

This is a guide for RCL subject editors on *selecting, adding, and maintaining* online resources in RCLAS. If you have questions or need additional assistance creating or updating the bibliographic records for web resources in RCLAS, contact the [RCL Project Editor](#).

:: SELECTING WEB RESOURCES ::

Web resources should meet the same general RCL selection criteria as monographs: the resource should be deemed essential to undergraduate research and/or teaching in a discipline. While there are many useful and worthwhile resources online, RCL should only recommend those that are most critical to the undergraduate curriculum. Two general selection resources are [Choice](#) and the “Internet Resources” column in ACRL’s [College & Research Libraries News](#).

Additional criteria specific to web-based resources:

Authority: is the site maintained by a credible authority, either an individual scholar or a scholarly society, by a commercial enterprise, government organization, reliable non-profit, or an academic institution?

Longevity: How long has the site been in existence? Has it been updated recently and is it regularly maintained?

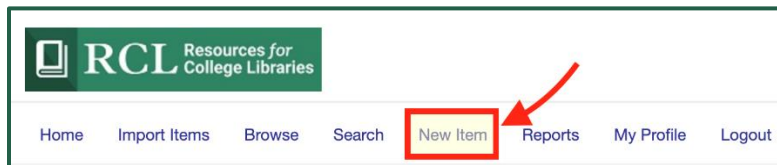
In addition to these considerations, subject editors should try to select web resources which are representative of the discipline across the subject taxonomy. That is, editors should try to balance web selections from different subdisciplines and choose resources that represent the main scholarly issues in an area, avoiding narrow or niche resources.

Below are some examples of types of online resources (see full list of resource indexing terms on page 4):

- Subscription databases
- Freely available web sites
- Pathfinders or web bibliographies
- Government sites or databases
- Freely available reports or e-books (e-books at a cost should be added as a monograph via BIP)
- Sites containing data or data sets
- Primary materials or digital collections

:: ADDING RCLAS RECORDS::

[Books In Print](#) does not maintain bibliographic records for web resources. RCL subject editors must manually add web resource bibliographic data and review the records annually in [RCLAS](#) (rclauthors.com). To add a new online resource, begin by selecting **New Item** in the RCLAS navigational header. This will generate a blank record.



Next, select **Web** from the **Format** dropdown menu located on the left side of the item record (see below). You must select a format before you can fill in any bibliographic data, as this sets the default data requirements.

The highlighted sections in the image above and bold data headings below show the required fields for a web resource record: **Title**, **Publisher**, **URL**, **Audience**, **RCL Subject**, **Date Accessed**, and **Comments**. Find additional details about each data field and what information to include in the original record below.

RCLAS data fields

The fields in **bold** are required. *Remember to click on the green **Save** button to preserve your work.*

Title: Enter the title as it appears on the home page and/or the browser title bar. Avoid using acronyms or abbreviations in titles. Abbreviations, as well as alternate names, can be entered into the description of the resource in the Comments field.

Publisher: The publisher can typically be recognized as the copyright holder for the site. This information is usually located at the bottom of the page. If the copyright holder/publisher is the same as the name of the site, you may list the site name again, e.g. for association sites. Though you should generally avoid using abbreviations, for web sites published by the United States government, please abbreviate United States in the Publisher field, e.g. U.S. Department of Labor, U.S. Department of Education.

URL: The URL should go directly to the resource home page or overview page. If you are linking to a subscription database, the URL should direct to the database information page, rather than the general publisher home page (e.g. include the link to the Academic Search Premier database overview/subscription information, not to the EBSCO home page).

Additional notes on URLs:

- To avoid typos, it is recommended that you copy and paste the URL into RCLAS.
- If a site is redirecting to a new URL, be sure to update and save the new URL in the RCLAS record.
- Rather than including multiple different pages from one site as individual web resource records, link to the main site and use the Comments field to draw attention to specific resources available, e.g. This site has a useful careers page, as well as an informative blog covering current issues and trends.

Publication year: *Do not enter any publication year data for web resources.* This field cannot be modified or updated again. The exception to this rule is if you are adding a freely available electronic document with a static publication date, such as the pdf of a government report.

Author: Enter a name in the author field only if there is clearly a person or corporate body identified as authoring the site. More than one author can be listed. Editors and other site contributors should be listed in the contributor field. Authors and editors can also be mentioned in the Comments field, e.g. This site, maintained by Professor Doug Johnson at Stanford, offers an introduction to logic for philosophy and mathematics students.

Contributor: The contributor field should be used for editors, translators, and all other non-author editorial roles that are listed on the site. More than one contributor can be listed.

Date Accessed: Note the date that a resource was added or updated.

