

School of Information and Library Science, University of North Carolina at Chapel Hill

INLS 513-001 Resource Selection and Evaluation (3 credit hours)

Fall Semester 2016, Monday and Wednesday, 12:20pm-1:35pm in Manning Hall Room 014

“We can and should look at collection management as the fundamental integrating factor in the management of libraries, including in its scope collection development, presentation, preservation, organization and access, according to the principles of librarianship, the requirements of society and the possibilities of present and envisionable tools.”

Ghikas, M.W. Collection management for the 21st century. In *Collection Management for the 21st Century: A handbook for Librarians*; Gorman, G.E., Miller, R.H., Eds.; Greenwood Press: New York, 1997; 119-135.

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Office Hours: Monday and Wednesday, 2:00-3:30 (or by appointment) Room 115-B Manning Hall

Course description:

This course covers the *identification, provision, and evaluation of resources to meet primary needs of clientele in different institutional environments*. Our class will explore the defining characteristics of collections; the challenges of defining the scope and boundaries of collections; the development of collections that are valuable to one or more communities; issues related to ensuring the sustainability of collections; and legal and ethical considerations associated with selecting, evaluating, collecting, managing, and providing access to information and documentary artifacts in a variety of forms (e.g., reference works, nonfiction, fiction, graphic novels, databases, websites, open access materials).

Collections are, first and foremost, *dynamic* entities, and many of our discussions will be within the context the “lifecycle of information”—from conception and creation, to selection and storage, to access and evaluation, to long-term preservation, reformatting, and deselection (or “weeding”).

Other issues will include an examination of the high cost of serial subscriptions especially academic journals during challenging budget years for libraries as well as the transition from print to electronic materials and the impact on library budgets. Near the end of the semester, discussions will include emerging issues in collection development and management, especially: e-reader devices, digitization projects, self-archiving behaviors, and institutional repository development. Discussions will also include considering ways in which cultural institutions can collaborate in their collecting activities and ways in which the efforts of different types of organizations (libraries, archives, and museums) have begun to converge in the past decade.

Course objectives:

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

- Identify and recall major questions, themes, issues, consequences, philosophies and models in collection management;
- *Critique* recent 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, philosophies, models, and other forces at work;
- *Analyze and evaluate* written collection development policies with a 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., academic/public/special/school 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, circulation statistics, number of pending hold requests);
- *Reflect* upon their attitudes and practices for the purposes of self-assessing their performance as developing professionals.

Instructional methods:

Lectures, Literature discussion, group work and guest lectures with experts

Course materials:

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

Johnson, P. (2014). *Fundamentals of collection development & management* (3rd ed). Chicago: American Library Association.

[Note: purchase it new or used, share a copy with another student, or read the copies on reserve at the SILS Library]

Supplementary materials available on reserve with limited circulation from the SILS Library:

Anderson, J. S., Desjariais-Leuth, C., Gleason, M., Long, C. C., Myers, M., Quinn, M. E., & Sullivan, K. A. (1996). *Guide for written collection policy statements* (2nd ed.). Chicago: American Library Association.

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

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

Journals and serial publications related to themes in this course:

Collection Management (<http://search.lib.unc.edu/search?R=UNCb5819172>)
Council on Library and Information Resources Reports (<http://www.clir.org/pubs/reports/>)
Journal of Electronic Resources Librarianship
(<http://search.lib.unc.edu/search?R=UNCb5965426>)
Library Collections, Acquisitions, & Technical Services
(<http://search.lib.unc.edu/search?R=UNCb5777025>)
Library Resources & Technical Services
(<http://search.lib.unc.edu/search?R=UNCb5846112>)
Publishers Weekly
(<http://www.publishersweekly.com/>)

And others cataloged with the LC subject headings “*Library Collection Development–Periodicals.*” and “*Collection development (Libraries)–Periodicals.*”

Electronic mailing lists and entities devoted to collection development issues:

ACQNET mailing list (<http://lists.ala.org/sympa/info/acqnet>)

COLLDV-L mailing list (<http://serials.infomotions.com/colldv-l/>)

Liblicense-L mailing list (<http://www.library.yale.edu/~llicense/ListArchives/>)

And on [Twitter](#): @amlibraries , @PublishersWkly , @LJBookReview , @sljournal

Professional organizations and groups for collection development librarians

Collection Management & Development Section (CMDS)

[A section of the Association for Library Collections & Technical Services, a division of ALA]

Website: <http://www.ala.org/ala/mgrps/divs/alcts/mgrps/cmds/index.cfm>

Collection Development and Evaluation Section (CODES)

[A section of the Reference and User Services Association, a division of ALA]

Website: <http://www.ala.org/ala/mgrps/divs/rusa/sections/codes/index.cfm>

The Charleston Conference

[Held annually in Charleston, SC, in early November]

