricing and look at use data and any comparable resources to make the renewal decision.

At invoice time.

At renewal or end of contract term

At renewal time (9 responses)

At renewal time selectors often review usage and cost for consideration of renewal.

At renewal time there is an informal discussion rather than a formal review process.

At renewal time, selectors are typically asked if they wish to renew.

At renewal time, usage statistics are reviewed as well as access issues, cost and content.

At renewal time, we consult the disciplinary librarians.

At renewal time, which varies from product to product

At time of renewal, we review pricing, usage, cost per use, and continued relevance to the mission of the libraries.

E-journals are usually renewed automatically. If there is a budget reduction or desire to purchase something else, e-journals are reviewed. Before databases are renewed, questions are often asked of subject bibliographers and usage stats are reviewed.

E-resource subscriptions are reviewed at renewal time, i.e., annually.

Fiscal Year change is the most common time for review with renewal being second.

If price increase is over 5 %, the library business services office brings the title to the attention of the subject librarian.

If the e-product is on a contract with a termination date, the review cycle takes place during the final year of a license/contract. Otherwise, e-resources subscriptions are not reviewed on a regular cycle.

It varies, based on vendor procedures and schedules resources are automatically renewed unless scheduled for review or flagged for potential cancellation decision.

Many e-resources are not questioned or reviewed. However, the need to cancel to fund new acquisitions causes us to consider the utility of classes of resources (e.g., abstracting and indexing databases).

Often but not always at renewal time

Renewal plus every 2–3 years by formal group.

Renewal time; annual collections review process

Renewal time, usually based on a fiscal year (1 July – 30 June) subscription cycle.

Renewals or when cancellation surveys must be undertaken.

Review occurs at renewal.

Sometimes, irregular and not across the board at renewal time, or otherwise during cancellation projects.

The review cycle is largely ad-hoc. As renewals come in they are always checked for unusual price increases. If a resource is relatively expensive or there is some other reason to question its utility, usage statistics will be checked and/or selectors questioned about current appropriateness for the collection.

Titles are renewed annually as part of journal review cycle.

Usually at renewal time.

We engage in an annual budget evaluation which includes identifying electronic products to cancel for budget savings; otherwise, renewal decisions are made on a product-by-product basis prior to renewal time.

We have recently begun reviews based on pricing increase - if a price hits a threshold for cost and for % increase, we now review prior to renewal. We've also established a new routine for reviewing use stats, cost per use, etc.

Answered No

Reviews are ongoing and initiated when new or updated resources are introduced, print subscriptions need to be replaced, cost increase or collections funding is reduced.

These questions are the same response as 'consortia' decisions. Please refer back to consortia answers for the corresponding question.

We are in the process of putting one in place. This will likely be the role of the committee previously tasked with identifying resources. We no longer really need a team to identify resources but we do need a team to work out how to review those resources we already have.

29. Who is responsible for evaluating directly licensed e-resources for renewal? Check all that apply.
N=72

	N	Discipline/ Subject-specific N=72	Multidisciplinary N=71
Librarians with mixed collections and/or teaching and/or reference responsibilities	56	51	51
Librarians dedicated to collection development in all formats (e.g., bibliographers)	44	44	36
General collection development group	42	33	41
Library senior administrators – Deans/directors/AULs	29	27	28
Librarians dedicated to e-resource management	27	23	27
E-resource group	24	21	23
Other individual(s) or group(s)	11	11	11

Please describe the “Other” individual(s) or group(s) who is responsible for evaluating directly licensed e-resources for renewal.

A standing committee that reviews all subscriptions

Acquisitions librarian contacts e-resources group if renewal costs exceed a predetermined percentage over the last contract.

An electronic resources librarian leads the review of databases.

Business Services office (Library)

Collection Development Head

Collection Development Officer

Electronic resources coordinator

Faculty; students

Head of Collection Development

Head of collection management and acquisitions librarian

Head, Collection Development

Please enter any additional comments about who evaluates directly licensed e-resources for renewal at your library.

Fundamentally the same as consortia new purchases, consortia renewals, and direct purchases.

Subject librarians and senior administrators are often drawn into the evaluation process, but the renewal evaluations are mainly initiated and managed by the e-resources librarian.

The Collection Development department identifies worrisome renewals for subsequent review by standing committee.

The Director for Collection Strategies will usually asked librarians for their opinions and reactions and big ticket items, or less expensive but little used items come up for renewal. The DCS will provide usage and cost data in these instances.

The electronic resources coordinator contributes crucial information about usage, technical problems, and any change in licensing.

These questions are the same response as 'consortia' decisions. Please refer back to consortia answers for the corresponding question.

30. How important are the following criteria for your institution in evaluating directly licensed e-resources for renewal? Please make one choice per row. N=72

	N	Not at All Important N=2	Somewhat Important N=34	Important N=60	Very Important N=70	Deal Breaker N=46
Relevance to current curricula	72	1	3	16	49	3
Uniqueness of content	72	—	—	21	46	5
Relevance to current faculty research	72	—	3	18	47	4
Cost per use	72	—	8	19	42	3
Cancellation restrictions	72	1	11	21	31	8
Preservation arrangements (e.g., LOCKSS compatible or participating in Portico)	72	—	12	29	31	—
Compatibility with library systems	72	—	9	26	25	12
Inflation history	71	—	5	19	43	4
Overall cost	71	—	—	2	30	39
Other criteria	1	—	—	—	—	1

Please describe other criteria.

Deal Breaker

We would continue to expect and insist upon favorable license terms (ILL rights, walk-in users, perpetual access, third party archiving).

Additional comments

Uniqueness of content is considered in relation to other e-products that the library has rather than absolutely.

E-archiving arrangements only come into play with purchased e-resources: that is, when it is a question of e-ownership rights/perpetual access; they never are a factor with leased products.

31. Please indicate how often the following activities are part of your library's process for evaluating directly licensed e-resources for renewal. Please make one choice per row. N=71

	N	Never N=34	Sometimes N=69	Usually N=69	Always N=56
Title (or other content) comparisons to e-resource products already held by the library	71	—	17	38	16
Review of past usage statistics	71	—	11	35	25
Evaluate inflation history	71	—	15	31	25
Title (or other content comparison) to freely available e-resource products (e.g., WorldCat, PubMed, Google Scholar)	71	4	31	32	4
Calculation of cost per use	71	1	25	29	16
Check availability of e-resource through an alternative platform or package	71	—	25	28	18
Title (or other content comparison) to print resources held by the library	71	3	29	26	13
Evaluate cost increase over previous year	71	—	1	22	48
Comparison of cost per use to other resources in collection	71	3	39	20	9
Call for input from library staff outside the selecting group or designated selector	71	5	51	14	1
Check availability of resource material from Interlibrary Loan/Document Delivery suppliers	71	21	38	9	3
Opinions of users collected at such service desks as the reference desk, individual contact, meetings, consultations, questionnaires, focus groups, or some formal survey	71	12	49	8	2
Review history of tech support issues	69	9	41	17	2
Other activity	3	—	2	1	—

Please specify other activity.

Sometimes

In regard to these ILL questions; we always have in the back of our mind the cost/benefit nature of purchase vs. acquiring through ILL. We don't check to see if something is available; we generally have a pretty good idea.

Number of simultaneous users.

Usually

Subject bibliographers and collections committees are usually aware of anecdotal experience of patron experience with the product—via reference transactions, consultations, etc.—but we do not formally seek patron feedback for renewals.

Additional comments

Evaluations are triggered by specific events or initiatives but not routine workflow.

32. Are e-resource evaluations recorded and maintained? N=73

Yes	37	51%
No	36	49%

If yes, are there any circumstances under which an evaluation might be revisited? N=36

Yes	36	100%
No	0	—

Comments

Answered Yes

After a couple years if the resource is requested again.

Budget constraints, content changes, user demand, research or curricular needs.

Budget reductions; Changes in product such as platform, content, or vendor.

Certainly faculty members can always request that we re-evaluate a product.

Change in price, content, curriculum, platform.

Changes in content, pricing, technical access.

Changes in product Increased cost Changes in curriculum/research.
Content changes, funding changes, faculty requests, research needs change.
Continued need not being met by other products.
Data errors; cost adjustments.
For more in-depth analysis during budget reduction.
Funding becomes available.
If funding became available or disappears, if faculty/courses changed.
If the cost fluctuates significantly, if the interface improves, if technology improves, if terms of use change (i.e., ILL, e-reserves, course packs, etc.)
Individual selectors are responsible to evaluate and revisit if necessary. They would keep their own documentation.
Item is cancelled but we receive requests for its reinstatement; new program; change in coverage, pricing model, or platform, etc.
Major changes in the product itself, its cost, and/or needs of the library can and often do result in a re-evaluation.
Multi-year agreements.
Patterns of campus use sometimes do not reveal themselves until after cancellation of a product: in such cases, we would reopen the evaluation and decision in light of new information.
Same as previous answer.
Selected evaluation criteria are maintained, such as usage statistics and other metrics
Upon request of bibliographer. Resource may have been rejected due to cost so may be reviewed in new budget cycle.
Usage statistics and cost.
Very seldom.
We have no formally planned mechanism for recording and maintaining e-resource evaluation; however, we save e-mail correspondence; record decisions in our ILS, in spreadsheets, and notes we place in paper files.
When new products become available.

Answered No

All decisions are routinely reviews at 2–3 year sunset intervals.
Change in research focus.
Changed budget situation and/or vendor developments.
Evaluations might be revisited when there is a product change, change in curriculum, or funding capabilities.
If the price jumps considerably.
These questions are the same response as 'consortia' decisions. Please refer back to consortia answers for the corresponding question.

The primary problem with reviewing the history of tech support issues is that there are some databases, such as natural product communications, that can be highly problematic but their content is unique. So, as much as the person who has to “clean up the mess” would like to cancel, it isn’t always easy.

PUBLICIZING NEW E-RESOURCES

33. Which of the following methods has your library used for publicizing new e-resources? Which were the most effective? Check all the methods you library has used and select up to five methods that have been most effective for your library. N=73

	Used N=73	Most Effective N=64
Cataloging networked resources in the library catalog	72	47
Liaison meetings, consultations, or individual contact with faculty and/or graduate students	72	47
Announcements on the library’s Web site	72	26
Targeted communications sent to relevant schools, department, faculty and graduate students	70	44
Group training sessions for schools, departments, faculty, and/or graduate students	68	28
Information sent via broadcast e-mail, or electronic bulletin boards	51	12
Articles in library newsletter(s)	51	1
Linking from course management software (Blackboard, WebCT, etc.)	50	18
Signs posted around the library	28	3
Announcements or links in Social Networking and Second Life Sites	27	1
Other method	15	7

Please describe other method(s) your library has used to publicize new e-resources.

Used and Most Effective

Announcements in university newsletter. We have not studied effectiveness of publicity methods.

Blog with e-mail contact or RSS feed.

Inclusion in the A-Z list and/or targeting the resource in the library’s meta search engine.

Linking through link resolver.

Press releases; Web-based news service.

Use of door hangers, coasters/beer mats, book marks, handouts, brochures.

We conduct ongoing training for public services staff (reference and library instruction work) to be sure they are aware of all new e-resources.

Used

Blog

Blogs

Displays on plasma screens in high-traffic areas of the library.

Flat screen TV monitor displays computer workstation screensavers in public areas research guides rotating visual display of database icons at our Web site.

Interpolation in general library instruction and training sessions

PR pieces appearing in the campus newspaper

Twitter

FaceBook, Twitter, RSS feed

Additional comments

Did not select five most effective methods for publicizing e-resources because we have not done any formal assessment; any response would be based purely on anecdotal evidence.

I did not check off any of the options under Most Effective since we have not done an assessment of the effectiveness of our publicity methods.

It is difficult to assess which methods are effective; we generally take a scattershot approach.

Not sure that we have a true measure of effectiveness.

Record loads and link-resolver activation for each title within an e-resource. (Cataloguing one parent title for a database isn't particularly effective, but exposing the content at the item level is. Data is then exposed via Open WorldCat and Google.)

The only aspect that is effective is to have quality and easy to use content, everything else is a waste of time.

This is an area in which we really struggle. We hope to spend more time thinking about the promotion and marketing of our e-resources.

Very difficult to reach users. Biggest challenge. We spend 10M a year and most do not know what we have.

We feel the need for improved communication about new e-resources.

We have found that point-of-need and focused presentations to specific audiences are most effective.

ADDITIONAL COMMENTS

34. Please enter any additional information about the identification, evaluation, and acquisition of e-resources for your library that may assist the authors in accurately analyzing the results of this survey. N=14

Again, the evolving ubiquity of e-resources has changed our methods of selection and evaluation. However, the significant cost of some of them, coupled with the ability to monitor usage, allows and encourages us to continue to evaluate their value as ongoing subscriptions.

As the size of e-resource packages increases, along with their price and the benefits of purchase "in bulk" from any one vendor, there is a tendency for decision making to become more concentrated higher up the administrative chain, or even at the consortial level. While individual subject specialists remain most familiar with the needs of campus library users, they are less often in a position to decide to acquire a product on their own, and instead need to take part in discussion and priority setting with other subject specialists, supervisors, and administrators.

Consortial relations are very important.

E-resources are now the norm, so few groups or policies are dedicated specifically to e-resources—they are integral to all aspects of the collection management process.

Library of Congress' answers may not conform with typical responses from other institutions due to our mission to serve Congress and the American people.

Our decisions are all made locally, with the exception of the state consortium which provides a limited number of resources to all (e.g., Ebsco, Worldcat). In general our decision practices are identical for local or consortium decision making due to their opt-in nature. Because individual subject selectors have dedicated funds, they play the most important role in decision-making. The AD for Collections has veto power, or the power to 'make it so.' We do not take much advantage of decision groups for e-resources.

Overall budget constraints limit our ability to acquire new products or at a minimum force us to cancel another resource of equal cost.

Regarding policies, we maintain a checklist for technical staff and a list of guidelines for public services staff in connection with evaluating e-resources. In general, we expect that any resource will undergo a trial before a purchase decision is made. We have a form that staff can fill out to request a trial. Every trial has a subject librarian sponsor who is responsible for writing the database description for the library Web page, marketing the trial and gathering staff and user feedback. Librarians collect and save comments or evaluations of e-resources that they receive from students or staff (usually via email) and attach that information in their request to subscribe to a new e-resource. We experimented with gathering librarian evaluation through a form and on a blog, but we decided that it wasn't worth the time work involved reminding people to fill out the form or comment on the blog. We maintain minimal details about trials that we have run, but this doesn't include evaluative information. It is accomplished by hiding the record of the trial in the databases system from public view when the trial is over. It only acts as a reminder that we have trialed the resource on a certain date in the past.

Routine evaluation and consistent assessment of data remain a weakness. Increased multi-disciplinarity of e-resources makes determining responsibilities increasingly difficult.

The library has a combined print and electronic book approval plan. Both components, print and electronic items, are patron driven selections.

The more expensive the e-resource, the more likely its acquisition will be evaluated and decided upon within a multi-stage collective context and centrally funded. For centrally funded e-acquisitions, the Electronic Resources Selection Committee evaluates requests and makes recommendations, while the Collection Development Council makes the funding decision.

The presence of Portico has helped allay fears in going online only; we need better ways to find and catalog and expose individual titles of online monographic series (cataloging analytics).

The same criteria and responsibilities apply whether we are purchasing/subscribing independently or through a consortium. We are committed to mainstreaming e-resources and only creating specialized workflows and criteria when required.

While we are pretty good at identifying and evaluating e-resources for acquisition, we discovered, in the economic downturn, that we were not as prepared to identify and evaluate e-resources for cancellation. We are now working on providing our librarians with tools and methods.

RESPONDING INSTITUTIONS

Arizona State University	University of Missouri
Boston University	Université de Montréal
Boston College	University of Nebraska–Lincoln
Brigham Young University	University of North Carolina at Chapel Hill
University of British Columbia	North Carolina State University
University at Buffalo, SUNY	Northwestern University
University of Calgary	University of Notre Dame
University of California, Irvine	Ohio University
University of California, Los Angeles	University of Oklahoma
University of California, Riverside	Oklahoma State University
Case Western Reserve University	University of Oregon
University of Colorado at Boulder	University of Pennsylvania
Columbia University	Pennsylvania State University
University of Connecticut	Purdue University
Cornell University	Rice University
University of Delaware	University of Rochester
Duke University	Rutgers University
University of Florida	University of South Carolina
Georgetown University	Syracuse University
University of Georgia	Temple University
University of Illinois at Chicago	University of Texas at Austin
University of Illinois at Urbana-Champaign	Texas A&M University
University of Iowa	Texas Tech University
Iowa State University	University of Toronto
Johns Hopkins University	University of Utah
University of Kansas	Vanderbilt University
Kent State University	Virginia Tech
University of Kentucky	University of Washington
Library of Congress	Washington State University
Louisiana State University	Washington University in St. Louis
McGill University	University of Waterloo
McMaster University	Wayne State University
University of Massachusetts, Amherst	University of Western Ontario
Massachusetts Institute of Technology	University of Wisconsin–Madison
University of Miami	Yale University
University of Michigan	York University
Michigan State University	



REPRESENTATIVE DOCUMENTS

E-resource Collection/Selection Policies



Research Mission

In the last twenty years, the number of volumes in the library collections at Boston College has doubled with a total volume count of over two million. As a member of the [Association of Research Libraries](#), the Libraries' mission has always been to support the teaching and research efforts of Boston College. The university has made a commitment to develop its research programs, become more of a national and international academic institution, and diversify its student population while maintaining its traditional excellence in undergraduate teaching. This commitment has implications for the kinds of information resources students and faculty require. During a time of technological innovation in publishing and information delivery, the Boston College Libraries are developing a digital library of electronic resources essential to current academic scholarship and teaching. At the same time, the Libraries continue to add to the collections of books, journals, microforms, videos, and other kinds of materials which form the historic foundation of library holdings.

How We Select and Acquire Research Materials

Many of the print books acquired by the Libraries are received through approval plans with domestic and foreign vendors. The approval plans, which are continually being updated by Boston College librarians, reflect the subject areas that are being researched and taught at Boston College. Books are also ordered on a title-by-title basis based on information from reviews, catalogues, publisher notices, and recommendations received from library users. Anyone in the Boston College community can also make recommendations for new books by using [online request forms](#).

Periodicals are ordered and subscriptions renewed via serial vendors. Because of continuing sharp increases in subscription prices, new periodical orders must be paid for by cancellation of current subscriptions. New journals are ordered in the electronic version if both print and electronic are available unless there is a reason for preferring print. Either books or periodicals can be recommended by sending an e-mail message to the appropriate [Subject Specialist](#).

Electronic resources like [online databases](#) and [electronic journals](#) are selected because of recommendations from faculty and students at Boston College as well as information provided by database vendors and library consortia. Because of the expensive nature of electronic resources, library consortia like the [Boston Library Consortium](#) (BLC) and the [NorthEast Regional Libraries](#) (NERL) have worked with vendors to get discounted prices. As a result, consortial agreements for electronic resources now play an important role in developing our electronic collections. The Boston College community is invited to try out potential new databases by visiting the [trials page](#).

The process for selecting new electronic resources begins with Subject Specialists who may have received recommendations from faculty or students, considered offers made by e-resource vendors, or heard about special deals being offered to library consortia. The Subject Specialist must evaluate the resource according to standards stated in the Electronic Resources Collection Policy. A form is submitted to the Electronic Resource Review Board, a group composed of librarians from a range of library departments, which considers any technological and budgetary issues connected with the resource. If funds are available and the resource presents no technological difficulties, the resource is ordered.

Other formats like music CDs, DVDs, and microforms among others are selected and ordered on a title by title basis. Please contact your Subject Specialist if you have specific recommendations.

Balancing the Collections

Until the last decade of the 20th century, academic library collections were primarily composed of print materials. The selection of books and periodicals followed familiar procedures, and budgets were based on years of experience with the teaching and research needs of the University on the one hand and publishing trends on the other. However, the advent of electronic resources and the rising demand for their availability have transformed the work of collection development. The basic goal remains: to provide the Boston College community with the resources it needs for pursuing academic excellence. The Libraries' collection development program has always strived to provide information in the most appropriate formats. The addition of electronic resources has added a degree of complexity to the task, but Subject Specialists working closely with faculty and students will continue to select and acquire the best possible combination of print, electronic, and other formats. Balancing the collections has become, more than ever before, a collaborative effort.

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Collection Development Policy for Electronic Resources at Mugar Memorial Library, Boston University

Introduction

The aim of collection development at Mugar Memorial Library and its branches is to provide materials that support the curriculum and research needs of members of the Boston University community. Historically, information has been provided through the acquisition of printed books and serials, microforms, and traditional non-print formats. Since the late 1980's, electronic resources (e-resources) have become increasingly valuable tools for research at BU. E-resources include, but are not limited to, online journals, indexing and abstracting services, reference sources, and full-text books. Regardless of type, e-resources selected for the library collections adhere to the selection criteria outlined in our collection development policies, meet the research needs of a significant segment of the University community, and enrich our collections by improving access to information included in traditional formats or by providing information not available in those sources.

Scope

Boston University Libraries

This collection development policy for e-resources covers Mugar Memorial Library and its branches: the African Studies Library, the Astronomy Library, the Frederick S. Pardee Management Library, the Pickering Educational Resources Library, the Music Library, and the Science and Engineering Library.