Audience: Assign at least one RCL audience level(s) for the web resource: lower-level undergraduate, upper-level undergraduate, faculty, and/or general public.

RCL Subject: Assign the most specific RCL subject heading(s) for the web resource. You may assign a web resource to more than one heading, but do not assign any work to more than three individual headings.

Comments: The comments field contains annotations which can be viewed by all RCL database users. For web resources, the comments section should include the following components:

- 1) *brief description* of the selected resource and any additional relevant information,
- 2) *resource type* (use uniform indexing terms below), and
- 3) *access* (use uniform indexing terms below).

The comments field is plain text. For this reason, separate the descriptive comments, resource type, and access information with two vertical bars (| |), using labels for “Resource type” and “Access.” For example: ...appropriate for advanced researchers and faculty. | | Resource type: Website | | Access: Open Access (OA)

1. *Brief description*

The description does not need to offer critical evaluation of the content. It should describe what users may find on the site and why it is an essential online resource. Please use complete sentences. Here are some additional aspects that may be addressed in the comments:

- Who should use it?
- How should they use it?
- What are some of the most useful features on the site?
- Does it contain any noteworthy materials or content?
- Does unique content outweigh an outdated design?

Any text excerpted directly from the web site should be used with quotation marks and a parenthetical citation. For example: “The database contains over 250,000 records from journals, dissertations, and monographs” (site). When using direct quotes, avoid promotional language like, “It offers the ultimate research experience.”

2. *Resource type*

Use exact language from the indexing terms listed below. You may select more than one, separating multiple entries with commas. See Appendix 1 (p. 7-8) for resource type descriptions and examples.

- Abstracting & Indexing
- Aggregator database
- App for mobile devices
- Bibliographic tool
- Biography
- Blog or social media
- Data sets
- Discovery tool
- Image database
- Ebook or ebook collection
- Ejournal or ejournal collection
- Encyclopedia/Handbook
- Government information
- Library tool
- Newspaper or news source
- Pedagogical tool
- Primary source digital content
- Publisher or Organization content /repository
- Reports
- Software
- Statistical source
- Streaming video
- Website
- Other

3. *Access*

Use exact language from the indexing terms listed below. You may select more than one, separating multiple entries with commas.

- Open Access (OA)
- Hybrid (some OA)
- One-time purchase
- Subscription

Here is an example of an RCL web resource annotation:

With resources organized both by user type and topics, the United Nations Environment Programme (UNEP) site covers six major environmental priority areas: Climate change, Disasters and conflicts, Ecosystem management, Environmental governance, Harmful substances, Resource efficiency. "UNEP acts as a catalyst, advocate, educator and facilitator to promote the wise use and sustainable development of the global environment" (About UNEP). The site includes publications, multimedia, news, etc. | | Resource type: Website | | Access: Open Access (OA)

Web resources with Choice reviews

All web resources must have a description in the Comments field, even if the work has a *Choice* review. A *Choice* review is complementary to an RCL annotation, not a substitution for one. Here's why:

- **Add RCL-specific info:** *Choice* reviews don't indicate one important thing—why the resource was selected for RCL. Also, there might be features or information missing from the *Choice* review that is relevant for users, which can be added in the Comments field.
- **Currency:** A *Choice* review might be five years old, a particularly long time in the life span of a web resource. The RCLAS description can be regularly updated to reflect site updates, publisher changes, new features, new titles or contributors, etc.
- **Missing *Choice* reviews:** Sometimes even if it is available, the *Choice* review for a web resource may be missing from RCL due to a URL or Title mismatch.

:: MAINTAINING RECORDS::

As part of the annual editorial revision, subject editors should check all web resources to confirm that the URL is still active, as well as make any necessary updates to the bibliographic record. Sites which are no longer essential, out-of-date, or of limited use to current study and instruction should be deleted/orphaned in RCLAS (remove subject headings + audience levels, then save changes).

How to retrieve web resources in RCLAS

1. Log into [RCLAS](#) and click on the **Browse** link in the navigational header.
2. Select the box next to the top-level heading for your subject, e.g. Biology, Music.
3. Click on **Show All Matches** at top. This will retrieve all content in your subject.
4. On the search results page, click on the **Format** header in the second to right column. This will re-sort content so that all web resources are at the top. See image below.

