

INLS 513: Resource Selection & Evaluation

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Course Overview

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 lifecycles of information – from conception and creation, to selection and storage, to access and evaluation, to preservation and long-term considerations, as well as weeding and 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, 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 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.

Course Delivery Mechanisms and Time Commitments

UNC defines one credit hour as:

Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.

So, what does that mean for us? Over the course of a typical semester, a three-credit course would involve 45 hours of face-to-face or faculty led instruction (3x15), and 90 hours of out-of-class work (6x15), for a total time investment of 135 hours.

Faculty Instruction (approximately 45 hours):

Due to the health risks associated with COVID-19, the faculty instruction for this course will take place remotely and will include synchronous and asynchronous components.

The **synchronous components** of the class will take place using Zoom on Tuesdays from 3:00-4:30 beginning August 11th and ending November 17th (90 minutes each week).

The **asynchronous components** may include the following types of activities: reflective essays; collection management exercises; policy-making discussions; reviews of ethics and vendor relations; case studies, etc. Asynchronous components will vary for each week (approximately 90 minutes each week).

Out of class work (approximately 90 hours):

1. **Completion of all readings prior to class each week.**
2. **Completion of all assignments (see descriptions below)**

Teaching Philosophy

As an instructor, I believe that inquiry-focused learning is more effectively achieved in a dynamic environment where there are opportunities for interactive study and application of theory to real practice. I use some of the following strategies to foster this type of learning:

- Discussions with time for synthesis and reflection
- Continuing discourse between students and instructor and students with peers
- Peers serving as critical friends
- Assignments that require application of concepts to real world problems
- Instruction that moves from the What? and How? to the “Why” and “So What”

Critical Stance for This Course

In this class we will take a **critical stance**. Questions to consider when thinking about collection development through a critical lens include:

- Whose lived experiences are included in the collection? Whose experiences are excluded?
- How accurate, authentic, and deep is representations of marginalized communities?
- Who is included in collection decisions? Whose voices are left out?
- What assumptions are being made about users and their needs?
- What resources (i.e. selection aids) are consulted to guide collection decisions? Whose voices do these resources represent? Whose voices are not included in these resources?
- Who is involved in the assessment process?
- What power structures are at play in collection management?
- What biases do I bring to collection management?

Course Materials

Required Text: Saponaro, M.Z., & Evans, G.E. (2019). *Collection Management Basics* (7th ed.). Westport, CT: Libraries Unlimited.

Other materials will be accessible through Sakai.

ASSIGNMENTS AND GRADING

COLLECTION LIBRARIAN INTERVIEW

(25 points -Due September 8th by 3pm)

Conduct an interview with a practicing librarian who handles collection management in a specific setting (e.g. public, school, academic, special library, archives). Questions to consider:

1. Who is included in collection decisions? What stakeholder groups do they consult? How do they communicate with each stakeholder group?
2. How do they learn about their community of users and their needs?
3. What selection tools do they use? How do they judge the trustworthiness of these tools?
4. How do they evaluate the collection? What kind of data do they collect?
5. How is the budget for collection development decided? What process is used? How (if at all) are they involved in the decision-making process?
6. How often is the collection development policy updated and who is involved in that discussion?

Write up the results of your interview and reflect on the insights you discovered from the process, including what questions the interview raised for you, and what might be done differently. (2500-3500 words, single-spaced, 12 pt. font). **Submit your final paper as a WORD document (NOT A PDF)** to the assignment section of Sakai.

COLLECTION DEVELOPMENT POLICY ANALYSIS – GROUP PROJECT

(25 points – Due October 13th by 3pm) –

1. Step 1: Individually
 - Select a collection development policy in use for a specific setting to analyze (e.g. public, school, academic, special library, archives). [each person selects a different policy]
 - Evaluate the policy through a critical lens. Consider the questions below and refer to Table 5.2 in Hughes-Hassell, Chapter 5: Policy as Foundation for the Collection:
 - Who is included in collection decisions? Whose voices are left out.
 - What assumptions are being made about users and their needs?
 - What resources (i.e. selection aids) are consulted to guide collection decisions? Whose voices do these resources represent? Whose voices are not included in these resources?
 - Who is involved in the assessment process?
 - What power structures are at play in the policy?
 - Who might be impacted positively by this policy and how? Who might be impacted negatively by this policy and how?
2. Step 2: Individually
 - Write up your analysis; how did the policy measure up? What would you change?
3. Step 3: In your group
 - Share your policies and critiques with your group member(s).
4. Step 4: As a group
 - Choose and revise one of the policies.

5. Step 5: As a group
- Present your policy to the class. Include a summary of the changes you made to the policy and why you made them.

