INLS 513-001 RESOURCE SELECTION & EVALUATION (3 credit hours)
Spring Semester 2018, Thursdays 2:00-4:45, Room 208 Manning Hall
Instructor: Mary Grace Flaherty
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Office hours: by appointment, Room 204 Manning Hall

Course Description:

This course covers the identification, provision, and evaluation of resources to meet primary needs of clientele in different institutional environments.

We will explore the:

- Defining characteristics of collections
- Challenges of defining the scope of collections
- Development of collections that communities of users value
- Sustainability of collections
- Legal and ethical considerations associated with selecting, evaluating, collecting, managing, and providing access to information and artifacts in a variety of formats

Collections are considered dynamic entities, so this class will take into account the "lifecycle" of information – from conception and creation, to selection and storage, to access and evaluation, to preservation and long-term considerations, as well as weeding or deselection. Emerging issues in collection development, such as digitization projects, self-archiving behaviors, institutional repository development, and collaborations between different types of organizations will also be addressed.

Course Objectives:

By the end of the course, it is expected that students will be able to:

- Critique some of the literature on collections and collecting, from a variety of perspectives and in a variety of settings, in order to understand the major questions, issues, consequences, model, philosophies, and other forces in play.
- Analyze and evaluate written collection development policies with sensitivity toward the social contexts in which the collections are situated.
- Articulate similarities and differences between the collecting activities of different types of cultural heritage institutions (e.g. public, academic, school and special libraries; archives and museums).
- Apply a set of heuristics and principles for approaching collection development and management in professional situations (e.g. use of selection aids and statistics as tools).
- Reflect upon attitudes and practices in order to assess their performance as developing professionals.

<u>Course Requirements</u>

<u>Required Text</u>:

Evans, G.E. & Saponaro, M.Z. (2012). Collection management basics (6th ed.). Westport, CT: Libraries Unlimited.

<u>Supplementary materials</u> available on reserve with limited circulation from the SILS Library:

Anderson, J.S., Desjarais-Leuth, C., Gleason, M., et al. (1996). *Guide for written collection policy statements* (2d ed.). Chicago: American Library Association.

Hoffman, F.W. & Wood, R.J. (2005). *Library collection development policies: Academic, public, and special libraries.* Lanham, MD: Scarecrow Press.

Hoffman, F.W. & Wood, R.J. (2007). *Library collection development policies: School libraries and learning resource centers.* Lanham, MD: Scarecrow Press.

Other course materials will be accessible through the UNC Libraries course reserves system and/or through Sakai.

<u>Other resources to consider that are focused on collection development issues</u>:

AcqNet-L The Acquisitions Librarians Electronic Network: http://www.acqweb.org/acqnetnew

COLLDV-L for Collection Development Librarians: http://serials.infomotions.com/colldv-l/

<u>Journals and serial publications related to themes in the course</u>:

Collection Management

Council on Library and Information Resources Reports

Journal of Electronic Resources Librarianship

Library Collections, Acquisitions & Technical Services

And others catalogued with the LC subject headings "Library Collection Development-Periodicals" and "Collection development (Libraries)-Periodicals."