The screenshot shows the RCL Authoring System interface. At the top right, it says "RCL Authoring System". Below that, there are navigation links: "Home", "Search", "New Item", "Reports", "My Profile", and "Logout". The main content area shows "LITERATURES IN ENGLISH" and "Showing 1 to 25 of 889 records". There are buttons for "Print", "Email", and "Download". Below these is a "Results Per Page" dropdown set to "25" and a pagination control showing "1 2 3 4 5". The main table has the following columns: Title, Publisher, PubYear, Edition, Format, and Classified. The "Format" column header is highlighted with a red box, and a red arrow points to it from the right. The table contains three rows of data:

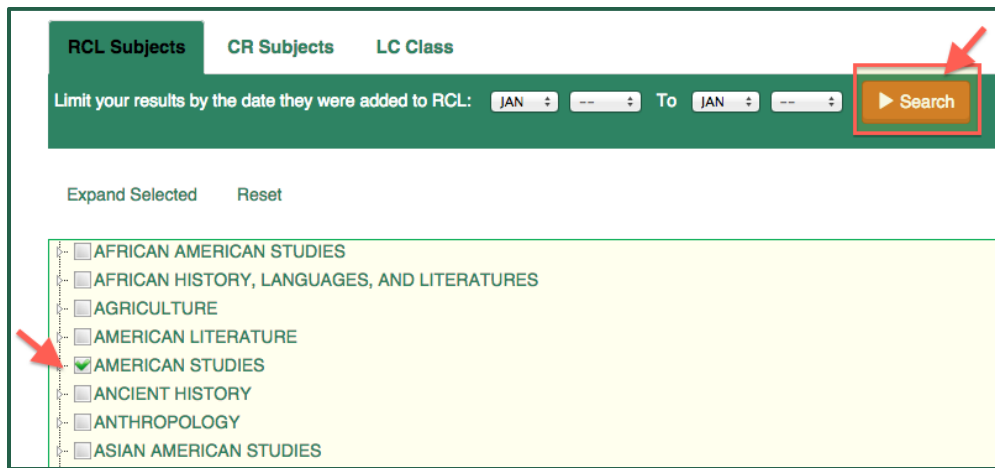
Title	Publisher	PubYear	Edition	Format	Classified
AustLit Online Database : The Resource for Australian Literature	The University of Queensland			Web	Y
Canada's Early Women Writers	University of British Columbia and Simon Fraser University			Web	Y
Postcolonial and Postimperial Literature in English				Web	Y

- From here, click on the first linked title to access the RCLAS item record, review, and update the bibliographic data. Be sure to confirm the validity of the URL and check the site for updates, revising the Comments section accordingly. Remember to hit the green **Save** button in the upper right after you make any changes. Click on the **Next** button in the upper left to access subsequent web resources.

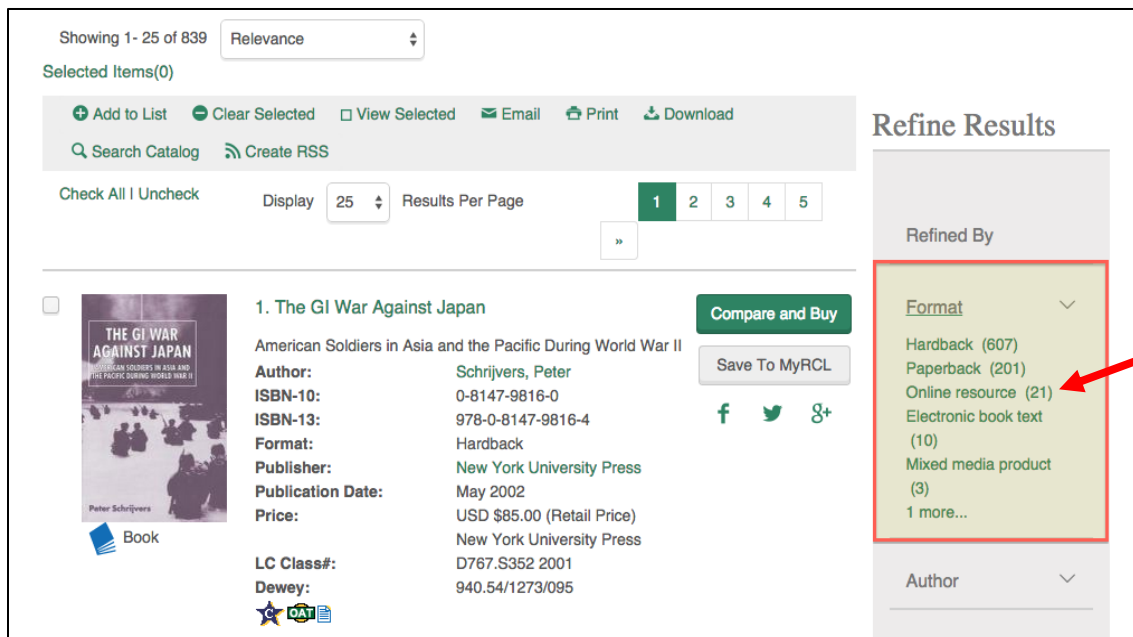
How to retrieve web resources in the RCL user database

While you can view the online resource records in the user database, bibliographic edits must be made in RCLAS.