Deliverables to the Instructor

- Individual policy analysis from each group member
- Revised policy – one per group
- Presentation materials – one per group

CURRENT OR EMERGING ISSUE – LITERATURE REVIEW

(25 points – Due November 20th by midnight)

This course is an introductory overview course. Undoubtedly, there will be a current issue, emerging trend, or specific aspect of collection development that you would like to explore in more depth. Locate 10–15 trade or peer-reviewed journal articles, or book chapters on that area of collection development, and write a literature review. What does the literature say about this issue, trend, or aspect? What questions or concepts recur across the literature? Are there debates, conflicts, or contradictions? What gaps exist in our current understanding of this topic that might be addressed by future studies?

Your literature review should contain an introduction and a conclusion.

In the introduction,

- give some background on the topic/issue and its importance,
- discuss the scope of the literature you will review and state your objective. [What is the purpose of your literature review?]

In the conclusion, summarize the key findings you have taken from the literature and emphasize their significance.

Your literature review should be 2500-3500 words, single-spaced, 12 pt. font. **Submit your final paper as a WORD document (NOT A PDF)** to the assignment section of Sakai.

CLASS PARTICIPATION

(25 points, ongoing; Self-evaluation due November 17th by 3 pm)

Items that will contribute to your class participation grade include:

1. Completion of all readings prior to class each week.
2. Completion of all asynchronous components each week.
3. Completion of all assignments (see descriptions above)

GRADING AND DUE DATES

ASSIGNMENT	POINTS	DUE DATE
Librarian Interview	25	Due September 8 by 3pm
Collection Policy Analysis – Group assignment	25	Due October 13 by 3pm
Current or Emerging Issue – Literature Review	25	Due November 20th by midnight
Class Participation	25	Ongoing; self-assessment due November 17 by 3pm

GRADING SCALE

- **H (95-100) Clear Excellence, over and beyond what is required.** Student performance demonstrates full command of the course materials and evidences a high level of originality and/or creativity that surpasses course expectations. In INLS 513, this means the student has contributed on a regular basis to discussions with insightful comments supported by professional literature beyond that provided by the basic required readings. Command and understanding of the literature is shown in major written assignments and is documented clearly. The H student initiates issue discussions, leads in summary and conclusions, and shares knowledge with classmates. Leadership and initiative are demonstrated throughout the semester.
- **P+ (91-94) Excellent achievement.** Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner. In INLS 513, this means the student has command of the basic required readings as well as many of the supplemental materials and demonstrates this through class discussions and in written assignments.
- **P (85-90) Satisfactory work at the graduate level.** Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level. In INLS 513, this means the student demonstrates understanding of issues across the entire semester and supports this understanding with the required readings. The student participates in discussions with relevant comments.
- **P- (80-84) Marginal work.** Student performance demonstrates incomplete understanding of course materials. In INLS 513, this means the student seems to have read most of the required materials, but fails to engage in meaningful discussion, fails to raise questions of merit or to think beyond personal experiences and needs. Basic requirements for the written assignments are met, but there are few signs of critical thought or creative vision.
- **L (70-79) Unsatisfactory work.** Student performance demonstrates incomplete and inadequate understanding of course materials.
- **F (< 70) Failing.** Student may continue in the program only with permission of the dean.
- **IN Incomplete.** A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the instructor.

STUDENT RESPONSIBILITIES

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcome. As students, you will be responsible for establishing your own work schedules and internal deadlines. You need to be resourceful in locating and retrieving information to complete your assignments. You are expected to arrive in class having read, considered, and mentally analyzed each of the items and topics listed on the class schedule. Assignments should be completed on time. Since meeting deadlines is an

important professional responsibility, grades on late work will be lowered one full letter. The ability to work successfully with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your communication with your peers, instructor, and resource people. Finally, any incidence of plagiarism or other academic dishonesty will result in an F for the course.

UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at <http://www.unc.edu/depts/honor/honor.html>. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

STUDENTS WITH DISABILITIES

“The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified may, as independently as possible; meet the demands of University life.” Visit their website at <http://disabilityservices.unc.edu/> for more information.

SILS 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; 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.

OBSERVANCE OF RELIGIOUS OR SPIRITUAL HOLIDAYS/EVENTS

If you need to miss class to observe a religious or spiritual holiday/event, please submit the dates of your absence to me in writing. You will be permitted to make up work within a mutually agreed-upon time.