Website for the November 2016 conference: <http://www.charlestonlibraryconference.com/>

Archived conference materials: <http://www.charlestonlibraryconference.com/conference-archives/>

Assumptions adopted for this course

- Collection development is a core service in all types of libraries.
- The cost of a library's collections and their long-term importance to that library and to the world of scholarship in general require that extensive time and effort be spent training new selectors and providing continuing education experiences for seasoned selectors.
- Many selectors will find themselves building collections in subjects for which they have little or no background. Even if a *subject background* exists, it is not necessarily enough preparation for collection building, which requires an *understanding of the individual library and its mission*.
- There are micro-collection development training needs which relate to a library's specific collecting and managing policies and procedures and its specific organizational culture.
- There are macro-collection development training needs which relate to subject knowledge, the publishing world, structure of the literature in a discipline, research processes in particular disciplines, shifting paradigms of electronic and print media, and communication and management skills.

- The selector, to successfully perform collection development and management operations, requires a knowledge of and communication with other library operations such as cataloging, reference, serials, and acquisitions.
- Training cannot wait for in-house tools to be developed, such as collection development policy statements and collection development manuals, because selectors must function immediately in their roles. These *in-house tools* are an important part of successful collection development and management and should ultimately be developed.

From *Guide for Training Collection Development Librarians* (pp. 2-3), edited by S. L. Fales, 1996. Chicago: American Library Association.

Diversity Statement:

In support of the University of North Carolina'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; and
- 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.

What this means for our course: one of the major tensions we explore involves balancing what people/communities might 'want' and what they might 'need'. To a large extent, where we fall on this continuum reflects our personal experiences (which may be accurate or distorted), conclusions drawn from what we read in the professional literature (which may reflect certain contexts better than others), and other forms of "conventional wisdom". We will look at a variety of examples from practice during class sessions, and I encourage all of us to approach our analyses of these examples with whatever degrees of openness and/or skepticism seem appropriate to enrich our perspectives.

Assignments and Evaluation:

| Assignments | Due Date | Total possible Points |
|--|--|-----------------------|
| Resource selection for #1 | Sept. 12th | 0 |
| #1 Resource evaluation/review | Sept.21st | 10 |
| Select community for #3 | Oct. 5th | 0 |
| #2 Annotated collection development policies | Oct. 26th | 25 |
| #3 Community based resource collection | Nov. 30th | 30 |
| Group presentation | Dec.5th | 5 |
| Final exam | Dec. 16, noon | 15 |
| Class participation | Sustained participation throughout semester | 15 |
| (attendance and contribution to large/small group discussions) | | (9) |
| 3 Current events/review | 1. by Sept. 28th 2. by Oct. 19th 3. by Nov. 16th | (6) |
| Total possible points | | 100 |

****Failure to complete any of the work will result in a zero for that assignment.****

Due dates for assignments:

All work is due at the beginning of class on the day assigned unless an extension is arranged in consultation with the instructor before that date. Papers and major assignments turned in **late without prior permission will automatically receive a lowered grade.**

Late work, missing a class, and other unfortunate events. Life is unpredictable, and once in a great while circumstances beyond your control may have an impact on your life as a student. Advance notice of any anticipated difficulties is always helpful. If you miss a class, it is your responsibility to obtain materials and information covered during your absence.

Grading policy

The final course grade will be assigned on the following definitions from the UNC Office of the University Registrar.

A Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development.

The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

B Strong performance demonstrating a high level of attainment for a student at a given stage of development.

The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development.

The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D A marginal performance in the required exercises demonstrating a minimal passing level of attainment.

A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content.

A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

The following scale is a close interpretation of the definitions listed above:

For undergraduate courses:

A = 97-100

A- = 90-96

B+ = 87-89

B = 83-86

B- = 80-82

C = 70-79, with + and - ranges the same as for B

D = 60-69, with + and - ranges the same as for B

F = 59 and below

For graduate courses (from SILS Faculty by-laws)

H = A

P = A-, B+, B, B-

L = C+, C, C-

F = D+, D, F

If you have any questions or concerns about your grades in this course, please feel free to ask me. My expectation is that all of you will do well and pass the course with a solid P; some members of the class will do outstanding work that will merit an H.

Professional expectations

Ethics

The University of North Carolina at Chapel Hill Honor Code

Students at the School of Information and Library Science are expected to follow the UNC Honor Code. Essentially, the Honor Code states that all students shall “refrain from lying, cheating, or stealing, but the Honor Code means much more.

It is the guiding force behind the students' responsible exercise of freedom, the foundation of student self-governance here at UNC-Chapel Hill.