This policy does not pertain to the collection development of e-resources at The Alumni Medical Library, the Boston University Law Library, the School of Theology Library, or the Howard Gotlieb Archival Research Center.

Access

The Library provides the broadest possible access to e-resources to the extent permitted by vendor agreements and funding limitations. Where a resource is of significant interest to other University libraries, Mugar staff make a concerted effort to share both access and funding. Where a resource is of particular interest to Mugar Library and its branches, we extend access to other University libraries wherever feasible. Where a resource provider seeks to limit access through prohibitive pricing, the Library provides for such restricted access on a case by case basis. Current DHCP IP address identification schemes in use in the library system prevent restricting access to particular terminals within a library. The Library does, occasionally, purchase CD-ROMs or passworded access to Web-based resources that imply restricted access. As a general rule, however, such forms of restricted access are discouraged.

Subjects

Many e-resources are selected for their coverage of specific subjects; others are interdisciplinary. All support the curriculum and research needs of our users.

Time Periods

E-resources cover both current and retrospective information and data sources.

Language

The majority of our e-resources are in English. E-resources in other languages are acquired when they are necessary for research in particular subjects and when there are no equivalent or alternative products available in English.

Geographic areas

All geographic areas are covered provided the e-resources reflect and support the academic disciplines taught at Boston University.

Publication areas

E-resources are published internationally. Products are not limited to commercial publishers and may include those published by non-profit organizations within and outside of the Boston University community.

Types of e-resources

E-resources covered by this policy include electronically produced and accessed indexes and abstracts, e-journals, e-books (individual titles and collections), reference works (encyclopedias, dictionaries, directories, handbooks), newspapers and subject specific news services, statistical products, subject bibliographies, and full-text documents such as literary works not published in book form.

Free e-resources

E-resources that do not require subscriptions and licensing agreements may be added to the collection provided they support the curriculum and research needs of our users. DOAJ (Directory of Open Access Journals) and the Boston Regional Library System databases are examples.

Not Covered

This policy does not cover the Library's Integrated Library System (ILS), i.e., the online catalog. It excludes instructional software and software programs such as PowerPoint. Also excluded are databases and data sets subscribed to or collected by researchers or other academic or administrative units on campus.

Selection Criteria

In most cases, the selection criteria for e-resources at Boston University are similar to those applied to print resources. The primary consideration is support for curriculum and research needs. The cost of acquiring and maintaining e-resources is another major factor; e-resources may have substantial one-time costs or significant subscription fees. More specifically, selectors decide to recommend e-resources based on the following:

Academic Need

User demand as demonstrated by faculty recommendations and feedback from reference librarians is a major criterion in selection. We consider target audience, giving preference to resources for the university student through professional research level. When possible and appropriate, we select e-resources that are interdisciplinary in nature and that can be used by a number of schools and departments. The language of a resource is another factor. We consider the possible interest of other Boston University libraries (Law, Theology, and Medical) and the availability of the resource in other Boston Library Consortium (BLC) libraries. The availability of the e-resource through an existing internal source (academic department) or through a local public library also may be considered.

Quality and Authority of the Resource

The dependability and reputation of the producer and provider are other important considerations when choosing an e-resource. Selectors evaluate the authoritativeness, comprehensiveness, timeliness, and uniqueness of the resource's content. Indexing of a journal is an important asset, with attention given to journals that are included in scholarly indexes to which the library has access. The archival policy for material contained in the resource is another factor; selectors prefer e-resources with a sound preservation plan that will enable the library to have archival rights to the material. N.B.: The Library supports PORTICO, a not-for-profit electronic archiving service that provides supporting libraries "with campus-wide access to archived content when specific trigger events occur and when titles are no longer available from the publisher or other sources."

Usability of the Resource

Ease of use and access are considered when choosing an e-resource; we prefer e-resources that have the most open access policies and user friendliness. Full-text content and, in the case of indexes, the ability to search across multiple databases through one interface, are other considerations.

Reviews and Trials

Feedback from patrons and library staff during trial periods is an important source for input into the selection process. Trials enable the library to assess the scholarly content of a resource, test the usability and functionality of a resource, compare the resource to similar products, and gauge interest in the product on campus. Professional reviews from authoritative review sources and listservs may be consulted.

Relation to Print

If there is a print counterpart, the selector will consider the advantages and disadvantages of each format. We want to ensure the electronic version is the most appropriate in terms of price, authority, and usability.

Funding

The acquisition of e-resources is supported primarily by a separate line in the library materials budget. A selector who wishes to acquire an e-resource submits a request to the Electronic Resources Librarian (ERL) and the Collections Administrator (CA). If the item costs less than \$1000 and has no license, the selector submits an E-Resource Request. If there is a license and/or the cost is \$1000 or more, the selector submits both an E-Resource Request and an E-Resource Evaluation.

If the e-resource cannot be purchased immediately, it is added to an e-resources wantlist maintained by the CA. E-resources may be added to the wantlist at any time if a selector supplies the name of the product, the publisher or vendor, and the cost. The selector may be asked to supply additional information at a later date. Periodically and as funding becomes available, the CA and the ERL review the list and select items for acquisition; the Library Director may provide input.

If a selector wishes to add the online version of a print journal to which we subscribe, the cost is usually added to the subject budget if funding is available.

If a selector wishes to use subject funds to acquire a new e-resource, the funds are transferred to the e-resources budget. If the subscription is later canceled by the library or the e-resource is terminated by the publisher, the funds remain in the e-resources budget.

The cost for interdisciplinary e-resources is sometimes shared with other BU libraries (Law, Theology, and Medical) and/or academic departments. Mugar Library also benefits from its membership in the Boston Library Consortium (BLC), the NorthEast Research Libraries Consortium (NERL), and the Westchester Academic Library Directors Organization (WALDO), which negotiate with publishers to offer their members joint access to e-resources at reduced prices. Occasionally, gift funds and grant funds are used for the acquisition of e-resources. This practice is not encouraged for serial products, due to the continuing costs of these e-resources and the unpredictable nature of the funding sources.

Requests for e-resources that are available at no cost and without license restrictions are sent directly to Cataloging.

Licensing

Licensing of electronic resources is an essential component of the acquisitions process. As virtual objects, electronic resources imply no right of ownership for the library save those rights specified by license. Where practicable, licenses shall be reviewed to adhere in general to guidelines set forth in the NERL Generic License Agreement for Electronic Resources (copy on file in the office of the Electronic Resources Librarian).

Specific Provisions of concern to Boston University:

- Mutual indemnification between both parties to the agreement.
- Venue to be Massachusetts (as recommended by the University Counsel).
- Archival provisions to guarantee access to material following expiration of agreement (where possible).
- Access to all campuses of the University (unless cost is an issue).
- Access to off-campus faculty, students and staff.
- Access to students, faculty, staff and walk-in users, e.g., alumni.
- Off-campus access to alumni provided (if vendor policy, technical limitations, and cost permit).
- Permission for use in course packs and reserves.
- Permission for use for **Interlibrary Loan** with a preference for electronic transmission.
- Avoidance of auto-renewals unless a multi-year agreement with specified payment schedules or price caps. Auto renewals must require sufficient advance notification of renewal by licensor.

Link to Alphabetical List of Electronic Resources Licensed to Boston University

Library Catalog Library Web BU Web

771 Commonwealth Avenue | Boston, MA | 02215 | 617-353-2700 | **Boston University**

University of Connecticut Libraries Collecting Strategy 2010-2013:

Expanding Electronic Provision

The Libraries intend to continue to increase the quantity of electronic content we offer to students, faculty and staff. We favor digital formats because they expand access to our collections and offer more options to our users.

Metric: Increase the percentage of our materials expenditures going to electronic purchases from 84% to 92% over the next three years.

Goal 1. Reallocate 50% of the \$330,000 we spent on print serials (journals, annuals, etc.) in FY2009 to electronic serials by FY2011.

Strategies related to Goal 1:

- Move print subscriptions to electronic form as options arise and financial terms permit.
- Rely increasingly on rapid desktop delivery of articles as an alternative to little used print subscriptions.

Goal 2. Maintain competitive level of electronic research resources in key research areas.

Strategies related to Goal 2:

- Expand provision of electronic research resources through strategic use of one-time funds.
- Continue to work cooperatively with our Law and Health Center Libraries to expand content available throughout the system whenever possible.

Goal 3: Provide resources that complement or go beyond the resources users now find on the web.

Strategies related to Goal 3:

- Only license reference resources with strong brand recognition and unique content.
- Continue to add links from our catalog to stable and authoritative open access resources.

Goal 4: Continue to support library and non-profit digitization of research resources.

Strategies related to Goal 4:

- Continue to aggressively digitize materials from our own collection.
- Support efforts at CRL and other non-profit groups to expand access to research materials.
- Partner with local institutions such as the Connecticut Historical Society to digitize important resources from their collections.

Goal 5. Expand our acquisition of electronic books.

Strategies related to Goal 5:

- Make acquisition in electronic form our preference for all books expected to be of widespread interest—when we have this option.
- Expand efforts to facilitate and consolidate selector review and ordering of ebooks.
- Experiment with patron-driven acquisition of ebooks
- Continue to emphasize ebooks to support subjects taught on multiple campuses.

Goal 6: Retain unique content exclusively available in print and recognize that many users continue to prefer the physical book for specific uses.

Strategies related to Goal 6:

- Monitor proposed Google Settlement and publishers' response.
- Be equally reluctant to acquire or discard print monographs locally available in electronic form. Rely on use statistics.
- Acquire core monographs in dual formats where feasible.

Goal 7: Focus print monographic collecting on curriculum support and the known research interests of faculty and graduate students. Direct research level collecting toward our core strengths and those related areas that contribute a high percentage of unique materials to the shared holdings of the Boston Library Consortium.

Strategies related to goal 7:


- Support our core strengths through strong English language monographic acquisitions on: human rights; early American studies; Foreign Relations 1945-; and issues of race, class, gender, ethnicity and sexuality across disciplines.
- Support local strengths not replicated within the Boston Library Consortium through worldwide collecting in English and European languages (where appropriate) on prehistory, aboriginal peoples, South Africa, Iran, South Asia, Italian history and Latin American Studies.
- Continue to work to limit duplication with other BLC libraries in what we purchase in foreign languages or from outside the U.S. and U.K. **Metric:** 67% of such acquisitions will be unique.
- Continue to support all expressions of interest in formalizing collecting responsibilities within the BLC.
- Continue to analyze circulation and interlibrary loan data to better target print acquisitions to user needs.

Goal 8: Give preference to streaming video and audio resources as finances permit.

- Seek affordable options for vendor hosted streaming services.
- Work with interested faculty to review streaming products.
- Provide feedback to vendors, producers and distributors on pricing and provision models.
- Monitor the legal environment and library best practices to assure our compliance with evolving standards.

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University of Georgia Libraries



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Collection Development Policy

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Mission of the Libraries and of Collection Development

The mission of collection development at the University of Georgia Libraries is encompassed within the Libraries' Mission Statement:

"The University of Georgia Libraries provide collections and services in support of the instruction, research, and service missions of the University of Georgia. In keeping with the University's dual role as capstone of the University System of Georgia, and as a land grant/sea grant public institution, emphasis is placed on meeting anticipated as well as current needs.

The Libraries develop, manage, and store collections in an expanding variety of formats; provide access to knowledge and information in those collections using appropriate storage, access, and communications technologies; preserve the information in those collections for present and future generations; and assist and instruct the public in the use of library resources. The Libraries also serve the public through participation in cooperative efforts to collect, access, and preserve information at the regional, national, and international levels."

The Libraries' current Five-Year Plan includes the following goal for collections:

"The Evolving Collection: Blending Access, Ownership, and Preservation:
The modern library collection is a mix of traditional print and a growing body of electronic publications. Our challenge is providing the best blend of these resources in a package that is easily understood and used."

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Purpose of the Collection Development Policy

- To translate the university's research, instructional, and programmatic needs into collecting practices for the Libraries' collections
- To describe the scope and nature of the collections
- To delineate collection priorities
- To provide guidelines and encourage consistency for librarians with selection responsibilities
- To facilitate the rational and orderly expenditure of the materials budget within the fiscal year
- To communicate the Libraries' collection policies to the public

General Collection Development Goals

Those responsible for collection development in all subject areas at the University of Georgia Libraries strive to:

- Make informed and timely resource selection decisions based on a carefully prepared, up-to-date collection development policy
- Allocate the materials budget and perform selection in a systematic manner that maximizes coverage, minimizes gaps, and avoids unnecessary duplication
- Anticipate as well as respond to users' needs
- Be engaged with the complete life-cycle of items in the collection, including selection, use, storage, preservation, and

Collection Development

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Electronic Resources

Electronic resources include any work that has been digitally encoded and made available through the use of a computer. The data may be remotely accessed or held by the Libraries in a physical format such as compact disc. The Libraries acquire access to digital information through a variety of avenues, including providing links in the catalog to free resources on the internet, digitally reformatting texts and images in the Digital Library of Georgia, and purchasing or licensing commercial products. It is with the final category that this policy is concerned.

Electronic resources represent the most expensive category of materials in the Libraries' budget. A variety of purchasing models exist, including one-time payment, payment spread over several years, and ongoing annual subscription. Even when the one-time option is chosen, an ongoing annual maintenance fee usually applies and may increase over time. Thus the purchase of an electronic resource can constitute a large and ongoing commitment of the Libraries' resources and should be considered with this in mind. Subject selectors should also investigate whether a discounted price can be negotiated by making the purchase jointly with other libraries in such consortia as GETSM, ASERL, SOLINET, etc.

In the purchase of electronic resources, consideration of the following factors is essential:

- While one academic school or department may be the primary users of an electronic resource, the resource must be available to the entire university community if the Libraries are to fund the purchase
- For electronic journal subscriptions, long-term archival access to purchased content must be provided, either by the vendor of the electronic version or through other means
- The licensing agreement must meet library, university, and state legal requirements

The following additional factors may influence the decision to purchase an electronic resource:

- The resource provides added value over the print version (if applicable) in the form of greater searching capabilities, more frequent updates, multimedia data provided that is unavailable in print, etc.
- There is little overlap with other electronic resources
- Remote access is preferable to physical ownership in the form of CDs or other formats
- Full-text content or reliable links to full-text are provided
- Links are frequently checked and well maintained
- No plug-ins or other extra software or hardware are required to use the resource
- Number of simultaneous users is unlimited
- Use statistics are provided
- Resource is compatible with a variety of web browsers
- Navigation is easy and clearly explained
- Effective tutorials or other forms of help are provided
- Downloading and printing options are clearly explained and function reliably
- Updates are regular and timely
- Vendor has a reputation for prompt and effective technical support

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Microforms

The Libraries' microform collections provide significant resources for research in a wide variety of subject areas. Microform types include microfilm, microfiche, microprint, and microcards.

With the advent of electronic resources, microforms are not purchased as heavily by the Libraries as in former times, but when microform is the only available or most appropriate format needed by researchers, the Libraries will make an effort to acquire it as funding permits. Silver halide is the preferred type of microform, as other types such as diazo and vesicular have uncertain longevity.

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Audio and Visual Materials

The Media Department houses the Libraries' collection of commercially distributed audio and visual materials. Materials for this collection are selected by faculty request or in support of the university curriculum, with special emphasis on television studies and Georgia-related topics. Most selection decisions are made by Media Department librarians and staff, but subject selectors elsewhere in the organization may also use their funds to purchase audio-visual resources.

The Music Library serves as the primary access point for music audio and video recordings. CDs and DVDs are the most common formats currently collected, but the collection also includes other formats such as LPs, audio cassettes, VHS tapes, and Laserdiscs.

The Curriculum Materials Library collects audio-visual materials for teacher training and education.

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Collection Development Manual
Electronic Materials Order Policy

Prepared by the Electronic Resources Collection Development Committee

Introduction

With the expanding availability and importance of electronic resources in a wide range of formats, it is essential that these resources be incorporated into the general framework of the Iowa State University Library's existing collection of print and non-print materials. This policy is intended to provide criteria for the selection and retention of electronic resources.

Philosophy

The library collection is selected and managed to support the research, teaching, and outreach needs of the ISU community, its responsibilities to state, regional, and national collections, and its participation in special consortial agreements.

The responsibility for selecting electronic resources resides with the selectors and bibliographers who are obligated to make collection development decisions on any format. To the extent that they are applicable, policies and guidelines for selecting traditional formats apply as well to the selection of electronic resources. For example, considerations of subject and content apply to both traditional and electronic formats. However, meeting subject and content criteria alone is not sufficient for a selection decision on an electronic product; it must be mounted, stored, and accessed on platforms supported by the library. Because electronic formats require non-traditional means of acquisition, storage, and access, additional factors are considered before a selection decision is made. Hence, selectors' and bibliographers' choices are made by consulting with other appropriate parties within the library.

Selection Criteria

- I. Subject/Content Criteria
 - A. Subject relevance of content
 - B. Capabilities or features meet or exceed those of existing print or other electronic resources
 - C. Offers added value over other formats
 - D. Accuracy, authoritativeness, or completeness of database

II. Access Criteria

- A. Ease of access and use
- B. Ease of downloading
- C. User interface quality
- D. Ability to Network
- E. Availability on the Internet
- F. Ability to locally manipulate data/software if necessary

III. Service Criteria

- A. User assistance required
- B. Adequate expertise available locally
- C. Availability of manuals and other documentation
- D. Impact on existing services such as reference or automated systems

IV. Format/Mounting/Storage Criteria

- A. Ease of installation and maintenance
- B. Availability of hardware and workstations to support product
- C. Availability of archival copies and replacements

V. Vendor/Contractual Criteria

- A. Availability and quality of vendor support services
- B. Cost
- C. Copyright and licensing issues
- D. Currency and frequency of updates and newer editions

*Guidelines for Selecting and Processing Open Access Electronic Resources
Version 10/04/04*

Electronic resources that are freely available through the World Wide Web may have relevance and intellectual value equal to those of resources that the Libraries purchase, and should be identified and made accessible to users of the Libraries through our search systems. Some open-access resources will appear on the bibliographer "subject pages" (aka Jupiter); others will appear in the OPAC. Different types of resources will be cataloged in different catalogs ("repositories"), but purchased resources and open-access resources of the same type will be cataloged together in the same repository (e.g., electronic journals that we pay for and free e-journals both currently appear in the OPAC). Through the ENCompass search system, each repository will be searchable by itself. In addition, all or any of the repositories will be searchable together through a "federated" search.

This document provides guidelines to selectors on the best mechanism for identifying open-access resources for cataloging. Bibliographers will be responsible for evaluating the sites they have submitted on a regular basis and at least annually. Changes in description or URLs and deletions should be communicated to the Cataloging Department.

Note: These guidelines apply to web-accessible resources that have no barriers to access. E-resources that are free but have licenses, terms or conditions of use, use restrictions of any kind, mandatory user registration, click-through contracts, etc., should be submitted via the Electronic Information Purchase Request form (located at <http://www.lib.ku.edu/~staff/elecinfo/EIpurchase.shtml>) for investigation by licensing staff. This includes e-resources that are available free with print subscriptions.

General Selection Guidelines For All Material

Open-access resources are analogous to gifts in a traditional acquisitions setting. Although they are free of cost for access they are not free of cost for processing. Open-access resources should be selected for cataloging only if they meet the same general standards that would be applied to licensed resources in terms of quality of content, presentation, and relevance to known teaching or research programs of the University. Resources should be selected with a reasonable expectation that they will continue to be available over a long period of time. The creator or sponsor of the website should be clearly identifiable, including contact information other than the website (email, telephone, address). Be sensitive about including sites that might be considered slanderous or libelous.

1. Electronic Journals

Selection guidelines: In addition to meeting the general selection guidelines, open-access journals should generally have an identifiable editor or editorial board.

How access will be provided: Electronic journals will be processed by the Cataloging Department. To request cataloging: Send email message to caid@ku.edu, using subject line "Cataloging request: [title of resource]." Send 1 message per title. What information to include: Title of resource and URL.

What will be done: Titles will either be cataloged for the OPAC, or, will be available via SerialsSolutions. If a free, open access journal is not available through SerialsSolutions, a request will be made to SerialsSolutions to add the title. In the future, ejournals will also be accessible in a separate ENCompass repository and searchable in the coming new ENCompass interface under a "Find ejournals" tab.

2. Electronic Books: Collections and Individual Titles

Selection guidelines: In addition to the general selection guidelines, e-books should have identified author/editor and date of creation/posting. Should the book be posted in sections with different URLs, be sure to provide all pertinent information to the cataloging department. Please ensure that the book is retrievable more than one time (it should not require any access fees for repeated access).

Examples:

The handbook of brain theory and neural networks [electronic resource] (individual electronic book)

The adventures of Fudge Fumble, or, The love scrapes of his whole life [electronic resource] (a single title in the Wright American Fiction Collection)

Documenting the American South (a collection of electronic books)

How access will be provided: Electronic books will be processed by the Cataloging Department. To request cataloging: Send email message to eaic@ku.edu, using subject line "Cataloging request: [title of collection]." Send 1 message per collection. What information to include: Name and description of collection or individual e-book title, URL for additional information.

Note: In most cases, whole collections of electronic books will be cataloged only if the hosting institution provides title-level MARC records (e.g., Wright American Fiction at Indiana University or Documenting the American South at Chapel Hill). Please include information about the availability of MARC records in a cataloging request for collections of electronic books.

What will be done: Staff will investigate availability of records and feasibility of loading them into Voyager. In future, ebook collections may also be accessible in a separate ENCompass repository.