- Log into the [RCL user database](#) and click on **Browse** at top.
- Select the box next to the top-level subject heading and click the **Search** button.



- From the search results page, click **Online Resource** in the **Refine Results** > by **Format** section at right to limit the results to online resources in the subject only. See image below.
- Click on the linked title to view the item record, see the RCL Comments text, and follow the link to “View Website.”



APPENDIX 1: Resource type descriptions and examples

Note: Resource type descriptions were created by the RCL Project Editor. With some exceptions, examples are from select RCL online resources (as of this writing).

- **Abstracting & Indexing:** provides scholarly abstracts and bibliographic indexes, may also provide linked full text of available articles or resources. *Examples:* MLA International Bibliography; Index Islamicus; Feminae: Medieval Women and Gender Index.
- **Aggregator database:** combines access to multiple types of information sources (e.g. journals, reference sources, reports), often in full text. *Examples:* Business Source Complete; Gale's Literature Resource Center.
- **App for mobile devices:** computer program designed to run on mobile or tablet device. *Examples:* Evernote; Trello; Flipboard; Uber.
- **Bibliographic tool:** Can include a traditional bibliography, research guide, or guide to resources. For Choice's CCA, this category also includes citation management tools or tools which support bibliography-creation (e.g. Refworks). *Examples:* Byzantine Studies on the Internet; Africa South of the Sahara.
- **Biography:** online resource that provides biographical information. *Examples:* Canada's Early Women Writers; American Theatre Wing.
- **Blog or social media:** site that provides regularly updated information in an informal style and/or relies on social platforms for online publishing. *Examples:* ACRLog; Ms. Magazine blog; The Scholarly Kitchen; Instagram; Twitter.
- **Data sets:** collection of data records consisting of raw numbers, measurements, or variables. *Examples:* ICPSR; Data.gov.
- **Discovery tool:** subset of library system tools that offer a combined search of library catalog and journal literature. *Examples:* Primo; Summon; Worldcat Discovery.
- **Image database:** repository for digital image or visual collections. *Examples:* ArtSTOR; The Getty Museum Collections Databases.
- **Ebook or ebook collection:** single monograph or group of monographs available digitally. *Examples:* History of the Crusades; Access Engineering.
- **Ejournal or ejournal collection:** single journal or group of journals available digitally. *Examples:* The New England Journal of Medicine (NEJM); ProQuest Agriculture Journals.
- **Encyclopedia/Handbook:** encyclopedia, handbook available online. *Examples:* Audubon's Birds of America at the University of Pittsburgh; Encyclopedia of Chicago.
- **Government information:** sites, resources, documents, or publications produced by national, state, local governments or other government entities. If appropriate, list other resource types (e.g. Reports, Data sets). *Examples:* AWIC: Animal Welfare Information Center; Congressional Research Service Reports.
- **Library tool:** resources specifically aimed for library staff/employee use. *Examples:* libraryh3lp; Desk Tracker; SHERPA/RoMEO.
- **Newspaper or news source:** publication or resource offering news, articles of opinion, features, and advertising. Current or historical news source. *Examples:* Factiva; ArtsJournal; Wall Street Journal Digital Microfilm.
- **Pedagogical tool:** resource or site used primarily as a teaching or instructional aid. *Examples:* Cambridge Structural Database - Teaching Subset; World History Matters.
- **Primary source digital content:** primary source materials (current or historical) that have been digitized or born-digital. *Examples:* Digital Bodleian; The Hemingway Papers.

- **Publisher or Organization content/repository:** resource for research output (pre-print or archived), often organized and maintained by an institutional entity. *Examples:* Open Knowledge Repository; arXiv; Knowledge@UChicago.
- **Reports:** standalone published report available online or site which features reports. *Examples:* The 9/11 Commission Report; A Nation at Risk.
- **Software:** programs and other operating information used by computing devices. *Examples:* MatLab; NVivo; SPSS.
- **Statistical source:** database, reports, or other information source which presents organized, analyzed, or interpreted data. *Examples:* Bureau of Justice Statistics; World Health Statistics; Historical Statistics of the United States.
- **Streaming video:** resources which provide streaming video/film/moving images. *Examples:* Ethnographic Video Online; Dance in Video; YouTube.
- **Website:** use (sparingly) for an online resource that cannot be appropriately described using the other index terms or for one that covers several other categories. *Examples:* Lambda Legal Defense Association or organization sites.
- **Other**