Session Number *Date*	Topic	Readings *Due Dates*
Session 1 – *January 11*	Introduction and course overview	Small group determination for *Assignment 1*
Session 2 – *January 18*	The mission(s) of libraries and their collections; Defining collections	E & S – Chapters 1 & 2 Brown & Marek; Horava; Lee *(Maggie Melo Job Talk 3:30)*
Session 3 – *January 25*	Identifying and assessing user and community needs	E & S – Chapter 3 Hoffert *(Will Cross Job Talk 3:30)*
Session 4 – *February 1*	Collection development policies	Johnson pp. 72-82 Gregory pp. 31-53 Snow; Mangrum
Session 5 – *February 8*	*Policy presentations* Selection activities	E & S – Chapter 4 Gregory pp. 55-80 Hazen *Assignment 1 Presentations*
Session 6 – *February 15*	Acquisitions	E & S – Chapter 5 (103-21) Hanson & Heidenwolf
Session 7 – *February 22*	Budgets	E & S – Chap. 5 (121-31) Johnson pp. 83-102 *Assignment 2 Due*
Session 8 – *March 1*	Cooperative collection development & Resource sharing	E & S – Chapter 7 Edwards Hosburgh & Okamoto
Session 9 – *March 8*	Print & Media	E & S – Chapter 8 Jacoby
March 15	Spring Break	*Rest, relax, re-charge*
March 22	PLA Bi-Annual	*No Class* *Assignment 3 Due*
Session 10 – *March 29*	Technology & E-Resources	E & S – Chapter 9 Marx One chapter from Albitz
Session 11 – *April 5*	*Materials Presentations* Legal Issues	E & S – Chapter 11 Eschenfelder; Magi *Assignment 4 Presentations*
Session 12 – *April 12*	Assessment & Evaluation; Maintenance & Preservation	E & S – Chapters 6 & 10 Connaway; Johnson – Ch. 7
Session 13 – *April 19*	Marketing & Outreach	Johnson – Chapter 6 Lawrence
Session 14 – *April 26*	Professional Ethics & Intellectual Freedom; Wrap-Up	E & S – Chapter 12 *Assignment 5 –* *Due 4/27 5:00 p.m.*

Additional Readings:

*Session 2***:**

Brown, K. & Marek, K. (2005). Librarianship and change: A consideration of Weick's "drop your tools" metaphor. *Library Administration and Management, 19*(2), 68-74.

Horava, T. (2010). Challenges and possibilities for collection management in a digital age. *Library Resources & Technical Services*, *54*(3), 142-152.

Lee, H.L. (2000). What is a collection? *Journal of the American Society for Information Science, 51*(12), 1106-1113.

*Session 3***:**

Hoffert (2008, Sept. 1). Immigrant nation: How public libraries select materials for a growing population whose first language is not English. *Library Journal, 133*(14), 34-36.

Session 4:

Gregory, V.L. (2011). Chapter 3 (pp. 31-53) in *Collection development and management for 21ˢᵗ century library collections.* New York: Neal Schuman.

Johnson, P. (2009) Chapter 3 (pp. 72-82) in *Fundamentals of collection development and management* (2ⁿᵈ ed.). Chicago: American Library Association.

Mangrum, S. & Pozzebon, M.E. (2012). Use of collection development policies in electronic resource management. *Collection Building, 31*(3), 108-114.

Snow, R. (1996). Wasted words: The written collection development policy and the academic library. *Journal of Academic Librarianship, 22*(3), 191-194.

*Session 5***:**

Gregory, V.L. (2011). Chapter 4 (pp. 55-80) in *Collection development and management for 21ˢᵗ century library collections.* New York: Neal Schuman.

Hazen, D. (2009). Rethinking research library collections: A policy framework for straitened times, and beyond. *Library Resources & Technical Services, 54*(2), 115-121.

*Session 6***:**

Hanson, M. & Heidenwolf, T. (2010). Making the right choices: Pay-per-view use data and selection decisions. *College & Research Libraries News, 71*(11), 586-588.

*Session 7***:**

Johnson, P. (2009) Chapter 3 (pp. 83-102) in *Fundamentals of collection development and management* (2ⁿᵈ ed.). Chicago: American Library Association.

*Session 8***:**

Edwards, P.M. (2004). Collection development and maintenance across libraries, archives, and museums: A novel collaborative approach. *Library Resources & Technical Services, 48*(1), 26-33.

Hosburgh, N. & Okamoto, K. (2010). Electronic document delivery: A survey of the landscape and horizon. *Journal of Interlibrary Loan, Document Delivery & Electronic Reserve, 20*, 223-252.

*Session 9***:**

Jacoby, B.E. (2008). Status of approval plans in college libraries. *College & Research Libraries, 69*(3), 227-240.

Session 10:

Marx, A.W. (2013). E-Books and Democracy. Op-Ed, Published 5/1/13, *New York Times* Online: http://www.nytimes.com/2013/05/01/opinion/e-books-libraries-and-democracy.html?_r=0

Please read either Chapter 16: eBooks in Academic Libraries; Chapter 17: eBook collection development in Public Libraries or Chapter 18: Streaming Video in Albitz, B., Avery, C. & Zabel, D. (Eds.) *Rethinking Collection development and management.* (2014). Santa Barbara, CA: Libraries Unlimited.