The University maintains an Honor Code because we believe that all members of our community should be responsible for upholding the values that have been agreed upon by the community. A written Honor Code is an affirmation of our commitment to high standards of conduct inside and outside of the classroom.” This information is directly quoted and attributed to the following UNC web site: <http://honor.unc.edu/>

Here is another link to more detailed information:
<http://instrument.unc.edu/>

You are expected to abide by the Honor Code of our university and violations are subject to severe penalties. Study group are encouraged but all formal written assignments must be your individual work with the single exception of a group project. In this class there is one required group assignment and all members of the team will receive the same grade for the written assignment and group presentation.

Model these behaviors:

- Attendance is expected however also be present intellectually (not just in body)
- Arrive on time for class
- Be prepared for class by completing reading assignments before class
- Respect yourself, your classmates and the instructor
- Take responsibility for your own learning process
- Be an active participant and be involved in the subject in your own way

Avoid these types of disruptive behaviors:

- Cell phones are disruptive so please put your phone on silent mode
- Laptops and smart phones can be disruptive during class time so use them to supplement your learning not as a distraction from learning
- No pets are permitted in class and the single exceptions are service animals
- Avoid side conversations

Statement regarding accessibility related accommodations:

If you feel that you need an accommodation based on the impact of a disability, please contact the instructor privately to discuss your specific needs. Secondly, please contact the UNC Accessibility Resources & Services at (919) 962-8300 or accessibility@unc.edu at the Student and Services Buildings, located in Suite 2126, 450 Ridge Road to formally coordinate accommodations and services.

How to succeed in this course

Graduate courses vary with regard to their classroom dynamics, how the literature is approached, and the learning objectives for students. Here are suggestions to illustrate techniques that might help you to prepare yourself for class, efficiently read the required materials, and effectively engage with course activities.

Preparing for class. Of the 10-13 hours you should expect to spend each week on coursework for INLS 513, we spend approximately 2.5 of those hours in class. To make the most efficient use of our time together, my expectations are that students have already completed the required readings for that day, have considered the reading questions and explored any additional resources posted on Sakai.

Completing the required readings. I expect all students to have completed any required readings prior to the class session in which they are discussed. Many of the readings adopt a particular perspective on the world of information services and collections; I expect you to develop your own set of attitudes and opinions about your practices, but in order to position yourself in the field, it is essential that you are able to critically analyze—and sometimes experiment with or role play—the perspectives of other authors. We may not cover each reading with the same degree of depth during class.

Participating during (and reflecting after) class. The majority of our time in class will be spent in hands-on activities and analyses—with examples often drawn directly from practice, from students' work experiences, and from any earlier coursework—and, as such, you should be confident in your understanding of the readings and the implications that these topics hold for your professional development. Many students may find it helpful to devote time immediately after class to reflect upon that day's discussions and jot brief notes for themselves to follow up with before the next session. There are many activities that count as 'participation', all covered in more detail later.

Writing and editing. Please model any references to other documents in your writing after a "standard" style guide throughout the course—for example, the *Publication Manual of the American Psychological Association*, the *Chicago Manual of Style*, or the *Modern Language Association Style Manual*. If you have any concerns about the quality of your written work for this class, please feel free to share whatever drafts you've produced (*especially* during office hours) or visit the UNC Writing Center (<http://www.unc.edu/depts/wcweb/>) before an assignment is due.

Here are general guidelines for writing and written work:

(1) Do not presume that the reader can read your mind – anything you want the reader to visualize or consider or conclude, you must provide; (2) Do not presume that the reader feels the same way that you do about a given experience or issue – your argument cannot just assume as true the very things you're trying to argue for.*

* From “Authority and American usage,” by D. F. Wallace, 2006, in *Consider the Lobster: And Other Essays* (p. 106, fn. 59). New York: Little, Brown and Company [originally published in *Harper’s* in 1999].

If you want more detailed early feedback, I will typically ask for you to email an in-progress draft to me **and** to schedule a time to chat with me (approx. 30 minutes) about my comments in person—note: first-come, first-served. It is my intention to make the class interesting and engaging for all of you.

Communicating with the instructor:

The standard method is to send an email to your instructor at vargha@email.unc.edu. I will do my best to respond within 48 hours and you are welcome to stop by my office too. That method is usually the fastest way to contact me. Depending on the day of the week, I may be in a meeting in another library on campus and my schedule is usually posted on the office door too. My direct telephone number in the SILS Library is 919-962-2455 so that method usually works as well.

Final notes

Above all, enjoy yourself, learn as much as you can from this experience, and be open to where your interests in this broad topic might take you. I am here to help you succeed—both by creating an environment that supports your explorations and by pointing you in the direction of resources which you will find useful in developing your skills and knowledge as a reflective practitioner. My major interest is in your learning which will best proceed as we share questions, answers and experiences. Let’s have an excellent semester ahead!