3. A-Z Repository

Definition: Databases and websites reflecting major collections of electronic resources, usually of a general nature and of substantive interest to a broad range of users, will be included in the A-Z Repository. This repository will include both licensed and open access resources of broad, widespread interest that meet the general selection guidelines earlier in this document. In addition, open-access resources sponsored by the University of Kansas or containing significant amounts of content from the KU Libraries will be included in the A-Z list on a case-by-case

basis. Databases and websites eligible for the A-Z Repository will be listed in the browseable "A-Z" list in addition to being searchable by title and keyword in the "Database" catalog.

Examples:

Arxiv.org E-Print Archive

BioMed Central

How access will be provided: Databases of the type described above will be processed by the Cataloging Department. To request cataloging: Send email message to caid@ku.edu, using subject line "Cataloging request: [title of resource]." Send 1 message per title.

What information to include: Title of resource and URL; text for Database Info Guide; 1st and 2nd level subject terms.

Note: Text for the Database Info Guide should include a general description of the scope and purpose of the resource and its intended audience.

What will be done: Titles will be cataloged for the OPAC and added to the Databases A-Z List. In future, these resources will also be in a separate ENCompass repository and searchable in the coming new ENCompass interface under a "Find Databases" tab.

4. Websites and other web resources not listed above

Definition: Websites and other web resources not covered in the A-Z Repository (e.g. websites of scholarly societies with substantive scholarly information, subject-oriented collections of links to other resources, and those websites and databases of a more specialized nature. Selection guidelines: The goal is not to provide the most links to any one topic, but instead to provide well-selected and organized links to freely available online information. In addition to the general selection criteria, websites can be of both popular and scholarly content as long as they provide access to information that might add value to a particular discipline (use the same assessment of websites as you would for print or vendor based electronic products).

Examples:

Glossary of photographic terms (Kodak)

Dance links

ALA Library instruction for diverse populations

How access will be provided: Websites and other web resources such as those described immediately above will be input directly into the Jupiter system (<http://www.lib.ku.edu/jupiter/index.cfm>) by subject bibliographers. Records entered into Jupiter will be loaded into an Encompass repository that will be searchable under a "Find Other Electronic Resources" tab. Maintenance of data entered into the Jupiter System is the responsibility of the bibliographers.

Note: If in doubt as to whether a resource should be cataloged in Jupiter or referred to caid, catalog it in Jupiter.

LIBRARY OF CONGRESS COLLECTIONS POLICY STATEMENTS
SUPPLEMENTARY GUIDELINES

← Collections Policy Statement Index

Electronic Resources

Contents

- I. Introduction
- II. Definitions
- III. General Guidelines
- IV. Specific Guidelines

Preface: Given the rapid evolution of electronic resources, the Collections Policy Committee should review the following guidelines at least biennially to ensure that the Library's current and future research needs are met. This document is general by design so that it does not restrict the collecting of needed materials and to allow the Library to make these resources available as technology changes. It also does not address questions of levels of cataloging (LCR 411) or cataloging priority (LCR 411-2).

I. Introduction

Electronic resources form one of many formats that the Library collects to support its universal collections. The Recommending Officer responsible for the appropriate subject, language, geographic area, or format is responsible for recommending electronic resources. The increased production of and reliance on electronic resources demands sustained effort to identify and acquire them. It is the Library's policy with electronic resources, as with all others, to obtain them through copyright deposit unless they are not subject to deposit under sections 407 or 408 of the Copyright Law.

The Library is committed to preserving its electronic resources just as it is to ensuring permanent access to its collections in other formats. When the Library collects both electronic and analog versions of a resource, both versions are retained as permanent holdings of the Library. For both direct and remote access resources, the Library will endeavor to archive these resources following standard practices, guidelines and legal requirements. Furthermore, the Library will negotiate permission to archive electronic resources either upon collecting or for future archiving should the content provider no longer be able to provide access to the resource. For remote access resources, when permission to archive them is unattainable, the Library will only provide a link to the resource.

Examples of electronic resources include, but are not limited to: web sites, online databases, e-journals, e-books, electronic integrating resources, and physical carriers in all formats, whether free or fee-based, required to support research in the subject covered, and may be audio, visual, and/or text files.

II. Definitions

An "electronic resource" is defined as any work encoded and made available for access through the use of a computer. It includes electronic data available by (1) remote access and (2) direct access (fixed media). In other words: Remote access (electronic resources) refers to the use of electronic resources via computer networks. (AACR2, 2002 edition; glossary). Direct Access (electronic resources) refers to the use of electronic resources via carriers (e.g., discs/disks, cassettes, cartridges) designed to be inserted into a computerized device or its auxiliary equipment.

"Acquire" refers to any electronic resource, remote or direct access, which (1), the Library provides access to through official contractual, licensed, or other agreements (any of these electronic resources may or may not be owned by or housed at the Library) or (2), the Library receives through its acquisitions processes (e.g., purchase, gift, exchange, copyright deposit, ISSN requests, and transfer).

"Collect" refers to electronic resources owned by the Library and selected for the permanent collections. It may also include resources stored elsewhere for which the Library has permanent ownership rights.

"Link" refers to pointers from the Library's web resources or bibliographic records to remote access data.

"Archive" refers to that process of maintenance in a secure and permanent digital repository managed by the Library or for the benefit of the Library.

III. General Guidelines

The criteria used to evaluate the research value of electronic resources do not greatly differ from those used for other formats. However, particular emphasis should be placed on materials of contemporary interest which provide unique testimony of the social, cultural, and political issues under-represented in mainstream publishing.

The Library acquires electronic resources which rank high on the following list of criteria:

- usefulness in serving the current or future informational needs of Congress and researchers
- reputation of the information provider
- amount of unique information provided
- scholarly content
- content is available only in digital form
- at risk (possible accidental or deliberate removal of resource)
- fugitive resource (e.g., grey or underground literature)

IV. Specific Guidelines

Consider the following when making the decision to recommend or select electronic resources.

Content. The resource should meet its stated goals and present a platform of robust coverage of apparent research value.

Added Value. The ability to make the resource available campus wide and accessible for the Library's teleworking staff is a high priority.

Accessibility. Consider the following:

- server reliability
- if registration is required, it should be judged appropriate and be accompanied by a privacy notice
- provision of links to sources for the plug-in software should be provided, if needed

Design, User Interface and Navigability. Consider the following:

- organization and ease of navigation
- presence of search and help features, and site maps
- fully functioning design elements
- interactive features that facilitate use

Standards. Fee-based resources should conform to prevailing technical standards and computing equipment.

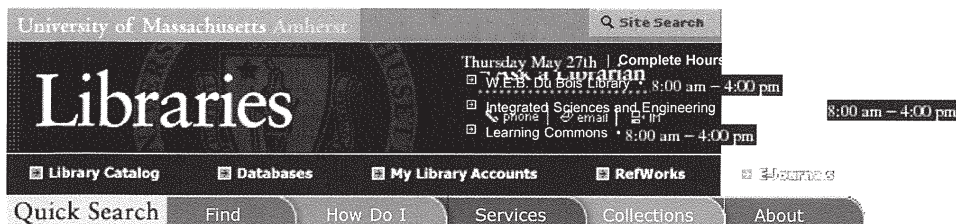
Permanent Retention. Electronic resources are part of the Library of Congress collections and subject to the same criteria for retention decisions as other media, based on the mission of the Library to satisfy the research needs of Congress and the research community. The commitment to provide permanent access to electronic resources of long term research value is made, when possible, at the time resources are acquired or created by the Library. This commitment extends to the retention of associated bibliographic, administrative and preservation metadata. Assured access will be achieved by the development of the Library's digital repository and through contractual arrangements with other trusted digital repositories.

Of high priority for retention:

- Electronic resources created by the Library, for which no other versions exist, such as American Memory, web archives, Portals to the World, etc.
- Electronic resources for which no other versions exist

- Electronic versions of print resources no longer collected by the Library
- Electronic equivalents with added value
- Material digitized by the Library
- Unique electronic resources acquired by the Library
- Computer programs. The Library will select a representative sample of software for its permanent collection to document the history and development of computing technology. In addition, the Library will obtain copies and permissions to archive software needed to utilize remote and direct resources.

Revised October 2008



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Collection Development Policy

University of Massachusetts Amherst Libraries Collection Development Policy

I. Our Research Mission

The UMass Amherst Libraries mission is to support the teaching and research efforts of the university. Communication between library liaisons and faculty to identify materials to support research and programmatic needs is central to acquiring resources that faculty and students need.

This policy provides a framework for the underlying principles and guidelines in the selection, acquisition, evaluation, and maintenance of library resources. It also helps to communicate the Libraries' policies concerning goals and methods to faculty, students, staff and users. As academic programs, information needs, and technology change, the Libraries remain committed to meeting new information demands.

II. Balancing the Collections

Until the last decade of the twentieth century, academic library collections primarily comprised print materials. The advent of electronic resources and the rising demand for access to them has shifted the focus of library collections. However, the basic goal remains: to provide the UMass Amherst community with the resources it needs to pursue academic excellence. The Libraries' collection development program has always strived to provide information in the most appropriate formats. When scholarly materials are available in multiple formats, the Libraries will normally acquire the material in only one format to efficiently steward the University's resources. There are instances, however, when having resources available in more than one format allows us to make the material accessible to library users when and where they need it.

III. Access Versus Ownership

Understanding that no one library can acquire materials to satisfy all of the needs of its users, the UMass Amherst Libraries are committed to providing access to materials we do not own through resource sharing and cooperative collection development agreements with other libraries. Integrating access to resources

that are not part of the Libraries' collection is a necessity and provides the university community with access to a wider range of materials than the Libraries could ever hope to provide within our materials budget.

The UMass Amherst Libraries goal is to continue to integrate an approach to materials that includes a balance of traditional, locally owned materials along with access to materials that are not owned. Cost-efficient and best practice models will be incorporated into the decision-making process regarding access to information in all formats.

IV. Collection Development Guideline

The Libraries adhere to the guidelines below:

- Develop high quality, relevant and balanced collections to support and strengthen teaching and research.
- Implement collection management policies to build and maintain print, electronic, and media resources to support information needs of the University.
- Provide leadership in a team-based environment to plan, manage, and formulate policies, and to prioritize resources to develop balanced collections that meet new demands and evolving technologies.
- Communicate with faculty to build on existing collection strengths where those align with current research and curricular needs and to develop awareness of new and evolving areas of scholarship.
- Expand access to information through resource sharing and other cooperative agreements with libraries locally, regionally, nationally, and worldwide.
- Share with faculty how they can make a difference with new scholarly communication models.

V. General Criteria

The following criteria apply to all materials. Particular criterion may assume greater or lesser importance depending on the type of materials under consideration or the subject matter covered.

- Curriculum and research need.
- Scope and content – comprehensiveness and depth of coverage.
- Scholarly value.
- Currency and timeliness.
 - Computer books, especially computer manuals, published 4 years or before are not selected or purchased.
 - Selection of older editions would only occur with valid reasons.
- Relevance to existing collections.
- Physical quality and/or special features.

- Availability of materials through Interlibrary Loan or document delivery.
- Inclusion in major indexing and abstracting tools or professional organization indexes.
- User-friendly search interface.
- Suitable for use on available hardware and platforms.
- Consistently reliable response time and overall technical performance.
- Cost – the purchase price as well as any on-going expense of maintaining access. Excessive cost may limit access.
- Mode of access available from the vendor (e.g., Internet, LAN, single workstation)
- Size of the potential audience

VI. Resources Collected

The UMass Amherst Libraries collect all manner of formats and materials which support the University's teaching and research. These materials may be physical (e.g., books, paper journals, microforms, maps, pamphlets, and music or video recordings) or digital (e.g., online access to citation and full-text databases, e-books, spoken-word, music or moving images).

VII. Resources Not Collected

The UMass Amherst Libraries do not collect materials in certain categories. These include but are not limited to: classroom texts, large-print books, or individual software packages. Ephemera are not acquired for the general circulating collection.

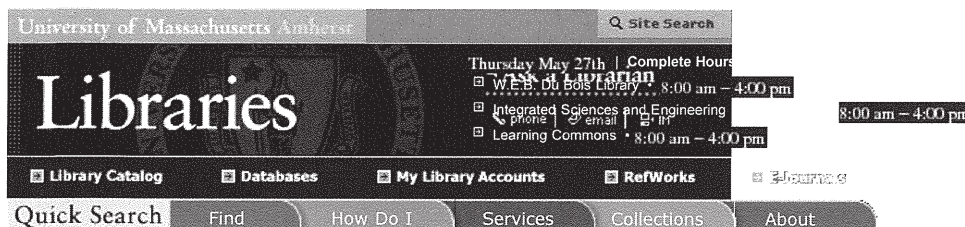
Material in outdated formats (e.g., Betamax tapes, floppy disks) is generally not collected. In limited cases, notably in conjunction with faculty requests, materials are accepted or purchased which require external support not provided by the library (PAL-system audio visual materials, for example).

VIII. Collection Maintenance and Evaluation

A. Preservation

The collections of the UMass Amherst Libraries, in addition to their intellectual and aesthetic value, represent a substantial economic investment. The responsibility to build research collections carries with it the obligation to ensure that these collections are permanently accessible. The Libraries are committed to the retention, preservation, and long-term access of the collections they hold in perpetuity, regardless of format.

Active participation and leadership in preserving the Libraries' collections is the responsibility of Library staff. Decisions on preservation of damaged materials and replacement of lost, stolen or damaged materials are based on use and condition of the materials, availability of the information in the same or other formats, and within the overall context of the Libraries' Collection Development Policy, balancing the constraints of cost, historical and aesthetic and



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E-Only Journal Policy

University of Massachusetts Amherst Libraries E-Only Journal Policy

Electronic resources are increasing in importance to faculty and students. In two surveys conducted over the past three years, UMass-Amherst library users have indicated that increased access to full-text publications is a highly desired service. One of our primary goals is to provide UMass-Amherst users with access to information when and where they need it, regardless of where the user is located.

This policy is intended to provide guidance on subscribing to electronic-only journals and converting print subscriptions to electronic. In general, the Libraries will not purchase print and electronic versions of the same title. The following criteria have been identified to help bibliographers, subject selectors, and liaisons evaluate subscriptions for journal packages and individual titles.

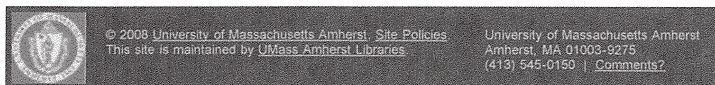
Guidelines for determining acceptable e-only journals

1. Content: The online journal must contain the fully scholarly content of the print version, including table of contents, letters, editorials, book reviews, supplements, special issues, etc.
2. Timeliness: The full content of each issue should be available online no later than the publication of the print.
3. Format: The electronic journal should provide access to digitally-generated print page images, for example, PDF files or to support printer-friendly formats.
4. Image and Quality of Presentation and Display: The quality of illustrative materials (photographs, tables, figures, etc.) must be included in a legible and desktop accessible format. Journals printed in color should provide high-quality color images for the electronic version that can be printed locally. Print quality should be good (e.g., greater than 72 d.p.i.).
5. Vendor reliability: There must be a reasonable guarantee of stability of the electronic journal. Speed of loading/accessing content must meet UMass-Amherst Libraries' users' expectations. Server downtime should be minimal. Publisher or e-journal licensor should provide prompt technical support (as needed) and maintain a reliable, stable interface with performance clauses in license to compensate UMass-Amherst

- in the event of extended downtime.
6. Archiving and Ownership: The license must provide for permanent access to the content purchased under the subscription. Publisher or e-journal licensor should hold appropriate rights for permanent online display of content. Online access via a journal aggregator should not be considered a substitute for either print or online subscription. Priority will be given to publishers who participate in the Portico or LOCKSS initiatives.
 7. Access Management: The institutional site license must allow networked access via Internet Protocol (IP) recognition, or some improved successor authentication options, for all authorized UMass-Amherst users. The license should allow e-journal access within library facilities for members of the public. There should be no proprietary hardware and/or software restrictions.
 8. Pricing: Migration to electronic-only should be cost effective and take the following into consideration
 - Cost differential between online only vs. print + online
 - Cost of tiered licensing
 - Cost savings from package deals
 - Savings in binding and storage costs
 9. Scholarly Sharing: The license should allow for fair use and scholarly sharing of content in accordance with the principles of fair use. It should allow for interlibrary loan, preferably using an electronic copy, in accordance with CONTU (National Commission on New Technological Uses of Copyright Works) guidelines.
 10. Classroom Use: The license should allow linking of electronic journal content to the Library's electronic reserve system or the University's course management system.
 11. User Expectations and Use Statistics:
 - Consider the characteristics and usage of print title when deciding on e-only access, for example, some titles (People Weekly and Sports Illustrated) because of format and/or usage may lend them to being browsed in print
 - Publisher or e-journal licensor should provide timely, accurate and usable usage statistics, preferably COUNTER (Counting Online Usage of NeTworked Electronic Resources) compliant, for each e-journal under subscription.

Approved by Senior Management Group - May 2, 2007

Last Edited: 26 August 2008





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Electronic Resources

Posted on September 23, 2008 - 16:13.

General Purpose:

Electronic resources in support of teaching, learning and research include all the varied forms of digital, optical and magnetic technologies. The electronic resources policy, which addresses the expenditure of the Library system's Data budget, is one element of the Library's overall collection development policy. The selection of electronic resources for the Libraries' collections poses service, legal, economic and technical issues.

Selection Factors

The Library will give first priority to collecting those electronic products that will have a demonstrable impact on McMaster's credibility as a leading educational research institution. It follows that those electronic products will be collected that support the subject areas and disciplines where the University maintains graduate level research (designated as "A" collection level) or where other academic strength has been identified as, for example, in the creation of a "Centre of Excellence" or a major educational programme.

The primary focus of the electronic collection will include the major tools that will be useful to a broad spectrum of users in those subject areas or that offer important in-depth coverage for one or more subjects.

Within these parameters, the electronic collection will include locally-owned and controlled resources, resources available through consortial arrangements, remote Internet subscriptions, and some freely available Internet resources. A high priority will be given to providing electronic reference tools and Metadata and to complementing these resources with services such as document delivery, inter-lending services, and electronic full-text products and services.

Specific factors in the selection of electronic resources are described in the Appendix below.

Appendix: Selection Factors for Electronic Products

Service Support Factors

There are several factors which must be considered in the selection of electronic products for the Library, including access and licensing levels for use, product quality and ease of use, technological characteristics, and product support by the vendor. The following standards are preferred in the acquisition of available products. However it is recognized that judgement will be exercised and that some good and useful products will be acquired that do not meet all or most of the standards.

Access and Licensing:

- user definition includes all McMaster community without restriction
- product will be made available in campus libraries
- allows for walk-in patrons (non-McMaster library users)
- remote access permitted for McMaster community campus-wide and off-campus
- security standards and obligations mutually acceptable
- authentication requirements reasonable and achievable
- user rights and restrictions appropriate (eg. saving, downloading, printing, inter-lending, etc)
- price specifics of access options and price-related guarantees acceptable

- user rights and restrictions appropriate (eg. saving, downloading, printing, inter-lending, etc)
- price, specifics of access options and price-related guarantees acceptable
- access warranties from supplier included if applicable (eg, Internet access)
- data ownership, software ownership and rights acceptable
- credit toward updated technological format (eg. CD to WEB)
- provision for reasonable replacement of data damaged in use

Product Quality:

- positive external review and/or internal assessment
- service is reliable and current
- product functions as expected
- product testable through trial or demo access
- mature interface appropriate to the application
- adequate customer aids (manuals, online, user guides, templates)
- reasonable response times to system queries

Technological Characteristics:

- portable and standards-based data formats (Z39.50, HTML, MARC, SGML, ASCII ...)
- usage levels can be routinely monitored
- campus compatibility of access platform and network environment requirements
- ability to secure data, public search software and station operating system
- access not limited to proprietary client(s)
- distributable client, or browser access possible
- can be used with campus fee-charging mechanisms where so licensed
- storage requirements known and projectable

Service Support from Vendor:

- ease of loading and maintenance
- ability to prepare access, orientation, patron supports
- vendor training or training site available
- required ancillary services feasible (printing, downloading, ftp, manipulation software...)
- no requirement for service-specific account management
- no requirement for stand-alone installation
- good troubleshooting support from vendor

Additional Factors:

The following additional factors will be evaluated in the consideration of the acquisition of electronic products:

- an effort will be made to start online subscription services in January or July if possible
- electronic resources are subject to a regular review cycle and assessment
- in cases where only electronic format will be retained, subscription overlap with print will not normally exceed twelve months
- electronic products which replace discontinued print products get priority consideration
- to displace print, electronic tools must be cost-effective or result in a significant improvement to service
- faculty-requested tradeoffs against other formats are always considered
- electronic resources are normally added to the Library Catalogue in the same way as print

Guidelines for Collection Development of Online Resources
December 30, 2008

INTRODUCTION

Electronic resources are one of the many formats that the Library collects that support the research and educational needs of the Northwestern University faculty, students, staff and affiliates. These resources encompass electronic books and journals, databases of journal and/or book content, citation databases, statistical databases, and databases of audio and video content. Electronic resources are mostly available online through the Internet, but a few resources still are produced in physical formats. For selection and collection management purposes, online resources are defined as works electronically accessible and may include but are not limited to electronic journals, government publications, e-books, electronic indexes and electronic integrating resources more commonly referred to as databases.

