INLS 513 Resource Selection and Evaluation
First Summer Session 2017
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Online

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n.b. Many thanks to Rebecca Vargha for allowing me to build upon her syllabus for this course

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.**

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 exi*sts, 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.

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.

Supplementary Materials

Books.

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.*"

Email lists on 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 for collection development.

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/

Conduct of the Course

This is an asynchronous online class. I will create weekly modules in Sakai that will include all additional materials, instructions, and assignments for that week.

Discussions will occur through the forums on Sakai. You will need to complete the assigned readings for each module in order to make informed contributions to the discussions.

Although our class is not meeting together in person, "in person" experiences are valuable to learning about resource selection and evaluation. Therefore, some of your "class work" will include touring libraries and interviewing librarians. You will report back on these experiences in the Sakai forums.

During our time together we are learning from each other. Please consider that not only will you get out of the course what you put into it, but also that other students are counting on your input to make this a rich experience for us all.

Assignments

      Participation.

15% of your grade will come from participation. For this class, participation means contributing to online discussions both through posts and comments. Any classwork detailed in the weekly module will also count towards your participation grade.

Part of your classwork will include finding current events related to resource selection and evaluation and sharing a synopsis with the class. If your current event came from a digital source, also share a link.

      Resource evaluation/review.

10% of your grade will come from evaluating a resource. You will write a 350-500 word [approximately] evaluative review of a reference source, work of fiction, or work of nonfiction, list the evaluative criteria that might apply to this item, and write a 1-2 paragraph reflection on which of these criteria were more important for you and why

you considered omitted criteria to be less important for your review. More details for this assignment are available in Sakai under Assignments.

Annotated collection development policies.

25% of your grade will come from annotating two collection development policies. This will include a two to three page discussion of two institutions collections/services and the associated communities' characteristics and needs; a five to seven page individual and comparative critique of the existing collection development policies at these institutions in light of specific institution and community centered characteristics; attached collection development policies URLs; a brief Sakai post for your classmates about your findings, the institutions you selected, and the criteria used in the process. More details for this assignment are available in Sakai under Assignments.

Community based resource collection.

30% of your grade will come from creating a community based resource collection. In groups of two, you will assess the needs of a community of your choice. You will describe this community in 2-5 pages. Then you will create an annotated list of thirty selected sources and 5 "good but excluded" sources. Write 150-200 words for each of the 35 resources.

5% of your grade will come from a class presentation on this project. Your group will create a video, digital poster, or some other interesting visual way of telling the class about your project. Your presentation should introduce the community you have chosen; discuss tools/methods (3+) you chose to learn about your community and why you felt they were effective for assessment; summarize what you learned about your community; explain general information needs identified in the assessment; and showcase chosen sources, telling how they directly support/link back to your community's information needs.

More details for this assignment are available in Sakai under Assignments.

Final exam.

15% of your grade will come from the final exam. This will be a brief paper that will draw on knowledge you have acquired during the course. More details will be available in Sakai during the final exam period.

Grading

All work is due at 12pm (noon) Eastern Time on the day assigned unless an extension is arranged ahead of time. Papers and major assignments turned in late without prior permission will automatically receive a lowered grade.

The asynchronous nature of our class allows you some flexibility. But there is still a semester worth of learning to accomplish in about five weeks. Stay on top of deadlines and plan ahead to avoid a last-minute time crunch.

Most students should expect to receive a P (pass) in this class (equivalent to B- to A-). H (high pass) is reserved for students who go above and beyond expectations (equivalent to A). L (low pass) and F (fail) indicate inadequate and/or incomplete work (equivalent to C, D, and F). If a student is heading down this path we will work together to try and correct it before the end of the course.

UNC Honor Code and Campus Code

It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

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.

Schedule
n.b. It is possible this schedule may change slightly as we move through the course.

Modules	Topic	Assignments Due
May 17-19	**Getting to know each other and introduction to course**	**May 19: Resource selection for resource evaluation/review**
May 22-26	**Libraries, good books, and introduction to collection development (Jan 17-Feb 2)**	**May 24: Current event/synopsis May 26: Resource evaluation/review May 26: Form group for communi based resource selection**
May 29-June 2	**Appeal, reviews, selection sources, acquisition (Feb 7-Feb 23)**	**May 31: Current event/synopsis June 2: Select community for community based resource select**
June 5-9	**Collection development policies, vendors, digital materials**	**June 7: Current event/synopsis June 9: Annotated collection development policies**

	(Feb 28-March 30)	
June 12-16	Special libraries, preservatio weeding, intellectual freedo (April 4-April 20)	June 16: Community based resource collection
June 19	Presentations	June 19: Presentations on community based resource collection
June 21 and 22	Final exam	