*Session 11***:**

Eschenfelder, K.R. (2008). Every library's nightmare? Digital rights management, use restrictions, and licensed scholarly digital resources. *College & Research Libraries, 69*(3), 205-225.

Magi, T.J. (2010). A content analysis of library vendor privacy policies: Do they meet our standards? *College & Research Libraries,73*(3)*,* 254-272.

*Session 12***:**

Connaway, L.S., O'Neill, E.T., & Prabha, C. (2006). Last copies: What's at risk? *College & Research Libraries, 67*(4), 370-379.

Johnson, P. (2009). Chapter 7 in *Fundamentals of collection development and management* (2nd ed.). Chicago: American Library Association.

*Session 13***:**

Johnson, P. (2009). Chapter 6 in *Fundamentals of collection development and management* (2nd ed.). Chicago: American Library Association.

Lawrence, K. (2012). Library-sponsored sustainable living outreach in Denver (pp. 119-126) in *Greening Libraries*. Los Angeles: Library Juice Press.

Assignments:

1. Small Groups: Find 2 examples of collection development policies (one you *considerexemplary* and one that you think is inadequate) for a specific setting (e.g. public, academic, school, special library; archives, museum, etc.) – present to class with explanation of why you chose them (10-15 minutes). *February 8*

2. Find a resource that has been banned in a library setting (possible starting point: ALA list of banned books). Make a case for why this book should remain in the library collection, or alternatively, make a case for why you would remove the book from the collection. Written assignment (5-7 pages; double-spaced; 12 pt. font). *February 22*

3. Conduct an interview with a practicing librarian who handles collection management in their setting – questions to consider: what selection tools are used; how are resources allocated between departments; how does s/he solicit input, collect data; best item in the collection; item they "had to" purchase but didn't want to; something they might weed if possible, etc. Write-up results of the interview and reflect on insights you discovered from the process (5-7 pages double-spaced; 12 pt. font). *March 22*

4. Choose a type of material and/or format that you would like to introduce to your community of users (assume they have not used this format previously). Pitch this new item and present as if you were justifying adding this format to your supervisor/library board/user community. Present to class (5-8 minutes). *April 5*

5. Identify a community of users (one that you define – e.g. stamp collectors, car enthusiasts, etc.) and create a core collection for their needs in a variety of formats. Include details of resources used in the process and why, also discuss any resources you chose not to use and explain why. Written assignment (10-12 pages; double-spaced; 12 pt. font). *April 27*

Grading:

Assignment 1 – 15%
Assignment 2 – 15%
Assignment 3 – 15%
Assignment 4 – 15%
Assignment 5 – 20%
Class Participation – 20%

Based on the UNC Registrar Policy for courses (http://regweb.unc.edu/resources/rpm24.php) semester grades will be H, P, L or F for graduate students. Grades for individual assignments will be based on points obtained on each assignment, weighted by percentages listed above, to calculate final grades. Numerical grades for the course as a whole will roughly translate into the following letter grades:

96.0-100% = H (High Pass)

80.0-95.9% = P (Pass)
65.0-79.9% = L (Low Pass)
< 64.9% = F (Fail)
If you have any concerns or questions about your grades (or any other issues) at any time, please feel free to discuss with me.

Students at the School of Information and Library Science are expected to follow the University of North Carolina at Chapel Hill Honor Code. Essentially, the Honor Code states that all students shall "refrain from lying, cheating, and stealing… all students are expected to actively support and protect the ideals of the Honor System at Carolina. These responsibilities must not only be met, but exceeded, for Carolina's Honor System to continue to thrive." For more information, see: http://honor.unc.edu/. For all assignments, students are required to submit original work and to give credit through citation to any sources/resources they used.

If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or disabilityservices@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

Diversity Statement

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

> • Ensure inclusive leadership, policies and practices
> • Integrate diversity into the curriculum and research
> • Foster a mutually respectful intellectual environment in which diverse opinions are valued
> • Recruit traditionally underrepresented groups of students, faculty and staff
> • Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

January 2018