The library collects content-rich electronic resources and bibliographic management software (i.e., Endnote, Refworks), as well as software to make electronic content accessible, e.g., search software of database content. Application software, such as word processing and image handling is purchased and supported by the Library Information Technology Department, or centrally through Northwestern University Information Technology.

The Library is committed to preserving its electronic resources just as it is to ensuring permanent access to its collections in other formats. The Library supports the process to "archive" electronic resources, a process of maintenance of the resources in a secure and permanent digital repository managed by the publisher, a third party source, or a copy of the content subscribed to or purchased stored on a physical medium. The Library is a member of Portico, an online archival repository, and is joining with its CIC colleagues in building the CIC institutional repository.

The Head of Electronic Resources is specifically responsible for the financial maintenance of subscription accounts, and for maintaining current subscription lists, as well as a wish list of desired items. In collaboration with other selectors, the Head is responsible for bringing new products to the attention of the library staff for consideration, for coordinating trials to electronic resources, and for negotiating site licenses and user agreements.

Each subject selector is responsible for recommending electronic resources. These resources may be free or fee-based and support research in the subject covered. Some general considerations in selecting online resources are: organization and ease of navigation; presence of search and help features, and site maps; fully functioning design elements; interactive features that facilitate use; and training support for staff and library users.

How to handle offers?

- When to share a subscription or purchase? – When does University Library share the cost of an online resource purchase or subscription with one or more of the other University libraries?
- What is the procedure for initiating the discussion?
- What are the parameters of sharing an online resource cost?
- It is understood that any online resource is acquired to cover university wide access where permissible by license agreement.

Guidelines Review

Because of the changing and dynamic nature of electronic resources, this policy will be reviewed every two years.

SELECTION

A. Selection General

In addition to the general selection criteria used for adding resources, the following criteria are considered when evaluating electronic resources:

- Employs a user-friendly interface, and if possible conforms to developing interface standards
- Cost is reasonably in line with projected use and is not contingent on subscribing to or purchasing a print product
- Provides authoritative content
- Mandates few or reasonable restrictions on number of users, simultaneous users, or points of access
- Fills gaps in the collection, or appropriately balances the collection in accord with the collection conspectus
- Offers value-added features over a similar print product, such as the ability to search by keyword, download content to disk, or access full text preferably in PDF format
- Available from a reliable vendor with a proven track record
- Acceptable licensing requirements (see section on Licensing below)
- **Content**
 - a. Updates are made on a prepublished schedule that may be part of a license agreement
 - b. Embargoed portions are clearly defined
- **Functionality**
 - a. Keyword and Boolean operators are available
 - b. Response time is acceptable
 - c. Screen design is easy to read and follow
 - e. Special features, e.g., linking, usage reports are available
- **Legal issues** - See **LICENSING** section below.
- **Archiving** – See **ARCHIVING** section below.

- **Publisher/Vendor Services**
 - a. Customer service is acceptable
 - b. Publisher or vendor provides support materials and technical help
 - c. Statistical reports are useful and COUNTER compliant
- **Technical requirements**
 - a. Additional hardware or software is not required to use the resource
 - b. Product can be networked if a client is involved
 - c. Down-time is scheduled at a minimum and referenced in the license agreement
 - d. Product works within the Library's access security protocols
 - e. Product is tested to limit resource instability (i.e., software is not "buggy")
- **MARC records**
 - a. MARC records are available for free, or at a reasonable cost
- **Consortium purchase**
 - a. CIC purchase proposals add priority to acquisition of special publisher negotiated deals for online resources

B. Specific Online Resources

E-journals: It is assumed that the subscription journal model is the flip model where the primary format is online and print is the secondary. As more and more scholarly journals become available in digital as well as print versions, the specialist must decide whether to maintain both versions or cancel the print when the online version becomes available.

Free with Existing Print Subscription

The Library provides access to the free web version of a print journal to which it subscribes if the following criteria are met:

1. access is provided by IP address and /or proxy server (no passwords)
2. licensing terms are acceptable
3. access is not for a limited time or trial basis

Backfiles of journals? –

- Is there a rule of thumb by which backfile content should be purchased, or is it only on a case-by-case basis?

Embargoed content? --

- When should embargoed content add to a decision to not acquire an online resource? Should there be a calculation of percentage of the whole, or a specific period of time?
- Should embargoed content dictate that subscriptions to current content be maintained?

Keep print? –

- On what basis should the decision be made to retain a print subscription along with the online format?
- On what basis should the decision be made to retain print backfiles to an online journal that has full archive access?

Free Electronic Resources: Free electronic resources, such as online journals or databases are added to the online catalog or linked from the library's web page on request of a subject specialist. Free electronic resources are selected according to the Library's Collection Development Policies.

E-Books: The Library selectively acquires e-books.

Backfiles of books? –

- Is there a rule of thumb by which backfile content should be purchased, or is it only on a case-by-case basis?

Keep print? –

- On what basis should the decision be made to retain a print subscription along with the online format?

Aggregated databases: The Library prefers aggregated databases with generous coverage of periodical content in full text without embargoed content. The content coverage does not substantially duplicate content acquired through other databases. Substantial duplication may be defined by the specialist selecting the database and be a variable assessment based on the importance of the unique content of the databases.

Citation databases: The Library prefers citation databases with full text journal content, or have the capability of linking to full text from the citations listed.

CD-ROMs/DVDs/Other Media: In general, journal or text CD-ROMs, DVDs, and other digital media are collected selectively to fill user needs. These formats are acquired only occasionally if the content is unique, not available in any other format, and present no technical support difficulties. It is preferred that they can be networked. CD-ROMs that accompany print material are retained only if the content is supplemental to the text and only at the discretion of the subject specialist.

Databases: General information and bibliographic databases are selectively acquired. Of particular importance to consider for this category are the cost per anticipated use and the interface.

Web sites: Informational web sites are generally added to the online catalog or linked from the library's web page on request of a subject specialist. These resources may also be linked from subject research guides.

Government Publications: Electronic government publications are selected by the staff of the Government and Geographic Information and Data Services.

Funding: Funds for electronic resources are administered as part of the general library material budget, selector subject funds, and collaboration with other libraries of Northwestern University.



Material Selection Principles

[General](#) | [Serials](#) | [Electronic Resources](#) | [Depository Programs](#) | [Selection Processes](#) | [Diversity and the Collections](#)

General

General Selection Guidelines and Strategies

Librarians should remember that selection is always guided by the American Library Association's "[Library Bill of Rights](#)". In particular, these professional guidelines establish these important collection development principles:

Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

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

Input from teaching faculty often guides selection decisions. Selectors may use a "[Faculty Interest Survey](#)" to solicit recommendations from faculty. Additionally, it may be helpful to review Interlibrary data.

Serials

While the University Libraries' serials collection is gradually shifting from being print-based to online-based, there are many periodical titles that are not available electronically, or for format or other reasons, librarians prefer to have print and online access to certain titles. The decision to acquire a new periodical title is a complex one given budget constraints. However, based on feedback received from the Faculty Interest Survey, a selector may decide that it is necessary to begin a subscription to a specific title. Additionally, usage reports supplied by Interlibrary Loan on an annual basis to selectors may convince a selector that it would be prudent to add a title to the collection because there is a repeated demand for articles from a specific journal. Before deciding to acquire a new subscription, a selector should determine the following:

- quality of the journal
- the curricular/research needs that this periodical supports
- where the journal is indexed
- full-text availability in any of the databases the Libraries' subscribes to
- a cost/benefit analysis to determine whether it is more feasible to rely on Interlibrary Loan for access

Selectors can use a variety of resources to answer these questions. First, ask teaching faculty their opinion about a journal's usefulness as well as reputation. You can consult the [Journal Citation Reports](#) from ISI to determine what journals are most frequently cited by faculty and researchers in a specific discipline. Don't forget to consult a recent edition of *Magazine for Libraries* for a quick overview (including frequency, price, audience, scope, information on where a title is indexed, an indication of whether or not a title is considered core, and an indication of whether or not a journal is referred) and other useful information such as problems with timeliness. It is also useful to consult other sources to determine whether or not a title is core. For example, you may want to find out whether or not a title is indexed in any of the Wilson indexes such as the Social Sciences Index, the Business Periodicals Index, and the General Science Index. For example, medical librarians generally use the most recent edition of the "[Brandon/Hill Selected List of Print Books and Journals in Allied Health](#)".

If you are deciding whether or not to acquire a recently published periodical you will also want to determine whether or not the title has been reviewed in general or specialized sources. For those building general periodical collection, don't forget to look at "[Best New Magazines of...](#)", an article featured in a spring issues (generally early May) of *Library Journal*. You may also want to search the *Library Literature* database, using the descriptor "Periodicals-Review" to find other articles reviewing newly issued periodicals.

New subscriptions mean an ongoing commitment to a serial title. This means that monograph and gift funds cannot be used to support a serials subscription, although they can be used to purchase back files of serials. You must have serial savings (i.e., available monies in the Serials New (SN) account attached to your fund in order to pay for the first year of a new title. In the second year, titles will be transferred to other serial fund types based on title frequency (e.g.,

Serials Annual (SA), Serials Irregular (SI), or SR (Serials Renewal)). Serials Acquisitions will make this determination for selectors. In some cases (e.g., very expensive or interdisciplinary titles), funding may be split, that is, different funds are used to pay for a single title. Split funding is accomplished by negotiations among the relevant selectors. The selector leading the effort submits the order with all the relevant budget information attached.

Electronic Resources

The guidelines for evaluating print publications discussed under Selection Processes can also be applied to electronic resources. More specifically, however, your evaluation of an electronic product can be facilitated if you ask yourself questions about the product. These questions include, but are not limited to:

- What is the perceived quality of the information contained in the product? Is the information accurate? Is the information balanced, or does it present only a limited viewpoint? How comprehensive is the coverage of the information?
- Who produced the databases? Are the authors/editors/publishers reputable or are they unknowns?
- How relevant is the information presented to the stated subject matter? Is the information focused or does the product contain excessive irrelevant content?
- What is the relationship of the new product to already existing resources? Is it a derivative work, or does it present new information?
- How often is the content updated? Are the updates cosmetic or substantive?
- How convenient is the access to the product for users? Is its availability limited to certain hours, workstations, patron groups, or locations?
- Is the access reliable? Does the database suppliers have mirror sites or backup servers? What is the expected amount of downtime versus the actual amount?
- Is there a lot of contention at the publisher's site? Can people get in when they want to, or are there a lot of turn-aways (assuming that we purchase an adequate number of concurrent users)?
- Is the interface intuitive to users? Does the product come with adequate instructions for accessing and using the product?

Additional questions need to be considered if the product is to be mounted locally rather than accessed via an Internet connection. Some of these considerations include:

- What is the size of the database relative to the storage capacity available? Do we need to buy more memory or additional hardware? If not, how long will it be before we have to upgrade?
- Is the data that we receive clean and suitable for mapping to our software? Is the source formatting acceptable?
- How much labor will be involved in mounting the database locally?
- What would be an acceptable maintenance plan for updating and maintaining the database?

The appropriate selector is responsible for gathering preliminary information about a product, including a copy of the license agreement, pricing data, and access options. This is not a negotiating stage. In fact, selectors must understand that they are not authorized to sign agreements. The only individuals authorized to do so are individuals in the University's Purchasing Office.

It is important that any selector, regardless of location, who is investigating an electronic product, keep other similar subject selectors, the [Electronic Resources and Copyright Librarian](#) and the [Collection Development Council](#) apprised of their investigation and discussions. The University Libraries must coordinate efforts. If two separate negotiations are begun with the same publisher for the same product, the publisher becomes less inclined to accept our "one university geographically distributed" model. This can become extremely expensive for us, and could even result in Penn State being unable to get the product at any location. Additionally, if more than one location or library is interested in a product, funds may be pooled or a better case may be made for using general funds to purchase the resource. Selectors need to be cognizant of the shift from duplicating library materials at numerous locations to enhanced electronic access for all Penn State University locations.

The responsible selector should carefully read the license. Selectors may view some sample licenses by logging into the [ERLIC2](#) (internal use only) database. This is a database of administrative information about electronic resources acquired by the University Libraries. However, if you are not familiar with the basics of licenses and how to read them, there are many resources available to you. Some of these include:

- Internet Library for Librarians: Licensing Electronic Resources
- LibLicense: Licensing Digital Information, A Resource for Librarians (Yale University)

Depository Programs

The University Libraries are a U.S. Patent and Trademark Depository Library (<http://www.uspto.gov/go/ptdl/>) with materials primarily held in the Physical and Mathematical Sciences Library. Requests for more information should be made to Science Librarian [John Meier](#) who serves as the Libraries' official liaison to the Program.

Other depository programs or comprehensive standing orders exist for:

- Pennsylvania
- European Communities
- Canada
- Council of Europe
- Various UN agencies and international organizations

More information and requests for changes should be made to [Helen Sheehy](#), Political Science, International Relations, and Global Studies Librarian.

National Technical Information Service (NTIS) reports are available on a standing order profile. [Tom Conking](#), Head of the Engineering Library, should be contacted regarding these reports.

Selection Processes

Considerations for Making Purchase Decisions

What does one consider when deciding whether or not to purchase a title? Louis Shores¹ listed six broad areas that form an ideal. Although they were originally written with monographs, and particularly reference works, in mind, they can be applied to any format with a minimum of modification.

Reality dictates that a selector will rarely be able to consider all these factors when making a decision. Each of the six factors are briefly described below and are followed by a discussion of what they will probably prove to be more realistic.

- **Authority** includes the qualifications and reputations of the authors and publishers. It also asks the selector to consider whether this is an original work or a revision of a previous work.
- **Scope** considers whether the work covers what it claims to cover. It also examines the currency of the content, including bibliographies and their levels of scholarship.
- **Treatment** requires the selector to examine the accuracy of the information, identify biases, and determine how well the authors balance the coverage of the subject. Treatment also considers the level at which the work is written.
- **Arrangement** covers the actual order in which the information in the text is presented. It also includes an examination of the quality of the indexing.
- **Format** includes such points as the quality of the illustrations, binding, and the materials used in the work.
- **Special features** covers the factors that make the work unique.

The reality is that a new selector (or even an experienced one for that matter) often will be unable to answer most of these points when making selection decisions. Common sense dictates that he/she isn't going to have time to look up biographical information on every author, check the history of every publishing house, or physically examine every item before deciding to buy it. Most of the time the selector has to "buy blind," since the purchase decision is usually made without being able to examine an actual copy of the work.

That's OK. Unless something in the announcement runs up a red flag in your mind, don't worry about it. If it is a fairly expensive item and/or there is an indication that it is a new or revised edition, particularly of a reference work, you can check to see if we own a previous edition. By doing this you can usually (but not always) get an idea of the quality of the publication. Soliciting comments from relevant listservs is sometimes also a useful way to gather information; other people may have already bought copies for their libraries. You can also check to see if any of your colleagues at other campuses have already purchased a copy. In the case of serials, publishers are often willing to send a sample issue upon request. Trials of electronic publications can also be set up.

In the case of monographs, if the title was produced by a publisher covered by our approval plan vendors, University Park selectors will get a chance to examine the work when it appears as a firm order item on their approval plan shelves. Campus librarians generally will not have this opportunity. Also, some publishers will send out sample pages for expensive works that are soon to be published. If the timing is right, selectors can sometimes see advance copies (at a conference, for instance).

The point is, don't get so bogged down with making sure that every single point is covered that you fail to see the

larger issues. If questions arise, talk to the colleague. He/she may very well have already faced the same question and have an answer at hand.

¹ Shores, Louis. 1954. Basic Reference Sources. Chicago, IL: American Library Association, pp. 18-19.

What Are the Appropriate Selection Resources?

Appropriate sources will vary from discipline to discipline. However, some broad categories include:

- Bibliographies and literature guides: including the classics such as Walford, specialized guides to specific disciplines published either as monographs or as articles, Internet bibliographies.
- Online review sources.
- Publishers' and approval plan vendors' Web sites.
- Brochures and advertisements.
- Library catalogs of other universities with similar strengths and interests.
- Online bibliographic utilities to databases such as RILIN or OCLC. These can help you find new editions as well as locate unpublished manuscripts.
- Nontraditional sources, such as new publications or new acquisitions lists from other libraries.

Time Allocation - Developing A Sense of Perspective

The amount of time that you devote to collection development is a function of the size of your fund. If you only have \$500 to spend, you don't want to spend 20 hours a week on collection development.

Use your time effectively. Apply what you learn through your reference work and the time that you spend getting to know your user population to collection development. It will help you use your time more efficiently.

Diversity and the Collections

Definition of Diversity

These guidelines are intended to provide a practical device for selecting appropriate materials to enhance the Libraries collections on multiculturalism and diversity; for using funds designated for diversity purchases; to help library selectors in writing diversity criteria for collection development statements; to track the expenditure of funds; and to identify specific diversity-related materials.

The University Libraries chooses to work with a broad definition of diversity, respecting the value of all individuals and population groups, and their differences. Please see the University Libraries [Diversity Web Page](#).

Collection Development Diversity Policy Statement

The University Libraries provides the Pennsylvania State University communities with equitable access to all of its information resources and services. Their access is guaranteed without regard to race, ethnicity, language, age, religion or spiritual beliefs, health, gender, sexual orientation, physical capacities, or geographic origin. The University Libraries is committed to providing equal access to employment and opportunity for advancement without regard to personal characteristics not related to ability, performance or qualifications as determined by University policy or by state and federal authorities [The University Libraries: Preliminary Strategic Plan for Diversity, May 1994, Appendix A, p. 13].

In addition, the University Libraries is committed to its vision of providing information resources that "...strengthen the University's efforts to recruit and retain a diverse student and faculty population by acquiring an appropriately balanced collection of information resources..." our collections must reflect this commitment by supporting and study that enhances knowledge of our pluralistic society. Therefore, diversity resources acquired for the Libraries' collections are materials, including electronic resources, that provide a global view of human affairs. They reflect a broad and universal perspective in a subject or discipline, and reflect the various interests and needs of the University's many communities.

Diversity in Collection Development

In spite of this definition and vision, as Library Selectors make choices to enhance the collections relating to diversity and multiculturalism, they should seek resources that meet one or more of the following criteria:

- Support the development of scholarship and teaching intended to enhance discourse on and the understanding of the issues of diversity and multiculturalism.
- Directly support faculty efforts to introduce global or universal perspectives into particular area of scholarship and the curriculum.

- Relate to curricular needs as academic units and faculty develop diversity programs.
- Form a core group of seminal publications or new and comprehensive sources intended to enhance the diverseness of the educational environment or academic curriculum and promote board awareness.
- Illustrate the many aspects and wide range of viewpoints in our society, educational community, and scholarship.
- Provide a comparative perspective, analyzing the characteristics of the different groups and elements of our society as they relate to one another and to the common perceptions about our society, educational community, and scholarship.
- Promote the spirit of the University's and the Libraries' diversity visions and initiatives.



STAFF

Collection Development:

RESOURCES

Policies

- Gift Policies
- General/Generic Policies

Gift Policies

- Public Policy on Gifts of Materials to the Libraries [May 29, 2009]
- Guidelines for the Acquisition of Gift Collections [March 2006]
- Review Form For Potential New Collections (Gift or Purchased) [MSWord]

General/Generic Policies

- Acquisition and Retention Policies for Journals in Print and Online Formats [February 25, 2007]
- Collection Development Strategies
- Course Reserves [October 25, 1991]
- Draft Principles for Acquiring Networked Resources
- Evaluation Criteria for Electronic Resources [March 2, 1999]
- Last Copy Policy
- Maps
- Newspapers
- Principles for Licensing Digital Resources [February 25, 2007]
- Rare Books [Revised October 2005]
- Serials Review [Revised August 2000]
- Textbooks
- Translations
- University Archives [Revised December 1994]
- University Records Management

Last updated: May 2009; May 18, 2010

URL: http://www.libraries.rutgers.edu/rul/staff/collection_dev/policies.shtml

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Technical Services:
Policies:

RESOURCES

Acquiring Networked Resources: RUL Policies and Procedures

Draft Principles for Acquiring Networked Resources

J. Boyle, H. Hemmasi, R. Sewell
11/16/98

Note: the following draft principles are only a part of what will be a fuller set of principles and guidelines for the Libraries as we make electronic resources available and work to implement the long-range plan. As further issues are discussed and consensus is reached these guideline will be expanded. For comments or suggestions, please contact J. Boyle, H. Hemmasi or R. Sewell.

I. Systemwide resource acquisition

1. The Libraries acquire electronic resources, as other formats, as part of a robust service program that serves the needs of the University community and to implement the goals and activities outlined in A Bridge To The Future: The Rutgers Digital Library Initiative, the Libraries long-range plan. The Libraries will negotiate agreements with information providers and vendors that further this service program. Basic capabilities that the service program requires are the ability to fill interlibrary loan requests and to print, download, and email information from electronic resources. The Rutgers community must be able to use electronic resources for normal educational and research purposes. Agreements that preserve copyright fair use and recognize educational and library exemptions in copyright law are encouraged.
2. The Libraries will negotiate pricing and access arrangements that are most favorable to the University community. The Libraries also take into account the still-developing understanding of pricing and acquisition models in the information community, and the need to make agreements that set favorable precedents both for Rutgers and for the larger national academic community. As responsible agents for an institution, librarians must negotiate licenses that address the institution's needs and recognize its obligations to the licensor.
3. The Libraries acquire information resources in all formats in support first of all for Rutgers faculty, students and staff, including administrators, at all locations. Further considerations may also be given to the needs of statewide, regional and national user communities, for example in the light of consortial arrangements that further

Rutgers goals.