BASIC NEEDS SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Also, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Tentative Class Schedule

Session Dates/Topic	Topic	Readings
<p>Session 1 August 11</p>	<p>Introduction and course overview</p> <p>What might a critical stance on collection management look like?</p>	<p>Read 2 of the following articles:</p> <p>Blackburn, H., & Farooq, O. 2020. "LGBTQIA-R: Creating a diverse and inclusive medical collect at a public metropolitan university." <i>Collection Management</i>: 45(1), 3-18.</p> <p>Kuehl, R. 2020. "Can children of different races 'see' themselves in audiobooks? A comparison of U.S. library systems' offerings." <i>Collection Management</i>. DOI: 10.1080/01462679.2020.1732252</p> <p>Bowers, J., Crowe, K., & Keeran, P. 2017. "If you want the history of a white man, you go to the library': Critiquing our legacy, addressing our library collections gaps." <i>Collection Management</i>, 42(3-4), 159-179.</p> <p>Sellie, A. 2018. "Beyond the left: Documenting American racism in print periodicals at the Wisconsin Historical Society, and theorizing (radical) collections today." In J. Landes & R. Espley (eds.), <i>Radical Collections: Re-Examining the Roots of Collections, Practices and Information Professionals</i> (London: Senate House Library), 23-34. License: CC-BY-SA.</p> <p>Proctor, J. 2020. "Representation in the collection: Assessing coverage of LGBTQ content in an academic library collection." <i>Collection Management</i> 45(3), 223-234.</p>

Session Dates/Topic	Topic	Readings
Session 2 August 18	The mission(s) of libraries and their collections Defining collections	S&E – Chapters 1 & 3 Johnson, P. 2018. Chapter 1 in <i>Fundamentals of Collection Development and Management</i> , 4 th ed. Chicago: ALA. Lee, H.L. (2000). “What is a collection?” <i>Journal of American Society for Information Science</i> 51(12), 1106-1113.
Session 3 August 25 Kimberly Hirsh, MLS, SILS Doctoral Student, Will Cross, Director, Copyright & Digital Scholarship Center, NCSU	The framework in which collection management happens – Professional Ethics & Legal Issues <ul style="list-style-type: none"> • Libraries & First Amendment • Intellectual freedom, censorship, & challenges • Fair use, copyright, creative commons • Digital rights management • ADA 	S&E – Chapters 2 & 15
Session 4 September 1	The framework in which collection management happens – Collection development policies	S&E – Chapter 4 Hughes-Hassell, S. (2020). Chapter 5 in <i>Collection Management for Youth: Equity, Inclusion, and Learning</i> . 2 nd ed. Chicago: ALA.
Session 5 September 8 **Librarian Interview Due	The framework in which collection management happens - Identifying and assessing user and community needs	S & E – Chapter 5

Session Dates/Topic	Topic	Readings
Session 6 September 15	<i>Work on collection policy assignment with your group</i>	
Session 7 September 22 Guest Speakers Stephen Kreuger, Scholarly Publishing Librarian, Dartmouth College	Selection Activities Sources & Processes	S&E – Chapter 6
Session 8 September 29 Guest Speakers: Emily Vorhies, Electronic Resources Librarian, EPA Karin Michel, Youth & Family Experiences Manager, Chapel Hill Public Library	Types of resources <ul style="list-style-type: none"> • Print • Serials • E-resources 	S&E – Chapters 11, 12, 13
Session 9 October 6 Guest Speakers: Kendra Allen, Director of Library Media Services, WCPSS	Acquisitions Vendor relations Negotiation Contracts	S&E – chapter 8 Hanson, M., & Heidenwolf, T. 2010. “Making the right choices: Pay-per-view use data and selection decisions.” <i>College and Research Libraries News</i> , 79(11): 586-588.

Session Dates/Topic	Topic	Readings
Session 10 October 13	<i>Collection Policy Assignments Due</i> <i>Small Group Presentations</i>	
Session 11 October 20 Guest Speaker: Rebecca Vargha, SILS Librarian, UNC	Budgeting	Gregory, V.L. (2019). Chapter 6 in <i>Collection Development for 21st Century Library Collections</i> . 2 nd ed. Chicago: ALA & Neal Shuman. [PDF Sakai]
Session 12 October 27 Guest Speakers Timothy Bucknall, Carolina Consortium – UNC Greensboro	Cooperative collection development & resource sharing	S&E – Chapter 10 Johnson, P. (2018). Chapter 9 in <i>Fundamentals of Collection Development and Management</i> , 4 th ed. Chicago: ALA Editions [PDF Sakai] Review the following: Triangle Research Libraries Network (TRLN): https://trln.org/ Carolina Consortium: https://library.uncg.edu/carolinaconsortium/
Session 13 November 3 **Work individually on your final project - Current or emerging issue literature review	Managing Collections Storage Preservation Collection protection and security	S&E – Chapter 14 Gregory, V.L. (2019). Chapter 11 in <i>Collection Development for 21st Century Library Collections</i> . 2 nd ed. Chicago: ALA & Neal Shuman. [PDF Sakai]

Session Dates/Topic	Topic	Readings
Session 14 November 10	Collection Assessment Approaches to collection analysis Deselecting (Weeding)	S&E – Chapter 9 Read the executive summary of Harker, Karen R., and Janette Klein. <i>Collection Assessment. SPEC Kit 352</i> . Washington, DC: Association of Research Libraries, September 2016. https://publications.arl.org/Collection-Assessment-SPEC-Kit-352/
Session 15 November 17	Future Issues Wrap up	