4. The Libraries strive to license or acquire information such that unrestricted access is available for the entire Rutgers community on all campuses and at all Rutgers University remote research and learning locations; negotiations with vendors will stress that Rutgers is one community, not several.
5. Authorized Rutgers users comprise all faculty, students and staff of the University wherever they are located, and all onsite users. Rutgers University sites are defined as every campus location, physical and virtual, as well as remote research and learning locations.
6. Presently our preferred means of access is through site license, with the Rutgers site being defined as all IP addresses within the *.rutgers.edu host domains.
7. Presently our preferred method for determination of pricing and for control of use is by number of simultaneous users. Other measures of use may also be acceptable as the basis of formulas for determining cost and measuring access. Size (e.g. FTE or collections budget), geographic spread, or other quantitative measures of the University should not be used to determine pricing or to define access.
8. The University, through the University Librarian, has delegated the responsibility for negotiating the financial terms and site licenses for large purchases made with central funds to the Associate University Librarian for Collection Development and Management.

Responsibilities for acquiring other networked resources will be carried out by the Associate University Librarian for Technical and Automated Services, who will establish site licenses and institutional registrations for these resources.

Additionally, the AUL/TAS will ensure the processes of tracking the progress of all requests, arranging technical and catalog access as appropriate, and notifying public services representatives as new resources become available locally. The Head of the Systems Department provides support by maintaining the list of defined IP addresses for all networked resources.

Agreements made by other Library staff are not authoritative (including, e.g. the definition of IP addresses or user communities).

RUTGERS
University Libraries

STAFF

Collection Development:
Policies:

RESOURCES

Rutgers University Libraries Collection Development
Council
Acquisition and Retention Policies
For Journals in Print and Online Formats
February 15, 2007

**1. Cancelling Print Subscriptions when Journals
Are Available Online**

- a) When the publisher provides an online title (i.e., not an aggregator), all print subscriptions will be cancelled whenever print is not required for online access.
- b) If RUL has multiple print subscriptions and online access, RUL will subscribe to the online-only version whenever possible if pricing is acceptable, and if the online version is available from the publisher.
- c) If RUL has multiple print subscriptions but not online access, we will subscribe to online only if pricing is acceptable and online is available from the publisher.
- d) All duplicate print subscriptions at RUL will be cancelled when an online version is available from either an aggregator or a publisher.

**2. Retaining Print Subscriptions when Journals Are
Available Online**

- a) One print, archival copy will be retained at the appropriate library within RUL of titles that are available through an aggregator (such as EBSCO's Academic Search Premier). Cancelling all print subscriptions is an option when an archival run of a title is not needed at RUL.
- b) If the print version is superior to the online version, the print version can be retained. Print versions can also be retained when the discipline requires hard copy (e.g., music, art).
- c) Multiple subscriptions to low cost or high use titles can be retained when it is the most economical and efficient method of providing access (i.e., when multiple subscriptions would be more cost effective than intralibrary loan).

d) If RUL has multiple print subscriptions and online access, and multiple print subscriptions are required for online access, we will keep print subscriptions at their current locations.

e) If RUL has multiple print subscriptions and online access, and only one print subscription is required for online access, we will keep one print subscription at the research library for the discipline.

3. Print Backruns for Online Journals

a) Archival print runs of journals are to be located in the library with the current collecting responsibility. If there is a current print subscription, it should be at the library with the print archive.

b) If practical, the selector who initiates a request for a digital resource will consult with the appropriate selectors throughout RUL about which library should retain the archival print run and present a recommendation to the Collection Development Council. If CDC approves the recommendation, the following steps will be carried out:

1. The print backrun and current subscription will be consolidated at the archival site.
2. Whenever possible, missing volumes at the archival site will be supplied from RUL libraries not retaining the archive.
3. Duplicate volumes will be withdrawn from RUL.
4. IRIS will be updated accordingly (public displays, order records, serial control records).

CDC may decide where to locate the archival print run if a recommendation is not made by the selectors.

4. Resources Purchased with Central Funds

Team leaders will inform selectors that money to cover online resources will be transferred from selector funds to central funds. If there is a cost savings, the amount needed will be transferred to central funds and the selector will retain the overage for other purchases.

5. Supplemental Charges for Online Access with Print Subscriptions

a) If the supplemental charge for online with print is \$100 or less, the additional amount will be taken from the holding or transfer funds: TAMB, TAMB, TRMD, TRMR.

b) If the supplemental charge is more than \$100, the appropriate selector will evaluate the subscription to determine if the additional charge is worth the extra cost.

c) If the supplemental charge is more than \$100 but less than \$1000, the additional funding will come from a combination of the transfer funds, selectors funds, and central funding.

d) If the supplemental charge exceeds \$1000, an online request for central funding must be

TEMPLE UNIVERSITY
Guidelines and Principles for Selection of Electronic Resources

Guidelines and Principles for Selection of Electronic Resources

In selecting new electronic resources for Temple University Libraries, we endeavor to balance a number of categories, the most important of which are:

- major databases supporting all Temple undergraduate programs
- major discipline-specific and interdisciplinary online resources to support graduate study and faculty research
- online versions of major standard print reference resources in all Temple disciplines
- online versions of principal academic-society and other peer-reviewed scholarly journals in all Temple disciplines
- special consideration for new undergraduate and graduate programs or concentrations that may require one-time start-up support, a body of new serials, or other ongoing resources
- special attention to programs with large numbers of part-time students who need to be able to do most classwork and research remotely (e.g., persons in MBA programs, education, social work, criminal justice, health professionals)
- multiple electronic resources for highly productive programs and researchers
- major e-resources in statistical data, datasets, audio, visuals, and other non-textual formats
- online substitutes for long runs of print journal backfiles, particularly for storage and space purposes
- online substitutes for resources in outmoded formats, such as networked CD-Roms

It is also necessary to monitor existing resources to ensure their continuing suitability over time. This activity is informed by the guidelines and principles above, as well as cost, usage, and other data drawn from the e-resource evaluation criteria.

E-resource Request Processing Procedures

Electronic Resources: New Purchase Requests
Revised 10/2007 - DRAFT

PRs for new e-resources are initiated through an online form at <http://www.lib.ku.edu/~staff/elecinfo/EIpurchase.shtml> which generates an email to elecres@ku.edu.

Angie Rathmel and Rachel Miller are primarily responsible for checking elecres daily for new requests, and for creating the initial SHER record. Gaele Gillespie and Carol Jeffries serve as back-ups.

SHER entry:

- If database, under the database title
- If ejournal, under the publisher name

First steps, who will handle:

- If a new license or license amendment is required, Rachel either handles directly or refers to Gail Underwood [see separate Licensing workflow document]
- If no licensing is required, Angie goes ahead and orders. Rachel alerts Angie to any special circumstances (e.g., connection with other product; consortial angle; if vendor needs to be someone other than database provider; shared payment complications).
- If the requested e-resource is in any way related to a pre-existing membership or package or group order, or any unusual complication involving pre-existing print orders, Angie/Rachel will consult with Gaele, and as needed Gaele will handle the order.
- Some e-resources Rachel will order herself after negotiating the license to avoid another hand-off.
- In general, ejournal requests are handled in the same way as any other new journal purchase request, except
 - License may be required
 - Vendor choice is affected by vendor of pre-existing orders for titles from the same publisher

Licensing

- Gail and Rachel are the license negotiators
- Rachel will evaluate incoming purchase/activation requests that require licenses, and decide whether to handle directly or refer to Gail. Since Gail works 50% for RLDC, the main criterion in the decision is whether Gail has time.
- The PR may come in with the license linked or attached. Sometimes all that's available online are end user terms and conditions and it is necessary to contact licensor to obtain an actual institutional license.
- Negotiator reviews and revises the license against KU guidelines
- Revised license is emailed to KU General Counsel (our assigned contact is currently Lisa Hoebelheinrich) for review
- Revised license incorporating any changes from KUGC is emailed to licensor

- Typically, licensor responds that they cannot accept all changes, and negotiations begin
- Gail and Rachel will discuss any unusual technical or business requirements and bring them to the attention of appropriate staff.
- Turnaround time expectations:
 - route the modified license to KUGC **within __ days** of the purchase request
 - route the KUGC-approved license to licensor within __ days of its return by KUGC
- Progress in license review/negotiation should be recorded in SHER license tracking section.
- Emails are maintained in the appropriate folder in elecres
- Once the negotiations are complete and agreement reached, the license is signed by KU's designated signatory, Mary Roach. Two originals are signed and FedEx'd to the licensor.
- At this point, it is usually OK to notify Angie or whoever to proceed with order and payment. In some cases, licensor will not allow order until license process is complete. In other cases, KU will want to make sure license is fully-executed before proceeding.
- Status of license continues to be monitored until an original final fully-executed license (signed both by us and them) is returned by licensor and filed in license files, in its own special RED folder. All relevant documentation is filed alongside.
- Elecres folder is moved to the public folders
- SHER is updated with license terms.

Ordering a database

Whoever is responsible for a particular database order will:

- enter the necessary information about the request into SHER as soon as possible.
- create a brief bibliographic record in Voyager for the title(s) requested (either "temp order record" to be overlaid with OCLC record, or "perm order record" when the product is a non-bibliographic entity)
- create the PO/Line Item
- confirm any missing information with the provider, e.g., price, simultaneous users, etc.
- place the order [turnaround expectation: order **within 2 days** of all info received?]
 - Send vendor: PO#, KU IP range, FTE if required, our understanding of the price (including whether 1-time or ongoing), billing address
 - If shared payment, consult with Lois/Rachel re billing requirements
- stay in touch with vendor until order has been confirmed, access activated, and a working access URL provided
- When access confirmed [timeframe expectation: within 1 day], send "ready to catalog" email to Margaret Wilson/Judith Emde, with
 - URL
 - Blurb and descriptors from EIPR
 - Number of simultaneous users

- BibId of temp/perm record linked to PO
- It is understood that the usual licensing terms apply (i.e., unlimited simultaneous users and access for Lawrence and Edwards) unless Rachel/Gail have provided information to the contrary.
- Update SHER with:
 - bib ID number and PO number
 - purchase order number, order date, and renewal date; access information including product URL; and vendor contact information
- Update Voyager with notes, e.g., re pricing structure, payments, etc.
- place in U:/ERWorkflow/Ejournal spreadsheets any list provided by vendors of e-journals included in packages

Cataloging a database

- **Margaret Wilson/Judith Emde** are responsible for database entries in the OPAC and Databases A-Z
- Margaret catalogs on Voyager/OCLC
- Margaret/Judith upload to Databases A-Z? or key entry?
- Judith notifies Jill of URL so that ezproxy config file can be updated (unless was already done at the stage of database trial)
- Update SHER
 - Make sure entry is same as in Databases A-Z
 - Add cataloging date
 - Update access URL in SHER if a different one is being used
- Judith notifies library staff that the resource is available, via an email message to kulib-l.
- Somebody is taking Judith's message and adding it to the Service Desk blog??

Database payments:

Primary responsibility for database resource payments belongs to Lois Bauer.

Database invoices generally arrive addressed to the Electronic Information billing address or via email to elecres@ku.edu.

Lois will evaluate the first invoice in consultation with order staff to make sure that

- Product is the correct product
- Billed amount and coverage is what we agreed on

Rachel is primarily responsible for monitoring funding info in incoming EIPRs and communicating appropriate when additional/different info is needed in the order or payment process.

- Sometimes the funding identified in the EIPR is not complete or correct.
- Resources under \$2000 normally go on Subject Fund EI subfund, above \$2000 on EIF – but there are exceptions
- When a new resource goes on the EIF, typically a new fund is created

- The money that goes into this new fund may need to be transferred from a subject fund, or from RDC Special Allocation funds, or a combination
- Often the first payment for a resource is a combination of 1-time and ongoing and the 1-time funding is different from the ongoing funding.
- The payment may need to be shared with another KU agency; grant or KUEA funds may be involved.

Ejournals

- Order same as any other journal
- Use POLI to record online access information
- Monitor status of order until activation has been confirmed
- Update SerialsSolutions profile from Not Tracked to Subscribed [if publisher not listed in SS, ask SS to add]
- Notify bibliographer that requested title is available in ejournal search
- Payment is handled same as for any other journal (Lois, Sarah)
- Under publisher entry in SHER, list the titles covered

Electronic Resources: Renewals
Revised September 2007 - DRAFT

Primary responsibility for e-resource renewals belongs to Lois Bauer.

E-resource renewal invoices generally arrive addressed to the Electronic Information billing address or via email to elecres@ku.edu.

These invoices are handled in the same way as other renewal invoices, to the extent possible. They are reviewed with the following questions in mind:

- Is coverage consistent with previous invoice's coverage? (E.g., if previous payment covered July 2002-June 2003, we'd consider it a problem for invoice in hand to cover Jan-Dec 2003.) If not, Lois will contact the vendor/publisher to find out why and to get corrected invoice.
- Is the billed amount reasonable (e.g., within 5-10% of previous billed amount)? If not, Lois will contact the vendor/publisher for clarification. If the large price increase is not a mistake, the steward will be notified (with a cc to Susanne Clement and elecres) and given a deadline for making a decision, based on renewal/payment due date and expiration date.
- Is the invoice for the correct product (e.g., web vs. CD-ROM), or does it offer new subscription options, or include additional titles besides those we've ordered, or unexpected additional charges? As needed, Lois will seek clarification from the vendor/publisher and/or refer the matter to the steward (with cc to Susanne and elecres) for a decision.
- Is the product under consideration for upgrade, migration, or cancellation? The steward or bibliographer is responsible for notifying Acq/Serials (usually email to Lois or Gaelle or Rachel) if any status change is being considered. Platform migrations and product upgrades are typically handled in elecres. However, the information must be added to the Voyager PO line item note to alert Lois and be taken into account in the renewal process. Upon arrival of the renewal notice/invoice Lois will communicate with the steward, with cc to Susanne and elecres, with a deadline for decision based on payment due date and subscription expiration date.

Some publishers/providers do not automatically send renewal notices or invoices. To avoid loss of access to their e-resources, "nudge" mechanisms have been created to help identify products that are due to expire and for which an invoice must be requested. If one of these products is noted in Voyager as being under consideration for cancellation, Lois will consult with the steward before requesting a renewal invoice.

Some renewals require additional steps:

- New license or license amendment may be required: referred to Rachel/Gail
- New FTE or other information required for calculation of the renewal price. The source of the data provided for previous renewals should be documented in SHER or Voyager. Questions are referred to Rachel/Gaelle.

- Signed renewal form required in order to generate invoice: Lois will sign. Exception: If the document makes reference to licensing terms, refer to Rachel/Gail.
- If funding for a product is shared with another KU agency, with consortial partners, or requires an increased Endowment fund allocation, Lois will consult appropriately before making the renewal payment.



E-Resource Ordering

Prior to ordering an E-Resource product, the initiating selector should arrange for a test of the product. There are certain things that have to be done regarding tests. The procedure is outlined below:

1. Notify your Collection Development Group Leader, the Electronic Resources and Copyright Librarian, and the Collection Development Council. See if they are aware of any consortia negotiations currently under way regarding this product.
2. Discuss any problematic license provisions with them, and also notify them of the conditions of the test. If the test requires that a license of any sort be signed, that has to be treated as a contract and approved by the University Purchasing Office. Yes, this is true even if it is a test and even if it is free.
3. If this is not a web-based product, you will also need to meet with the appropriate people in DLT and I-Tech to explore and finalize the technical aspects of implementation. Probably the easiest way to contact them would be to send a [Help Ticket](#) (Intranet).
4. Notify Deb Richner of the test and request that the test information be posted on the Test Databases. If the product is not web-based, it may not be possible to make it available on the Test Databases page. Specify a deadline for when the test information should be posted on the Web site. Provide the following information:
 - Name and URL of the product
 - Product description
 - Any restrictions on who can participate in the test
 - Relevant passwords, user ID's and other login information
 - Contact information so selectors can send comments or request additional information
 - Deadline for the end of the test
5. Send a message to All Selectors distribution list notifying them of the test. Request feedback by a specific date.

Acquiring an Electronic Product

Once a product test is over, the appropriate selector should evaluate the results. If they are favorable, the selector should contact the [Electronic Resources and Copyright Librarian](#), who, depending on the circumstances, may do the negotiating or may also delegate at least part of that task to the selector. If a product provides access to individual monographic or serial titles, the vendor should be consulted about the availability of MARC records that can be loaded into The CAT to facilitate access to the resource.

If the negotiations end satisfactorily, a copy of the license (with any changes noted), final price, and name of a contact at the vendor should be forwarded to [Becky Albitz](#), the Electronic Resources and Copyright Librarian, for approval. If approved, this documentation will be initiated and forwarded to [Jaime Jamison](#), Electronic Resources Specialist. Jaime will work with Heather Benner to verify funding. These individuals will work with the Libraries' Budget Office and the University Purchasing Office to finish any final negotiations and get the order processed.

The Electronic Resources Specialist will notify the selector when the URL has been activated. In cases where sets of MARC records are supplied as part of the purchase, the Bibload Working Group will be notified to initiate the loading of the records into The CAT. Cataloging will also be notified so that the appropriate collection-level bibliographic record can be added to The CAT. Once a selector has the URL, she/he should complete the [E-Resource New Database Request Form](#) so the database can be added to the E-Resource List (A-Z). A notice should also be sent out via email to [all selectors](#) notifying them that access is available. The information on the agreement will be made available via [ERLIC2](#) the Electronic Resources License Information Center.

Decision Process Checklists/Forms

Electronic Resource Request/Review Form

[<<- Back to Review Form List](#)

[Submit Final Review to ERRB](#)

I. Resource Title Created on:

Form Status: New Form / Not Yet Submitted

Review Submitted By:

Form Type: New Request Form Renewal Review Form CD-ROM Request Form
 Vendor/Interface Change Cancellation

Reviewed/Requested Title:

Title: *** Required Field

Subscription Expiration Date:

Fee/Payment Due Date: (if applicable)

II. How to Access Resource

Access Method: Web CD-ROM Locally Mounted Data Other

Resource URL:

Additional Access Notes:

III. Resource Description / MetaQuest Info

Update / Add to MetaQuest?: Yes No

Full Text Resource?: Complete Full Text Partial Full Text No Full Text

Date Coverage:

Resource Description:
(Description will display in MetaQuest and on the Library Online Databases Web Page)

MetaQuest Subjects:
(The resource will display under these subjects in MetaQuest and on the Library Online Databases Web Page)

<input type="checkbox"/> Archives	<input type="checkbox"/> African and African Diaspora Studies
<input type="checkbox"/> Art & Architecture	<input type="checkbox"/> Asian Studies
<input type="checkbox"/> Biography	<input type="checkbox"/> Biology
<input type="checkbox"/> Business and Management	<input type="checkbox"/> Chemistry
<input type="checkbox"/> Classical Studies	<input type="checkbox"/> Communication
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Data/Statistics
<input type="checkbox"/> Dictionaries	<input type="checkbox"/> Economics
<input type="checkbox"/> Education	<input type="checkbox"/> Encyclopedias
<input type="checkbox"/> Film	<input type="checkbox"/> Gender Studies
<input type="checkbox"/> General Reference	<input type="checkbox"/> Geology

BOSTON COLLEGE
Electronic Resource Request/Review Form

- German Language and Literature
- Interdisciplinary
- Islamic Civilization and Societies
- Language and Literature
- Law
- Library Science
- Mathematics
- News
- Philosophy
- Political Science and Government
- Reviews
- Slavic Language and Literatures
- Sociology and Anthropology
- Theology
- History
- Irish Studies
- Language and Literature in English
- Latin American Studies
- Library Catalogs
- Linguistics
- Music
- Nursing and Health Sciences
- Physics
- Psychology
- Romance Language and Literatures
- Social Work
- Theater and Dance

IV. Publisher/Vendor Info

Publisher:
if not in list above, **New Publisher:**

Publisher URL:

Customer Support Contact:

Customer Support Phone:

Customer Support e-Mail:

Tech Support Contact:

Tech Support Phone:

Tech Support e-Mail:

Vendor:
(Who we pay, if different from publisher)
if not in list above, **New Vendor:**

V. Business Terms

Expected Cost:
(explain, if necessary)

How will Resource be Funded?:

Is a License Required?: ***
 Yes No ***If this is a new request, please forward a copy of the license to bceaccess@bc.edu.

Pricing Model:
(How do we pay?)

Perpetual Access Rights?: Yes No

Perpetual Access Note:

Consortial Agreement?: Yes No

No. Simultaneous Users: *** ***Leave blank if there is no user limit

BOSTON COLLEGE
Electronic Resource Request/Review Form

Details of Pricing & Business Terms:

(Include info on print vs. electronic, bundled costs, and long-term costs)

VI. Use and Duplication

Save Form

User Groups:

- Undergraduate Graduate Faculty Staff

Does Resource Duplicate Content Found in Other Resources at BC?:

- No Yes (explain below)

Why Acquire if Resource Duplicates Content?:

(e.g. Provides easier access to content;
More timely than other sources;
Broader coverage, etc...)

Are Other Resources with Similar Content Available?:

- No Yes

If yes, have you reviewed them?:

- No Yes (explain below)

List Other Similar Resources and Why You Did Not Choose Them:

List Other Vendors of this Resource and Why You Did Not Choose Them:

Features of this Resource:

- Save Options - Available and Easy to Use
 E-Mail Options - Available and Easy to Use
 Print Options - Available and Easy to Use
 Alerts Feature Available
 Save Search History Feature Available

The BIG Picture - How does this resource relate in importance to other resources at BC?:

If Resource Duplicates Content in Other BC Resources, Should Any Be Canceled?:

- No Yes (explain below)

Resources to Be Canceled: (if any)

***Include Aleph System # of item to be cancelled

Any Cancellation Restrictions?:

Such as print tied to microfiche;
print tied to online version, etc.

- Yes No

Explain Cancellation Restrictions:

If Print Cancelled, Retain Backfiles?:

- Yes No

What Backfile Years Should Be Kept?:

Shelve Backfiles in Following Location:

- O'Neill Stacks O'Neill Reference Off-Site Collection Other

BOSTON COLLEGE
Electronic Resource Request/Review Form

VII. Compatibility with Local Systems

Save Form

Does this Resource have Components that Require Cataloging? No Yes (explain below)

Cataloging Note:

Are MARC Records Available?

No Yes (explain any costs below)

If Yes, Have MARC Records Been Reviewed by Cataloging?:

No Yes

MARC Record Costs / Other Notes:

SFX Source: Is Resource OpenURL Aware?:

No (explain below) Yes

More info on SFX Sources is at http://www.exlibrisgroup.com/sfx_sources.htm

SFX Target: Does Resource Provide Services (Such as Full Text or Holdings Information) that We Should Link to from the FindIt (SFX) Menu?:

No (explain below) Yes

More info on SFX Targets is at http://www.exlibrisgroup.com/sfx_targets.htm

OpenURL Compliance Note:

Is Resource Searchable in MetaQuest Using Z39.50, HTTP or Other Protocols? (explain below)

No Yes

MetaQuest/Z30.50 Search Notes:

Does Resource Work with RefWorks?:

No Yes

See <http://www.refworks.com/refworks/importdb.asp>

Does Resource Work with EndNote?:

No Yes

See <http://www.bc.edu/libraries/services/ref-instruc/s-endnote/>

VIII. Usage Statistics

Save Form

Are Usage Stats Available?:

Yes No

Usage Stats Delivery Method:

E-Mail Online Snail Mail

Usage Stats Format:

ASCII Text Comma-Separated Values Excel HTML
 PDF Tab-Delimited Text Other

Usage Stats Frequency:

Usage Stats Online Location:

URL, FTP, or File Path

Usage Stats Notes:

a.) Does Vendor Adhere to the COUNTER Code of Practice?
b.) If statistics are not available, explain vendor's stated reason.

IX. Vendor / EZProxy Statistics

Save Form

Enter a year's worth of **monthly vendor statistics**. Begin by selecting a starting and ending month and year. Then, enter monthly counts for each category in the text boxes below. **Month1:** represents the starting month you select, and **Month12:** represents the ending month you select. (e.g. if you select "March" as your starting month and "February" as your ending month, you should enter statistics for March next to the

BOSTON COLLEGE
Electronic Resource Request/Review Form

Month1: label in each box. Statistics for April should be entered next to the **Month2:** label, and so on). Do not enter statistics for more than a 12 month period. Please Note: Each statistics field is a free text field. If you do not have statistics for each month, you can delete the month labels and enter the statistics in any way you require.

Statistics Start Month:
Statistics Start Year:
Statistics End Month:
Statistics End Year:

Session Count: # of logins or sessions	Search Count: # of searches	View Count: # of on-screen displays of articles	Retrieval Count: # of results saved, printed or e-mailed	Turnaway Count: # of rejected connection attempts	EZ Proxy Count: # hits on BC ezProxy server
Month1:	Month1:	Month1:	Month1:	Month1:	Month1:
Month2:	Month2:	Month2:	Month2:	Month2:	Month2:
Month3:	Month3:	Month3:	Month3:	Month3:	Month3:
Month4:	Month4:	Month4:	Month4:	Month4:	Month4:
Month5:	Month5:	Month5:	Month5:	Month5:	Month5:
Month6:	Month6:	Month6:	Month6:	Month6:	Month6:
Month7:	Month7:	Month7:	Month7:	Month7:	Month7:
Month8:	Month8:	Month8:	Month8:	Month8:	Month8:
Month9:	Month9:	Month9:	Month9:	Month9:	Month9:
Month10:	Month10:	Month10:	Month10:	Month10:	Month10:
Month11:	Month11:	Month11:	Month11:	Month11:	Month11:
Month12:	Month12:	Month12:	Month12:	Month12:	Month12:

X. Other Considerations

Feedback:
Summarize any feedback you have received from faculty, students, staff, public trials, reference interactions, etc.

Other Considerations:
List any additional factors that should be considered.

[| METAQUEST ADMIN](#) | [METAQUEST PUBLIC](#) | [ONLINE DATABASES](#) |
[| SFX ADMIN](#) | [OpenURL GENERATOR](#) | [CITATION LINKER](#) | [QUEST](#) | [UTILITIES/REPORTS](#)

BYU Harold B. Lee Library

Requests Home Make a Request Approved Resources Requested Resources Login

My Account / Renew Materials My Library eShelf

Biannual Request for New Resources

All requests will be considered during the next cycle which is currently scheduled for **October 2010**.

The deadline for submissions is **September 17, 2010**.

While filling out this form please keep the following in mind:

- Example Field indicates a required field.
- The information you enter into this form will be used in the spreadsheet sent to the library.
- A page with information about our FTE and IP ranges is [available on the intranet](#).

Basic Information

Resource Name:

Pricing Information (For BYU Only)

Ongoing Fee(s): \$

One-time Fee(s): \$

Cancellation Money to be Applied: \$

Total New Money Requested: \$

CCLA Pricing Information

Additional Price to Add BYU-Idaho, BYU-Hawaii and LDS Business College: \$

1 Resource Description:

1 Format:

- Online
- CD-ROM
- Print
- Microform
- Other

Please Explain if Other Format:

Number of Simultaneous Users (if it is an electronic resource):

1 Rationale for Purchase:

Vendor Information

Vendor:

Contact Name:

Contact Email:

Contact Phone:

Sponsor Information

Sponsor:

Co-sponsor(s):

Other Information

URL:

Other Information (including availability of MARC records):

Electronic Resource:

Authorized Users Definition

Fair Use Clause Indicator

Present Absent

Citation Requirement Detail

Digitally Copy

Permitted (Explicit) Permitted (Interpreted)
 Prohibited (Explicit) Prohibited (Interpreted)
 Silent (Uninterpreted) Not Applicable

Digitally Copy Term Note

Print Copy

Permitted (Explicit) Permitted (Interpreted)
 Prohibited (Explicit) Prohibited (Interpreted)
 Silent (Uninterpreted) Not Applicable

Print Copy Term Note

Scholarly Sharing

Permitted (Explicit) Permitted (Interpreted)
 Prohibited (Explicit) Prohibited (Interpreted)
 Silent (Uninterpreted) Not Applicable

Interlibrary Loan Print or Fax

Permitted (Explicit) Permitted (Interpreted)
 Prohibited (Explicit) Prohibited (Interpreted)
 Silent (Uninterpreted) Not Applicable

Interlibrary Loan Secure Electronic Transmission

Permitted (Explicit) Permitted (Interpreted)
 Prohibited (Explicit) Prohibited (Interpreted)
 Silent (Uninterpreted) Not Applicable

Interlibrary Loan Electronic

Permitted (Explicit) Permitted (Interpreted)
 Prohibited (Explicit) Prohibited (Interpreted)
 Silent (Uninterpreted) Not Applicable

Interlibrary Loan Term Note

Course Reserve Print

Permitted (Explicit) Permitted (Interpreted)
 Prohibited (Explicit) Prohibited (Interpreted)
 Silent (Uninterpreted) Not Applicable

Course Reserve Electronic

Permitted (Explicit) Permitted (Interpreted)
 Prohibited (Explicit) Prohibited (Interpreted)
 Silent (Uninterpreted) Not Applicable

Course Reserve Term Note	_____		

Electronic Link	<input type="checkbox"/> Permitted (Explicit)	<input type="checkbox"/> Permitted (Interpreted)	
	<input type="checkbox"/> Prohibited (Explicit)	<input type="checkbox"/> Prohibited (Interpreted)	
	<input type="checkbox"/> Silent (Uninterpreted)	<input type="checkbox"/> Not Applicable	
Course Pack Print	<input type="checkbox"/> Permitted (Explicit)	<input type="checkbox"/> Permitted (Interpreted)	
	<input type="checkbox"/> Prohibited (Explicit)	<input type="checkbox"/> Prohibited (Interpreted)	
	<input type="checkbox"/> Silent (Uninterpreted)	<input type="checkbox"/> Not Applicable	
Course Pack Electronic	<input type="checkbox"/> Permitted (Explicit)	<input type="checkbox"/> Permitted (Interpreted)	
	<input type="checkbox"/> Prohibited (Explicit)	<input type="checkbox"/> Prohibited (Interpreted)	
	<input type="checkbox"/> Silent (Uninterpreted)	<input type="checkbox"/> Not Applicable	
Course Pack Term Note	_____		

Remote Access	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Concurrent User (enter a number)	_____		
Concurrent User Note	_____		

Other Use Restriction Note	_____		

Perpetual Access Right	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Undertermined
Perpetual Access Holdings (ANSI/NISO Z39.71)	_____		
Perpetual Access Note	_____		

Archiving Right	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Undertermined
Archiving Format	<input type="checkbox"/> Remote	<input type="checkbox"/> CD-ROM	
	<input type="checkbox"/> Tape	<input type="checkbox"/> Unspecified	
Archiving Note	_____		

Confidentiality of User Information Indicator	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

The deadline for submitting database evaluations was September 1st.

Electronic Resource Evaluation Form

Contact **Jared Howland** (422-3416) for questions.

While filling out this form please keep the following in mind:

- Fields marked as follows are required fields: ⓘ Example Field. If you do not have information to fill in the required field, please wait to fill out the form until you have it.
- Clicking on the information icon (ⓘ) will open a new window with more information about a particular field.

Basic Information

ⓘ Resource Name:

ⓘ Your Name:

ⓘ Are you the sponsor/co-sponsor?:

- Yes
 No

Evaluation Information

ⓘ Access: ⓘ

- Very accessible
 Somewhat accessible
 Not very accessible

ⓘ Cost-effectiveness: ⓘ

- Very cost-effective
 Somewhat cost-effective
 Not very cost-effective

ⓘ Breadth/audience: ⓘ

- Very broad audience
 Somewhat broad audience
 Narrow audience

ⓘ Uniqueness: ⓘ

- Unique
 Somewhat unique
 Not unique

Recommendation

ⓘ Your Recommendation:

Contact **Jared Howland** (422-3416) for questions.

Thursday, May 27, 2010

519 Submission Request Form v.3.2 (February 2010)

Cornell University Library, Database Review Committee

Please fill out and return this form and send it with a one-page letter of justification via email to bb75@cornell.edu (Baseema KrKoska, DRC Chair)

Please cite your source (url, etc.) of information whenever possible.

1. Name of Submitter:
2. Names of Other Selectors Supporting the Submission:
3. Emails of Submitter and Supporting :
4. Date of Submission:
5. Item Identification:
 - a) Title:
 - b) URL for information about this title:
 - c) Voyager ID (if available):
 - d) Publisher of this title:
 - e) Vendor (if different from Publisher):
 - f) Name of Consortium, if consortial purchase:
 - g) Other:
6. Trial Information:
 - a) URL for trial site:
 - b) Start and end date of trial:
 - c) Username and password for trial:
7. Coverage of Content:
 - a) Dates covered:
 - b) Frequency of update:
 - c) Titles of serial publications covered (if possible link to title list):
 - d) Types of monographic titles indexed (e.g. proceedings vs. textbooks)(if possible provide link to title list)
 - e) Other contents:
8. Type of Content (Check all that apply)
 - a. Full text/Full image
 - b. Abstracts
 - c. Indexing
 - d. Bibliographic

- e. _ Numeric/statistical
- f. _ Other, Define:
 - i. Portion (%) of Contents Covered:
 - ii. Type of Contents Covered (e.g. articles, book reviews):

9. Cost of Title:

- a) Annual Subscription:
- b) One-time costs (if any, eg .startup fee, backfile, etc.):
- c) Other costs (e.g., additional simultaneous users):
- d) How many simultaneous users are included in this price?
- e) Do we need to maintain other subscriptions to get this price?
- f) Will other funds be sharing the cost: (please list fund(s) and division of costs dollars ,%):

10. Subscription/Licensing Details

- a) URL or vendor contact for License:
- b) Will we own the data or lease it?

11. Equivalent or Similar Resources

- a) Does CUL have access to similar or equivalent titles? Compare and contrast these resources.
- b) What existing resource(s) could be canceled (any format) if we subscribed to this proposed new resource?

12. User Access/Restrictions

- a) Available to all Cornell IP addresses (Med School, Geneva, etc)?

13. Use Statistics

- a) Are statistics available? Please provide a sample if available.

14. User Interface

- a) Web interface?
- b) Special plug-in required?
- c) Proprietary client?
- d) Other, please describe:

15. Functionality

- a) Saving/output options (Download, email, print, EndNote, etc.):
- b) Describe searching capabilities (Keyword, fulltext, etc.)
- c) Hyper-linked references?
- d) Additional comments:

16. Cataloging Issues

- a) Analytics available?
- b) Link to holdings?

Last update, 15 February 2010 [BBK]

ER1: Electronic Serials Order Form		Is this is a time-sensitive offer? <input type="checkbox"/>
<i>Send completed form to: Janet Arcand, 204 Technical Services</i>		Deadline Date:
<i>Use for paid subscriptions, including index databases, which require access restrictions, registration, licensing, trial period, or any other acquisitions-related activities.</i>		Reason:
Date:		
Title:		
URL:		
Producer:		
Vendor Contact:		
Vendor's Address:		
Price:	Check all that apply:	
ISSN:	<input type="checkbox"/> New Subscription (desired starting date:)	
Subject Code:	<input type="checkbox"/> Trial Subscription (time period:)	
Subject Librarian:	<input type="checkbox"/> Expands access to existing title:	
Holdings/Time Coverage:		

Funding

- Serials
- Monographic
- Foundation/Gift
- Upfront cost – Mono, amount \$ _____
- Annual access fee - Serial, amount \$ _____
- Other (specify) _____

Range of Users

- Maximum number of users: _____
- Site license

Cataloging of individual titles in product

- Desired, see attached ER1 Supplement Form

Web Placement Issues

- Add to Web pages. List pages desired: _____

Physical Site Limitation

- Specify: _____

Banner page

- Desired; include description:

Other

If you intend to replace a previous format/platform of this title, you must attach a goldenrod Serials Department Location/Holdings Change Form (LHCF).

Please forward this form with all publisher-supplied information you have (flyers, letters, information from vendor representative, etc.) to: **Janet Arcand, 204 Parks Library.**

Information Technology Division Use

- Technical check. Areas of concern:

ER3: ADDITIONAL Format Notification		Technical Services Tracking	
<i>Return completed form to: Janet Arcand, 204 Tech Services</i>		Received Acquisitions	/ /
<i>Use this form when an existing print serial is now also available on the Web. If obtaining this access requires extra funding, use ER1 form; ER3 is only used if current print subscription entitles us to online access.</i>		Received IT	/ /
Is this is a time-sensitive offer? <input type="checkbox"/>		Acquisitions Activates	/ /
Deadline Date:		Notify Bibliographer	/ /
Reason:		Proxy Work Done	/ /
From:		Received Cataloging	/ /
Title:		Cataloged	/ /
URL:		Date:	/ /
Horizon Record Num:			

Range of Users

- Maximum number of users: _____
- Site license

Banner page

- Desired; include description:

Web Placement Issues

- Add to Web pages. List pages desired: _____

Other

Physical Site Limitation

- Specify: _____

Acquisitions Use

- Licence or access check
- Issues:

Information Technology Division Use

- Technical check
- Issues:

Revised 12/2007 ver2.01

Collection Development: Database Evaluation Form

Add a report

NOTE - Please fill out all fields marked with *. If any required fields are not filled in, you will get an error message. If you are using Internet Explorer, using the BACK button may erase your data.

Resource Title: Avery index to architectural periodicals [electronic resource].

Data Updated: 2/12/2010

Steward: Craig, Susan

Subscription Expiration Information: 2010-06-30; to cancel, notify elecres@ku.edu by 2010-03-30

Full Text Journals Covered: No Details

PO Number: 98-00414-01-EI

Platform/Provider Information

Current Platform/Provider: ProQuest

To request a quote for alternate platforms or providers, please use the [EIPR form](#).

* Are there alternate vendors for this product?

Yes

No

Please explain:

* Is there an alternative product or products?

Yes

No

Please explain:

***Information provided to users:**

If the database description in KU's Information Gateway is not current, and/or the assigned subject headings are not appropriate (see [Jupiter](#)), indicate the date when you requested the update. Requests can be made through the [EIPR form](#)(link opens a new window).

Usage and Pricing Information

Simultaneous Users Information: No Details

Use patterns

Include searches and sessions, and full-text article requests where applicable. Usage data accessible on Information for Subject Specialists web site under [Electronic Resources Usage Reports](#).

If there is no usage data available for a category, please enter "n/a".

***Please note that where there are unlimited simultaneous users, turnaway data may not be collected.

* Usage Data	Searches (Queries)	Sessions (Logins)	Full-Text Article Requests	Turnaways
Last Year (FY08)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Current Year (FY09)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Price (from CPH report)

- FY05: \$1,935.00
- FY06: \$2,037.00
- FY07: \$2,140.00

- FY08: \$2,247.00
- FY09: \$2,360.00
- FY10: \$0.00

* Cost per use	Searches	Sessions	Full-Text Article Requests
Last Year (FY09)	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Current Year (FY10)	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>

Renewal Information

*** Do you recommend renewing this resource?**

- Yes
 No

Please explain:

Additional Comments

Do you have any additional comments about this resource or report (optional)?

Evaluation of the new Database Evaluation form

This form was easy to use:

- Strongly disagree Disagree Neutral Agree Strongly Agree

The questions were presented clearly and in a logical manner:

- Strongly disagree Disagree Neutral Agree Strongly Agree

Please share with RDC any comments or suggestions you have for improving this form:

* Please provide your email address:

Click the submit button to submit your report to RDC.

You will be able to print a copy of this report for your records on the next page.

[Back to Information for Bibliographers](#)

Contact *Monica Claassen-Wilson* libcolldev@ku.edu with questions or problems.

Last modified July 21, 2009.

[Contact Us](#)

KU Libraries

A Division of Information Services

Lawrence, Kansas 66045

(785) 864-8983

[↑ top](#)

New Database Request Form

Page 1 of 1



New Database Request Form

Your Name:

Your Email Address:

Database Name to be Displayed:

Add parenthetical qualifier if needed

URL:

For Remote Access... Penn State users only? Yes No

Are there Limits on Number of Users? Yes If yes, how many?

No

Database Description: (Text to be used in further information about the database.)

E-journal (packages only)

Electronic book (packages only)

Encyclopedia (packages only)

Index

Images

Library

Museum

Newspaper

Search engine

Subject gateway (all other)

Subject Area for multisearch (Only if you are the specialist for that area.):

Agriculture + Biology

Area + Cultural Studies

Arts, Architecture + Music

Business + Economics

Communications

Education

E-RESOURCE PROPOSAL TEMPLATE

RESOURCE NAME:

SUBMITTED BY:

DATE:

RESOURCE TYPE: [e.g. A&I / full-text / dataset / audio-visual / images / other]

VENDOR:

INTERFACE:

PURCHASE TYPE: [e.g. one-time purchase / annual subscription]

PRICE:

RESOURCE DESCRIPTION:

Content & Coverage

Functionality

Relevance to Collection

Peer Institution/Program Analysis.

AUDIENCE SERVED BY RESOURCE:

DATABASE TRIAL AND SUBSCRIPTION REQUEST

Requests from patrons must be adopted by a library employee who agrees to be its champion.

By filling this form in completely you will have gathered enough information about the database that you can make a sound recommendation about its value. You are agreeing to be the champion of this database which means selling it both to the Database and Serials Evaluation Team and, if purchased, to users. DASET believes promotion is a key factor in database use.

Trials take time and effort to set up. We start them when this form is complete and if there is a reasonable chance the database will prove useful and affordable.

Process:

- Champion fills out top of form and notifies Electronic Format Coordinator. The Champion may add additional information during and after the trial.
- Electronic Formats Coordinator gets exact price, statistics availability and trial dates from vendor. Electronic Formats Coordinator adds data to electronic form and notifies champion and Coordinator of Selectors..
- Champion collects input from trial and asks Coordinator of Selectors for an appointment with DASET to advocate purchase. If trial was not a success, the request can be withdrawn.
- Champion and EFC come to meeting where DASET decides on purchase and fills out bottom of form. Approved subscriptions can usually be started fairly promptly.
- Database will be reviewed after a two year probation to judge its success. Databases which supply usable statistics will be favored over those without.

To be filled out by champion.

Name of database

Publisher's URL

Name of champion (may be more than one library employee)

What are the unique attributes of this database which make it worthwhile?

What overlap in content or function is there with existing resources?

Identify specific faculty or other key users who will evaluate database during trial

Specific classes and campus projects known to benefit from this database

Other potential users

How will the champion promote this resource during the trial and after purchase?

Other comments

To be filled out by Electronic Resources Coordinator
Cost

Usage statistics availability

Trial dates

Unusual technical requirements

Other comments

To be filled out by DASET
Date of champion's presentation to DASET

DASET decision and date

DASET comments on decision

UNIVERSITY OF UTAH
Serials Request Form

Please copy, fill out, save as "Serials Request JournalTitle", and email to Barbara Cox.

Title:

ISSN:

Format (DASET will order online if such exists, unless there is a compelling reason not to):

Cost:

Publisher:

URL:

Pubcontact (list address/email for non-major publishers):

Indexed:

Backrun needed?:

Backrun format:

Backrun fund (backruns bought from your firm order budget):

Location (if not Currents/ARC):

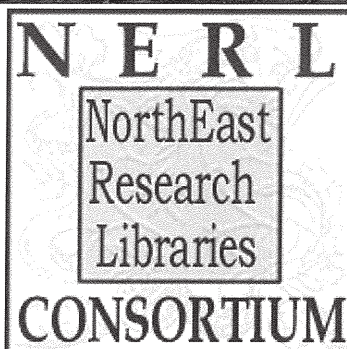
Academic departments served:

Holdings at other libraries (UALC, Worldcat total):

Other info (your chance to further convince DASET on why this should be bought. DASET appreciates information about how this specifically serves current research and teaching):

Name:

Consortia Selectors



NERL
130 Wall Street
PO Box 208240
New Haven, CT 06520
Phone: (203) 432-1764
Fax: (203) 432-7231
Email: nerl@yale.edu

The **NorthEast Research Libraries consortium (NERL)** core membership comprises 27 academic research libraries with the common objectives of access and cost containment, joint licensing, and possible joint deployment of electronic resources. NERL offers a forum in which members can share information about management and budgeting for electronic resources. NERL focuses primarily on expensive resources. NERL's work is accomplished by a staff of 2, with volunteer help from its core member libraries.



Contact NERL:

Ann Okerson
NERL Coordinator
ann.okerson@yale.edu


Joan Emmet
Program Support Librarian
(203) 432-2897
joan.emmet@yale.edu
[M, W, Th: 7:30am-4pm
T: 7:30am-6pm, F: 9am-1pm]

Elena Sokol
NERL Financial Asst.
(203) 432-6738
elena.sokol@yale.edu

 [Members](#)  [Affiliates](#)

 [Student FTE](#)  [IP Addresses](#)
[Member FTE](#) [Member IP](#)
[Affiliate FTE](#) [Affiliate IP](#)

 [Letter of Introduction to Vendors](#)

 [NERL License & Licensing Guidelines](#)
(License updated 02/01/2008--
Transfer Language added)

[E-Journal Principles](#)

[2009 NERL Budget Letter to Vendors](#)

 [ICOLC](#)  [Liblicense](#)

Last Modified:



Governance and Committees

- **Library Advisory Council:** Reviews and approves all policies for carrying out the OhioLINK program as proposed by the four standing committees. Discusses and approves major funding measures. Participates in strategic planning. Consists of library directors from all public universities (including two private universities), and representatives from independent and two year colleges.
- **Technical Advisory Council:** Reviews strategic directions for OhioLINK. Makes recommendations to OhioLINK central as well as to participating campuses in regards to technical impacts of the OhioLINK program. Consists of computing directors, networking engineers, and library systems librarians.
- **Lead Implementors:** Overall responsibility for maintaining OhioLINK policies and procedures on local Innovative systems. Meet to share information and to participate in ongoing training opportunities. Consists of library systems librarians.
- **Cooperative Information Resources Management Committee:** Explores and makes recommendations to the Library Advisory Council on new databases and publishers that OhioLINK should consider acquiring. Focuses on cooperative resource management issues and recommends new policies and procedures. Consists of collection development and acquisitions librarians.
- **Database Management and Standards Committee:** Maintains quality standards for the central catalog. Creates policies and procedures concerning all metadata for all members to follow. Consists of cataloging librarians.
- **Digital Resources Management Committee:** Facilitates cooperation in the creation and sharing of digital collections by developing a community of digitization practioners to share expertise and resources. Membership is weighted towards library staff with hands-on digitization experience.
- **Intercampus Services Committee:** Recommends policies and procedures for statewide resource sharing. Coordinates operations among local sites and between local/central site. Oversees document delivery systems. Consists of circulation and interlibrary-loan librarians.
- **User Services Committee:** Provides development input for all user interfaces developed or maintained by OhioLINK. Reviews systems and recommends enhancements. Organizes and provides training for both OhioLINK and vendor-based systems. Participates in promotional efforts. Consists of public service librarians.

Prior to 2009

- **Governing Board:** Provides overall governance for the OhioLINK program. Approves budgets and provides strategic direction. Consists of university and college provosts and other OhioLINK participants as appointed.

[Roster](#)

[Meeting Schedule](#)

OCUL

Ontario Council of
University Libraries

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OCUL Collections Subcommittee

Terms of Reference:

The role of the OCUL Collections Subcommittee is:

- to aid the OCUL Projects Officer in vetting and evaluating vendor product proposals on behalf of the OCUL IR group;
- to meet with vendors and assist with vendor negotiations, when appropriate;
- to recommend to the OCUL Projects Officer proposals to be presented to the OCUL IR group.

Membership:

Minimum of three librarians, chosen from the member libraries. The candidates should represent diverse libraries based on size and academic programs.

Faye Abrams, OCUL
Caitlin Tillman, Toronto
Louise Wuorinen, Lakehead
Jane Phillips, Queen's

Appointment Process:

Members will be chosen by the OCUL IR group and report to the OCUL Projects Officer.

Term:

Subcommittee members should serve three years on a rotating basis so that the collective memory is preserved.

Chair:

The OCUL Projects Officer chairs this subcommittee.

Meetings:

Meeting are at the call of the Chair and may be by phone or in person.

Communication:

The subcommittee will normally communicate by email and/or phone.

[Directors](#) | [Admin Login](#) | [VDX Group Login](#) | [Selectors Login](#)

Comments and questions: faye.abrams@ocul.on.ca

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Group Name	OCUL IR: Ebooks Subcommittee
Mandate	The OCUL-IR Ebooks Committee was struck in recognition of the growing role played by eBooks in the academic marketplace and in OCUL consortial acquisitions strategies and issues. The committee, in collaboration with the Projects Officer, takes a leadership role in deliberations on Ebook collections that have a definite or potential interest to OCUL member schools. The committee also communicates with Ebook vendors or publishers to discuss, analyze, or clarify issues with respect to offers that have been made or could potentially be made. Shepherding an eBook offer from initial interest and proposal through to a final agreement, and handling the numerous and often complex questions and issues in between, is an important function of this committee. The committee provides direction in obtaining clarifications and improvements before an offer is deemed suitable to be sent to members for consideration.
Chair	
Membership	<ul style="list-style-type: none"> • Carol Mittlestead, UOIT • Carol Stephenson • Janice Adlington • Alain Lamothe • Tony G Horava, Ottawa • Warren Holder, Toronto • Faye Abrams, OCUL
Membership Term	
Current status	Active
Sub-group information	
Source of information	Provided by Faye Abrams on July 16, 2009 (discussion)

Library Selectors



May 27, 2010

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[Services and Projects](#)

[Information Gateways](#)

[Committees and Groups](#)

[News and Media](#)

[CDL Home](#) > [Committees and Groups](#) > [JSC](#)

Committees and Groups

[Joint Steering Committee on Shared Collections \(JSC\)](#)

Joint Steering Committee on Shared Collections (JSC)

The JSC develops principles and rationale for the California Digital Library's collection development and advises the CDL on sustainable budget and co-investment models for the University of California's shared digital collections. The JSC collaborates closely with the Collection Development Committee (CDC) to analyze and filter information on digital resources.

Committee Organization

[Committee Charge](#)

[Committee Members](#)

Current Activities

[CDL Licensing Work Plan \[password-protected\]](#)

[Campus Discount Program](#)

[Current Year Standard Shares \[XLS\]](#)

Meeting Notes

[JSC Meeting Notes: 2009 - 2010](#)

[JSC Meeting Notes Archive: Pre-2009](#)

Survey Reports

[JSC Surveys: Background & Process](#)

[JSC Survey Reports: 2009](#)

[JSC Survey Reports: Pre-2009](#)

Task Force Activities

[EBSCO-Gale Database Evaluation - Joint Task Force with CDC](#)

[East Asian Digital Resources Task Force](#)

[More ...](#)

Historical Documents

[CDL Licensing Work Plans](#)

[Past Negotiations](#)

Latest News

[SCP monthly cataloging update \(May 2010\)](#)

[Scripps Institution of Oceanography Library Finishes Digitization](#)

[CDL Users Council: You can view this year's sessions](#)

[More ...](#)

Related Resources

[CDL Licensing Work Plan \[password-protected\]](#)

Related Groups

- [Collection Development Committee \(CDC\)](#)
- [Bibliographer Group Chairs & Liaisons](#)

Last updated: March 02, 2010
Document owner: [Wendy Parfrey](#)



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 - Course Reserves
 - OhioLINK
 - Copyright@Case

[Home > Who We Are > Departments](#)

Electronic Resources

Earnestine Adeyemon, Electronic Resources Librarian
216-368-4248
earnestine.adeyemon@case.edu

Who We Are

The Electronic Resources Unit coordinates and supports the selection, licensing, access, and maintenance of electronic information sources including research databases, electronic journals, electronic books, and interactive reference tools. The unit also tracks and analyzes usage statistics, monitors current trends in access and resource management, and compiles reports for assessment and strategic planning. The goal of the unit is to provide the university community with consistent, convenient, and integrated access to online resources for research and learning.

Electronic Resources Licensing Group

Earnestine Adeyemon	Electronic Resources Librarian	216-368-4248	earnestine.adeyemon@case.edu
Reese, E. Call	Associate Director, Collections and Personnel	216-368-5291	evangelina.reese@case.edu
Thornton, Christopher	Head of Serials	216-368-6229	christopher.thornton@case.edu
McCafferty, Patrick	Library Business Manager	216-368-6559	patrick.mccafferty@case.edu
Poulos, Esq., Peter	University Counsel		

Procedures and Documentation

- [Guidelines for Submitting Requests to the Electronic Resources Licensing Group](#)
- [Procedure for Ordering Electronic Resources](#)
- [Electronic Resources Request Form](#)

Electronic Resources Links

- [Collection Management](#)
- [Kelvin Smith Library Statistics & Assessment](#)

Related Links

- [Electronic Resources](#)
- [Research Spotlight](#)

KSL News Blog

May 21, 2010
Gaming & Learning on Pac-Man's Anniversary
Look at the 30th anniversary of Pac-Man, featured today on the Google Pac-Man Doodle logo...

May 18, 2010
Summer Reading@KSL
Enjoy summer reading from KSL when you borrow foreign language magazines, audio books, nov...

May 6, 2010
Find Us on Facebook!
Get quick updates on things happening in KSL, or see what's coming up soon...KSL is on Fac...

Today's Desk Hours
9:00 AM to 8:30 PM
[More Hours](#)

Campus Network Not Connected
Please go to <http://vpnsetup.case.edu> to download Case VPN client.

ASKSL
START CHAT NOW

RSS Feeds

Who We Are FAQ
What and Where is Siegal?
[View All FAQs](#)

**The University of Connecticut Libraries
Collections Council**

Charge

The Collections Council operates as a Program Team within Library Research Services. Its principal role is to advise and support the work of the Collection Development Librarian to providing both operational leadership and strategic planning for the overall development and management of our collections and information resources in support of university teaching and research programs. The Council also makes selection and retention decisions for interdisciplinary databases, electronic reference tools and e-journal packages. Because this role extends beyond Library Research Services the Team Leader for Undergraduate Services and the Program Directory for the Regional Campuses Libraries have been added to the Council.

Members of the Council are expected to work as a management team not a representative body. Whether members are asked to make decisions, or offer advice and counsel to the Collection Development Librarian, the interest of the University of Connecticut Libraries and their users, needs to be everyone's fundamental point of reference. The Council reviews any significant changes to current practice in collection development or collection management and coordinates communication to liaisons, administrators, and the university community at large as appropriate. The Council handles the distribution of any new funds, authorized by the Collections Budget Team, to itself and the liaison subject teams. Similarly the Council advises the Collection Development Librarian on budget strategy and helps implement reductions to our existing commitments when these are necessary. Members of the Council will also be expected to assist the Collection Development Librarian, directly or by delegation, with the data gathering, data presentation and data analysis activities that enable both the Council and individual liaison librarians to make better informed selection and retention decisions.

Communication

The Collections Council works in coordination with

- the Collections Budget Team through which Director's Council exercises direct oversight over key resource allocation decisions, such as the size of e-resource budget, the collection support budget and the monographic budget
- the Team Leader for Acquisitions, Financial Services and Statistics to ensure timely communication concerning licensing, renewals and available measures of usage and user behavior;
- designated representatives from the UConn Law School and UConn Health Center to ensure that their interests and shared purchase commitments are fully considered in our licensing, selection and cancellation decisions;
- members of the Undergraduate Team in Access Services and Liaisons at the Regional Campus libraries and within our Research Services Area to ensure effective use and promotion of our electronic products;
- appropriate individuals on the Resource Access Team to ensure the accurate updating of our eJournal Locator and Research Database Locator and to raise the Council's awareness of questions raised by staff and public users about our electronic services;
- the Chair of the User Team to ensure continuous input from all measures of user behavior into our resource allocation decisions.

The team is responsible for keeping library staff apprised of its deliberations and decisions and for building system-wide consensus on and commitment to all major initiatives undertaken. While most meetings are expected to be open to all interested staff, the Chair may request that specific discussions be closed.

Team Composition/Selection

The Team will have 6 continuing members:

- **Collection Development Librarian (Team Leader)**
- **Science Team Leader**
- **Social Sciences Team Leader**
- **Arts and Humanities Team Leader**
- **Regional Campus Libraries Program Area Director**
- **Undergraduate Education Team Leader**

Representatives from UConn's Law Library and Health Center Library will be invited to all meetings and receive all pertinent team correspondence. The Team Leader for Acquisitions, Financial Services and Statistics will also receive all pertinent team correspondence and act as a resource for the Council, attending occasional meetings at the request of the Chair.

The Collections Council's works in collaboration with the Director for Library Research Services. Issues that cannot be resolved within Library Research Services, will be carried forward to Director's Council by the Director for Library Research Services.

Term of Service

Membership on this team is expected to be a continuing appointment. If circumstances arise that prevent a designated member from serving, or a vacancy occurs, the individual or their supervisor should consult with the Team Leader and the Director for Library Research Services about the need for an interim appointment.

Team Leader

The Collection Development Librarian will serve as the permanent team leader for this cross-program team. While the work of the team is the responsibility of the team as a whole, the team leader is responsible for making sure the work of the team is done and for seeing that the following duties are carried out:

- meetings are scheduled
- meeting agendas are created and distributed
- meetings are run effectively and efficiently

- meeting decisions and action items are documented, archived, and made available to the Libraries' staff
- regular updates are sent to all staff to keep them informed of the team's work
- annual goals are established and reviewed on a regular basis
- appropriate data is gathered and distributed in advance of decisions
- the appropriate managers receive comments on each team member as part of the annual performance evaluation process

Reporting Relationship

The team reports to the Director for Library Research Services.

Meetings

The team meets at least once quarterly, with meetings scheduled as far in advance as possible.

Minutes

A recorder is selected at the start of each meeting from among the members. Minutes are made available to all staff after review by the Council.

7/22/08

The Database Review Committee (DRC) is charged by the Associate University Librarian for Scholarly Resources and Special Collections to track, evaluate, and make decisions on subscription to those multidisciplinary bibliographic and full-text databases, including electronic journals, that are funded centrally. The DRC solicits requests from subject selectors and is responsible of managing its budget that is allocated for these resources. Members of the DRC are generally appointed for two-year terms and may come from all areas of the library system including collection development, public services, technical services, and information technology.



Collection Management Committee

The Collection Management Committee, under the direction of the Associate University Librarian and Director for Collections and Content Development, recommends collection policy to the University Libraries' administration and coordinates collection management activities throughout the system.

Specifically, the Committee:

- Establishes policies and objectives for the development and management of the University Libraries' collections, including both traditional forms and digital information of all types.
- Advises the Associate University Librarian and Director for Collections and Content Development and the University Librarian on budget allocations and the acquisition of expensive resources.
- Ensures effective communication and coordination among collection management librarians on collection issues.
- Advises the Associate University Librarian and Director for Collections and Content Development on other issues relating to collection management, such as evaluation of collection management work, collection evaluation, cooperative programs, etc.

Membership:

The membership of the Collection Management Committee is as follows:

- One representative from among selectors for the east side branch science libraries, including Psychology (selected by the group)
- One representative from the Hardin Library (designated by the Hardin director)
- Head of Reference and Library Instruction, or their designee
- One representative from the remaining branches (Art, Business, and Music, selected by the group)
- One representative from the International Studies Group (the International Studies librarian, Japanese and Chinese Studies librarians, and selectors for Latin American Studies and Russian, East European and Eurasian studies, selected by that group)
- One representative from among the bibliographer(s) and selectors supporting the Main Library collections (selected by that group)
- Two representatives from technical services units, one representing electronic resources management, the other representing the acquisitions function (designated by the TSIS director)
- Head of Access Services or their designee
- Coordinator of Digital Initiatives
- Assistant to the Director, Associate University Librarian and Director, Collections and Content Development (ex officio)
- Associate University Librarian and Director, Collections and Content Development (Chair, ex officio).

Members serve renewable three-year terms. It is expected that members selected from a group will rotate.

Electronic Resource Assessment and Stewardship

Resource Development Council

Revised September 2008

Subject librarians, who support the subscription of electronic resource(s) from their individual fund(s), are responsible for assessing these resources using similar criteria as electronic resources purchased with centrally administered funds.

Stewardship model:

1. Every electronic resource listed on the Electronic Information Fund will be assigned to a steward
2. *Electronic resources are assigned to the EIF based on price. Those over \$2,000 are on EIF; those less are on subject funds. As prices increase, electronic resources will transfer from subject funds to EIF, and the subject fund will have a corresponding base decrease of \$2000.*
3. The Head of Collection Development is responsible for making stewardship assignments, in consultation with the Resource Development Council (RDC), and for overseeing all stewardship activities. Stewardship assignments will be reviewed annually.
4. When the content of an electronic resource is directly connected with a particular subject fund, the steward is the bibliographer for that fund. Stewards assigned to broader discipline-based and multi-disciplinary resources are expected to carry out their stewardship responsibilities in consultation with other interested bibliographers. Especially in the case of interdisciplinary products, the steward need not be a bibliographer but could be another staff member who knows the resource well and uses it frequently, and can fulfill steward responsibilities.
5. Electronic resources purchased through consortial agreements should be assessed and stewarded as any other resource paid by the University. The consortial agreement may determine the timing of when any change can be implemented with regard to the resource.

Roles and Responsibilities of Stewards: *(mostly reorganization of previous document)*

1. The chief role of a steward is to assess, on an annual basis, the continued usefulness of and need for the assigned product.
 - The depth, complexity, and duration of this assessment depend on the resource. A large and expensive interdisciplinary product, especially one that is available on alternative platforms, will require a more extensive review than small, inexpensive, discipline-specific product.
 - This assessment should be based on established criteria for reviewing electronic resources (<http://www.lib.ku.edu/staff/CollectionDevelopment/DBStewards/DBevalform.doc>), and should include evaluating usage statistics, obtaining comments about the resource from users and library staff, and gathering information about possible alternative resources from listservs, professional literature, colleagues, etc.
 - A steward's review of a resource may result in a recommendation to cancel it outright, or to cancel and replace it with an alternative. Stewards are responsible for including interested bibliographers and other staff in this decision process. The RDC will assume final responsibility for approving a cancellation. (Note: In situations where cancellations are mandated due to budget cuts, different criteria might be established and funds not freed up.)
 - Cancellation decisions must be made in advance of a product's renewal deadline.
2. The steward promotes the resource to users, provides assistance and instruction as a contact person for staff who have questions about the resource, monitors the status of the product's development, and, together with e-aid, maintains awareness of problems, bugs, and other issues or concerns to be discussed with the vendor
3. The steward monitors the marketplace for better alternatives (such as price and/or content) to the existing resource, coordinates trial with appropriate staff, publicizes and collects feedback on trials, and coordinates the initial funding request for the resource.
4. The Electronic Information funds allocated to a cancelled resource can be re-allocated either for a direct replacement or for another product in a similar or related subject area. Such action will need the review and approval of the RDC.

The screenshot shows the University Libraries website. At the top left is the Kent State University logo with 'CELEBRATE CENTENNIAL KENT STATE UNIVERSITY 1910-2010'. To the right are links for 'Text Only' and 'Print w/ Links', and three 'A' icons for font size. Below the logo is the main heading 'UNIVERSITY LIBRARIES'. A navigation bar contains links: Home, Research, Services, About Us, Help, Contact Us, Search, Site Index, and Personal. Below the navigation bar is a 'Quick jump to...' dropdown menu and an 'ASK A LIBRARIAN' button with a question mark icon. On the left side, there is a vertical menu with links: 'Collection Management Home Page', 'Collection Development', and 'Collection Management Staff Directory'. The main content area has a heading 'Collection Development' followed by 'Subject Librarians'. The text describes the criteria for subject librarians, lists four criteria in a bulleted list, and explains the role of subject librarians. At the bottom of the page, there is a horizontal line.

CELEBRATE CENTENNIAL
KENT STATE
UNIVERSITY
1910-2010

Text Only Print w/ Links
A A A

UNIVERSITY LIBRARIES

Home Research Services About Us Help Contact Us Search Site Index Personal

Quick jump to... ASK A LIBRARIAN

Collection Management Home Page
Collection Development
Collection Management Staff Directory

Collection Development

Subject Librarians

Subject Librarians work with one or more academic units based on the following criteria:

- the librarian's educational experience
- the librarian's job-related duties
- the librarian's job-related workload
- the demands of an academic unit placed on the Libraries

In general, assignments are made to best match a librarian's expertise with a given academic unit.

Role of Subject Librarians

Subject librarians are expected to establish and maintain regular and frequent contact with the academic units to which they are assigned. The foremost purpose of this relationship is to assist in effectively and appropriately expending an academic unit's library collection allocation. The subject librarian's primary contacts should be the unit's library representative and the chair or director. Subject librarians should attempt to keep academic units informed of the Libraries' policies and procedures.

A subject librarian's responsibilities could include some of the following major activities: monitoring an academic unit's allocation; assisting library representatives with bibliographic verification, selection, and ordering; reviewing approval shipments, approval forms, Choice cards, publishers' catalogs and fliers, gift items, and damaged materials; collaborating with other librarians in related disciplines; conducting informational sessions for members of academic units; and, working with academic units on special projects, such as serials cancellations and/or ordering, remote storage selection, and accreditation reviews that require information about library resources.



Administration of Collection Development

Administration of Collection Development

Organization:

The Collection Development Council will have the operational responsibility for collection development programs for the University Libraries.

The Council will be managed by two coordinators of collection development, one for University Park Libraries and one for the Commonwealth Campus Libraries. The coordinators will chair a Collection Development Council with sufficient disciplinary and geographic membership to insure representation of the interests of subject and campus libraries. The Council membership will not be a "permanent" appointment; there will be some periodic rotation to increase opportunities for participation and keep pace with the evolving nature of the Libraries. Similarly, one or both of the coordinator positions could rotate to a member of the Council at the discretion of the Dean. The Head of Serials and Acquisitions Services, the Electronic Resources and Copyright Librarian, the Assistant Dean for Technical and Collections Services, and the Assistant Dean for Scholarly Communications will serve as ex officio members of the Council.

The Council will report to the Associate Dean for University Park Libraries and the Associate Dean for Commonwealth Campus Libraries. The Council will have representation on the Collection Development Advisory Group (reporting to the Dean) and the Dean's Library Council. The coordinators and Council members should be given sufficient time or released time from other assignments to carry out responsibilities for collection development administration. The coordinator of collection development for University Park will represent University Libraries interests in collection development within the CIC, ALA, and CRL.

Goals of the Coordinators and Council:

- To develop strategic models of budgeting and policy development to support effective collection development activities.
 - To discuss issues of mutual concern with representatives from subject or format areas (e.g. Business or Special Collections).
 - To assure regular and continuous collection assessment opportunities.
 - To carry out parallel missions of maintaining a large research library with depth of resources for scholars, and targeted and appropriate materials for the undergraduate level.
 - To promote multi-year planning that enables collection development to be more responsive and less reactive.
 - To build resources within targeted areas that support new initiatives important to Penn State and maintain identified areas of excellence.
 - To assure continuous and adequate communication between selectors and the Libraries' administration.
- Responsibilities of the Coordinators and Members of the Council:

Internal

- Monitoring institutional trends at Penn State and communicating effectively with selectors concerning changes in courses and programs.
- Relating efforts in collection development to those in public and instructional services and in scholarly communications.
- Coordinating collections between the campuses and University Park to minimize duplication while supporting local needs.
- Coordinating appropriate faculty and staff training and development opportunities to foster effective collection assessment and collaboration.
- Assigning responsibility for funds to individual selectors and identifying emerging areas of specialty which need to be supported.

- Determining appropriate levels of funding for individual disciplines and campuses that respond to the evolution of research and programs.
- Focusing data collection efforts and distribution to selectors of relevant information to support allocation decisions.
- Maintaining relationships with the Development Office to assure understanding of opportunities and needs.
- Ensuring that selectors are provided with current information on relevant policies and procedures.
- Ensuring that selectors maintain effective communication with their faculties.
- Ensuring that documentation of Collection Development Principles, and Policies & Procedures.

External

- Maintaining productive relations with consortial and professional organizations, e.g. CIC Collection Development Officers, ALCTS Collection Development Officers of Large Research Libraries, Center for Research Libraries.
- Monitoring national trends in collection development and distributing timely information to selectors and others.

Membership for 2009/2010

Collection Development Advisory Group

Meets quarterly and establishes general budget allocations and collection development policies and priorities for the year.

Nancy L. Eaton, Dean (chair)
Sally Kalin, Associate Dean for University Park Libraries
Jack Sulzer, Associate Dean for Commonwealth Campus Libraries
Lisa German, Assistant Dean for Technical and Collections Services
Mike Furlough, Assistant Dean for Scholarly Communications
Kimlyn Patishnock, Director of Administrative Services
Bob Alan, Head of Serials and Acquisitions Services
Bill Brockman, Coordinator for Collection Development, UP
Chris Avery, Coordinator for Collection Development, CCL

Collection Development Council

Meets regularly and has responsibility for collection allocations and oversight of operations.

Bill Brockman, Coordinator for Collection Development, UP (co-chair)
Chris Avery, Coordinator for Collection Development, CCL (co-chair)
Helen Smith, Agricultural Sciences Librarian, UP
Nonny Schlotzhauer, Social Sciences Librarian, UP
Deena Morganti, Head Librarian, Berks
David Van de Streek, Head Librarian, York

Ex Officio:

Lisa German, Assistant Dean for Technical and Collections Services
Mike Furlough, Assistant Dean for Scholarly Communications
Bob Alan, Head of Serials and Acquisitions Services
Becky Albitz, Electronic Resources and Copyright Librarian

Electronic Resources Advisory Committee

Reporting: charged by Dean of University Libraries and reports to Senior Associate University Librarian.

Composition: Members are selected by the Dean of University Libraries for renewable one year terms to represent broad subject divisions and key functions. See membership roster (attachment B).

Background: The Libraries' electronic information resources represent in aggregate a significant portion of the materials budget and in some individual cases are multi-year or permanent investments of quite significant sums. In order to provide the best investment decisions to guide the distribution of Temple's limited funds among the rapidly proliferating variety of electronic resources, careful cost-benefit analysis and broad-based deliberation using clearly understood criteria for prioritization of needs is warranted before Temple commits to purchase one-time and ongoing resources offered.

Charge:

The Electronic Resources Advisory Committee will provide guidance in selection of electronic information resources recommended to the University Libraries for purchase and licensing. In formulating recommendations for purchases, the Committee should:

1. Draft and propose for Library approval an initial written set of general and specific principles and criteria to
 - guide cost-benefit analyses of electronic resources vis-à-vis the information needs of the Temple community and existing holdings in all formats
 - enable comparison and relative weighing of very disparate resources
 - inform rank order prioritization of titles and packages recommended for one-time or ongoing purchase
2. apply those principles and criteria to specific titles or packages recommended for one-time or ongoing purchase by subject specialists, faculty, students, or which otherwise come to the attention of the Committee.
3. furnish annually (or more often as necessary) appropriately documented prioritized purchase recommendations to the Head of Collection Development and Dean of University Libraries for final decision. Such documentation should note desired licensing terms as appropriate (*e.g.*, number of simultaneous users) as well as note any other competing resources or formats that might be dropped from ongoing subscription.

4. maintain and review prioritized wishlists to enable well-founded, rapid decision in case of urgency (*e.g.*, should unanticipated short-term funding become available)
5. assist subject specialists, other library staff, faculty, and administrators, and students as needed in understanding the appropriateness of the resulting electronic resource selection guidelines and understanding particular instances where these guidelines have resulted in the purchase or non-purchase of certain resources.
6. regularly review the written Guidelines and selection criteria for continued relevance and effect.

The ERAC may establish working groups, as needed, to investigate particular resources (*e.g.*, direct comparisons of products from among which a single title/package is to be selected)

Revision drafted 9/14/06

E-resource Librarian Position Descriptions

UNIVERSITY OF MASSACHUSETTS
CAMPUS: *Amherst*

JOB DESCRIPTION

OFFICIAL TITLE: *This is the official title of the position.*

Librarian IV

FUNCTIONAL TITLE: *This is the in-house title by which the position may be known. A functional title is usually a more descriptive title than the official title and may be required to identify very specific kinds of work. This title may be used in signing all correspondence.*

Electronic Resources and Systems Librarian

GENERAL STATEMENT OF DUTIES: *Please provide a brief overview of the general functions of this position. Specific details of duties should be reserved for the Examples of Duties section.)*

Coordinate the acquisition and implementation of electronic resources. Resolve electronic resource access issues with vendors and users, serving as the primary contact. Serve as project administrator for link resolver database project. Work collaboratively with other library departments to organize and represent electronic resources in the library catalog and/or web pages for the University Library. Edit and create Innovative Interfaces server Loader Profiles for Five Colleges libraries as needed.

SUPERVISION RECEIVED: *Please indicate the title, but not the name, of the administrative employee or employees responsible for supervision or direction of work; describe the divergent extents of authority of each, indicating the degree, priorities, and relationships of the supervision or direction, which could range from close supervision to supervision with considerable freedom.*

Work under the general supervision of the Head of Acquisitions for electronic resource and acquisitions responsibilities, but exercise a high degree of independent judgement without immediate supervision.

SUPERVISION EXERCISED: *Using descriptive non-numerical terms, identify the scope of supervision, training or direction exercised (i.e., whether the supervision is over a few employees, a small number of employees, a large number of employees, etc.); also, describe the degree of supervision, indicating whether close supervision or general direction is involved, and categorize the physical conditions under which the supervision is given, such as in a laboratory or an office. Supervision of student employees should not be included in this section, but may be listed under Examples of Duties, if applicable.*

Exercise working supervision over a small number of classified staff and student assistants engaged in the performance of assigned duties related to acquisitions, cataloging, link-resolver maintenance, and web-based access to electronic resources.

EXAMPLES OF DUTIES: *Please list and briefly describe several of the duties and responsibilities typically performed and assumed in this position. This list should not be restrictive but should be descriptive in such a manner as to provide concrete information representing examples of the actual work as well as the level of responsibility for the work being performed.*

1. Coordinate with Collection Development regarding the selection and acquisition of electronic resources, by assessing cost/benefit of various products and purchase options. In addition, arrange for database trials.
2. Participate in online resource evaluations with focus on accessibility and technical support issues.
3. Assist in reviewing, negotiating and managing electronic resource license agreements.
4. Monitor license compliance pertaining to electronic resources
5. Evaluate electronic resource renewal costs, advising selectors and Head of Acquisitions on usage of products and make recommendations regarding renewals.
6. Work with the Head of Acquisitions to analyze overall budget expenditures for electronic resources.
7. Serve as chair of the Electronic Resources Advisory Group.
8. Coordinate cataloging and access to electronic resources, working collaboratively with staff members in other departments and units in the Library to promote use of electronic resources.
9. Work with designated staff to resolve database and online journal access-problems. Serve as primary vendor contact for technical support issues for online databases and electronic journals; inform staff and library patrons as needed.
10. Plan and manage the installation of data as required on link resolver database. Negotiate with database vendors regarding link resolver icon placement. Maintain or supervise maintenance of the database.

11. Serve as System Administrator of link resolver.
12. Serve as backup system administrator for federated searching software.
13. Handle requests for assistance to the Systems Department trouble reporting system from staff and patrons involving access to electronic resources, particularly regarding off campus access.
14. Serve as backup for authentication server administrator.
15. Monitor III load profilers online forum and attend training sessions.
16. Edit and create loader profiles for Five Colleges libraries as needed.
17. Perform other related duties as required.

QUALIFICATIONS: *Please indicate in a general way the knowledge, abilities, skills, education and experience necessary for any individual to assume this position. It is not the objective of this section to list any one person's specific personal traits and training. It is important to indicate, also, what degree of competence would be required (i.e., considerable education, extensive experience, working knowledge, etc.) to perform the duties and assume the responsibilities typical of this position.*

1. Master's degree in library science from an American Library Association-accredited library and information studies program. Minimum of 5 years experience in a professional capacity in an academic library.
2. Knowledge of cataloging principles and practices pertaining to serials and electronic resources, preferably in an academic or research library.
3. Ability to apply technology to enhance public access to electronic resources.
4. Demonstrated knowledge of web technology such as skills in Dublin Core, metadata, CORC, HTML or XML. Working knowledge of MS Excel and Access preferred.
5. Excellent organizational, interpersonal, presentation, facilitation, verbal and written communication skills are essential.
6. Excellent interpersonal skills including ability to foster a collegial work environment that encourages change and innovation; and ability to interact effectively and work productively, collegially, cooperatively, and collaboratively with a variety of individuals and groups in a complex and rapidly changing environment.
7. Thorough knowledge of the organization, administration and principles of electronic information services.
8. Ability to view issues from a Library-wide perspective, foster teamwork, and stimulate cross-functional collaboration.
9. Broad-based understanding of library operations and a good understanding of database structure and retrieval techniques.
10. Evidence of a commitment to maintain knowledge of developments in serials management and ability to apply this knowledge in the planning, evaluation, and implementation of new services. Experience negotiating contracts and licenses for electronic resources with vendors and aggregators, preferred.
11. Experience with an integrated online library system and major bibliographic utility, preferred.
12. Reading knowledge of one or more foreign languages, preferred.

OFFICIAL POSITION CERTIFICATION

This is a complete and accurate description of this position.

DATE

SIGNATURE - STAFF MEMBER

DATE

SIGNATURE - SUPERVISOR

DATE

SIGNATURE - DIRECTOR OF LIBRARIES

NORTHWESTERN UNIVERSITY LIBRARY

Librarian, Electronic Resources Position Description

October 2008

POSITION: Electronic Resources Librarian

DEPARTMENT: Electronic Resources and Collection Analysis

DIVISION: Technical Services and Resource Management

REPORTS TO: Head, Electronic Resources and Collection Analysis Department

SUMMARY: Under the direction of the Head of the Electronic Resources and Collection Analysis Department supervises and participates in the acquisitions of electronic resources. Communicates with vendors and publishers of electronic resources. Directly supervises 1 non-exempt staff position. Assists the Head, Electronic Resources and Collection Analysis Department with coordination of electronic resources work with that of other library units. Participates in special projects as necessary.

RESPONSIBILITIES: Manages workflow of ordering, paying, and renewing electronic resources and systematic record keeping through paper files and software applications. Investigates and implements ways to improve such record keeping methods through new developments in software applications, such as Electronic Resource Management software. Sets up and manages trials to electronic resources. Manages compilation and storage of usage statistics for electronic resources. Manages acquisitions of MARC record sets. Serves as a secondary technical services contact with publishers and vendors of electronic resources. Receives notification of availability of online access. Establishes and tracks rights to content for electronic resources.

Directly supervises 1 support staff position in the order, payment and renewal of electronic resources, including e-journals, databases, ebooks, CD-ROMs and e-texts.

Assists the department head with the management of licenses for electronic resources. Expected to maintain a high level of understanding of issues related to the acquisition, processing and management of electronic resources and their licenses. Monitors web sites, mailing lists and other sources of information regarding developments, plans and changes to electronic resources. Assists in planning and decision-making about the management of electronic resources. Reports frequently to Head of the department on electronic resources workflow and progress on attaining goals of managing electronic resources. Participates in library-wide planning, service programs, and committees regarding electronic resources.

Other duties as assigned.

QUALIFICATIONS: Required: Masters degree from an ALA-accredited library school. Evidence of organization and prioritization skills. Strong interpersonal and communication skills. Ability to work independently as well as in groups. Evidence of ability to set and meet production goals. Demonstrated ability to be flexible and handle detailed work. **Preferred:** Library experience including use of automated library systems, preferably Voyager and OCLC. Experience with spreadsheet and database software, preferably Excel and MS Access. Supervisory experience.

Rebecca S. Albitz
Tenth Year Review

January 2008
Page L-1

LIBRARIANSHIP ABILITY AND EFFECTIVENESS

Statement of librarian's current assignment. (January 2001-)

The Electronic Resources and Copyright Librarian's primary assignment is to coordinate the selection, licensing, rights management and implementation of electronic resources, on which the Libraries current spend approximately 60 percent of the collections budget annually, and act as a resource regarding copyright issues. To carry out this assignment, responsibilities include:

- Coordinating and facilitating selection and acquisition of electronic resources in support of Penn State's teaching and research, working with all Penn State librarians with collection development responsibilities and with the Head of Acquisitions and Serials Services.
- Negotiating and monitoring vendor licenses in collaboration with Libraries' selectors; maintaining records of negotiations and purchases.
- Monitoring electronic resource access in cooperation with Digital Library Technologies, information providers, and library patrons.
- Serving as a Libraries and University resource for copyright and intellectual property issues.
- Representing the University Libraries within the Committee for Institutional Cooperation (CIC) as the Electronic Resources Officer.
- Ensuring the University Libraries are in compliance with copyright standards and practices.
- Liaison with other University offices concerned with copyright and other intellectual property issues.
- Maintaining knowledge of the trends and developments in copyright and intellectual property law.
- Handling patron queries relating to copyright and to rights management and licensing of electronic resources.
- Participating in any other appropriate activities.

In addition, the Electronic Resources and Copyright Librarian is expected to participate in library governance activities and devote time to research, scholarly activity, and service to the University, the society, and the profession.

Promoting E-resources



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Faculty & Staff Directory

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e-Resources

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+ Larger Text
- Smaller Text

African Newspapers: World Newspaper Archive Expands

Posted on March 25, 2010 - 14:58. Filed under [e-Resources](#), [Endeca Content Spotlighting](#), [Mills](#)

The Library is proud to support the [World Newspaper Archive](#), a project to digitize historical nineteenth- and twentieth-century newspapers from around the globe.

[Add new comment](#) [Read more](#)

Cambridge Crystallographic Structural Database

Posted on February 16, 2010 - 10:29. Filed under [e-Resources](#), [Endeca Content Spotlighting](#), [Thode](#)

The web version of the [Cambridge Crystallographic Structural Database](#) (WebCSD) is now available to the McMaster Community.

[Add new comment](#) [Read more](#)

E-Books at Scholars Portal

Posted on January 29, 2010 - 16:20. Filed under [e-Resources](#), [Endeca Content Spotlighting](#), [Innis](#), [Mills](#), [Thode](#)

The Library is pleased to announce the availability of OCUL's new ebook platform, [Books @ Scholars Portal](#)

[Add new comment](#) [Read more](#)

Orlando: Women's Writing in the British Isles from the Beginning to the Present

Posted on January 11, 2010 - 09:48. Filed under [e-Resources](#), [Endeca Content Spotlighting](#), [Innis](#), [Mills](#)

Now available: the [Orlando Project Database](#), providing a wealth of biographical and critical information on more than 1000 writers,

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Postcards to support Knowledge Ontario

Posted on December 16, 2009 - 17:37. Filed under [e-Resources](#), [Endeca Content Spotlighting](#), [Innis](#), [Mills](#), [Thode](#)

Has a Knowledge Ontario database made a difference to your research or teaching? Show your support now by [sending an online postcard](#)?

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Global Labour Journal Launches Today

Posted on December 10, 2009 - 09:39. Filed under [e-Resources](#), [Research @ McMaster](#)

Today marks the launch of [Global Labour Journal](#), a new open access academic journal with a multi-disciplinary scope, which explores the

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Eighteenth Century Journals III

Posted on November 18, 2009 - 17:17. Filed under [e-Resources](#), [Endeca Content Spotlighting](#), [Mills](#)

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News resources like *LexisNexis* and links to local, national, and international newspapers.

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Mass Observation Online : British Social History, 1937-1972

This resource provides integrated access to approximately 115,000 digital images of material on British social history collected between 1937 and 1972 during a project called the Mass Observation. The archives include essays, photographs, file reports, diaries, day surveys and links to other sites. The Archive holds all the material generated by Mass Observation (MO) between 1937 and 1949, with a few later additions from the 1950s and 1960s.

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May 21st, 2010 by newerresources

Limnology and Oceanography

L&O Limnology and Oceanography publishes original articles, including scholarly reviews, about all aspects of limnology and oceanography. The journal's unifying theme is the understanding of aquatic systems. - Publisher's blurb.

Access to this resource is restricted to the Northwestern University Evanston campus.

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May 19th, 2010 by newerresources

Lost Illusions, American Cinema in the Shadow of Watergate and Vietnam, 1970-1979

Published as volume 9 of *History of the American Cinema*, *Lost Illusions: American Cinema in the Shadow of Watergate and Vietnam, 1970-1979*, looks at how the emergence of new technology, such as steadicam and Dolby sound, and a new generation of talent challenged the old ways, with films like "Nashville" and "Five Easy Pieces". - Publisher's blurb.

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Web Sites

Licensing Guidelines

California Digital Library

Licensing Toolkit

<http://www.cdlib.org/services/collections/toolkit/>

CDL License Agreement Checklist

<http://www.cdlib.org/gateways/vendors/checklist.html>

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