Z502: Collection Development and Management

Spring 2017: Mondays, 1:00-3:45pm, LI030

Instructors: Karen Farrell and Catherine Minter

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Office hours: Catherine – Wells E560, Mondays 11:45am-12:45pm, or by appointment
Karen – Wells E860, Wednesdays 11am-12pm, or by appointment

Description

This course examines aspects of the selection and management of library collections, with a particular focus on academic libraries, and some coverage of public libraries. It aims for a balance of theory and practice. Practical topics covered include: selection tools and acquisition methods; preservation and management of physical print collections. Topics of a more theoretical nature include: the history of library collections and collecting; selection theory; and future trends in collection development and management.

Objectives

Upon completion of this course, students will be able to:

- Understand current issues in collection development and management in academic and public libraries
- Recognize methods, problems, and challenges of collection development and management in academic and public libraries
- Develop constructive approaches to investigate and resolve problems of collection development and management in academic and public libraries

Core text

Peggy Johnson. *Fundamentals of Collection Development and Management*. 3rd ed. Chicago: ALA Editions, 2014. (Currently available only in print; copy on reserve; scans of required readings will be provided.)

Schedule

1. January 9: Course introduction; introduction to collection development/management responsibilities in libraries; choose student led articles

2. January 23: Historical perspectives on collections and collecting (KSF)
• Read:
  o Johnson 2014, 3-15.

3. January 30: Collection development policies (KSF)
   • Read:
     o Johnson 2014, 98-112.
   • Skim:

4. February 6: Library materials budgets (CJM)
   • Read:
     o Johnson 2014, 112-27.


5. **February 13: Sources of materials I (CJM)**
   - Read:
     - Johnson 2014, 162-75.

6. **February 20: Sources of materials II (CJM)**
   - **Assignment 1 due**
   - Lab – Assignment 2 (Selection)

7. **February 27: Ethics of selection (ALL)**
   - Guest: Melissa Bruecks, Monroe County Public Library (confirmed)
   - Read:
     - ALA. “Diversity in Collection Development: An Interpretation of the Library Bill of Rights.” [http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8530](http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8530)

8. **March 6: E-resources (KSF)**
   - **Assignment 2 due**
   - Guest: Lori Duggan, Head of Electronic Resources, IU Bloomington Libraries (confirmed)
   - Read:
9. March 20: Class outing: Ruth Lilly Auxiliary Library Facility, 851 Range Road (more details to follow)
   - Guests: Vaughn Nuest, Head, Auxiliary Library Facilities Management Services, and Elise Calvi, Head, General Preservation and Conservation Services, E. Lingle Craig Preservation Laboratory (confirmed)
   - Read:
   - Skim:

10. March 27: Managing print (CJM)
    - Read:
      o Johnson 2014, 193-212.

11. April 3: Collection analysis (KSF)
Guest: Andrew Asher, Assessment Librarian, IU Bloomington Libraries (TBC)

Read:
- Johnson 2014, 297-327.

12. April 10: Cooperative collection development and management (KSF and CJM)

- **Assignment 3 due**
- Read:

13. April 17: The Future of Collections (KSF and CJM)

- Read:
Assignments

Assignment 1: Collection Development Policy Evaluation (20%; due February 20)

- For this assignment you will evaluate two collection development policies for strengths and weaknesses, and write an analytical response paper
- Choose 2 of the same type of policy (academic, public, etc.) that have not been reviewed in class
- Questions to consider: Are they timely? Effective? Complete? Clear? etc. Would the policies be useful to staff in selecting/deselecting? For explaining to the user community what the library collects (or doesn’t collect)? Are issues specific to the library/type of library addressed? How do the two policies you’re examining compare to one another—in positive or not-so-positive ways? You may have two very different policies which are both very good, in their own ways—how can you tell? Are elements missing, or not fully explained? Is the information timely and appropriate? What are the positive and not-so-positive elements of the policies, and how do they compare? Do the policies stand on their own, or do you need to have more context to understand their intent? What suggestions do you have for improving the policies? (NOTE: this is not an exhaustive list, nor must you answer every one of these.)
- Paper: Write a 750 – 1000 word paper based on your analysis of the 2 policies. Include URLs or attach copies of the policies you are evaluating.
- Major points to consider: 1) Basic purpose and points of each policy are identified; 2) Policies are compared: strengths, weaknesses, suggestions for improvement, etc.; 3) Essay contains evaluation and analysis, not simply summary, and shows an understanding of the concepts involved in creating and using CD policies.
Assignment 2: Selection (20%; due March 6)

- This assignment is intended to give you practical experience of selecting materials for a library.
- You will be given a list of titles from which you should make selections for a notional library; the type and size of library chosen for the purposes of this assignment will reflect individual preferences and interests as far as possible. Title lists will be disseminated at or before the lab session on selection on February 20.
- For each title in your list, you should explain why you have or have not selected it for your library.
- The lab session on February 20 is intended to provide you with practical guidance and peer support as you undertake this assignment.

Assignment 3: Deselection (20%; due April 10)

- Visit any type of library that has a print book collection and select a call number range to examine. Aim for a range that spans around 10 shelves – although, depending on the type of library chosen, a longer range might be appropriate.
- Examine the books on the shelves and identify 10-15 candidates for transfer to offsite storage (academic libraries) or withdrawal (public libraries).
- Please do not remove the books from the shelves! For each item selected for transfer/withdrawal, make a note of the title and the reasons why you have “deselected” it for the onsite print collection.
- Note that these reasons will vary somewhat depending on the type of library you have chosen for this assignment. For public libraries, consider the MUSTIE guidelines. For academic libraries, consider the condition of the items, likely use, and whether digital surrogates are available. Other, more intuitive, factors will probably also come into play as you examine the items.

Assignment 4: Lead discussion and Reflection Paper (20%; due dates vary)

- Each student is required to lead the discussion of one (or a pair) of articles during the semester, selection of which will take place during the first week of classes.
- Since the class will be expected to also have completed the reading, you will only need to give a brief (1-2 minute) summary. Plan to talk for 5-7 minutes about your evaluation of the reading, and your assessments of its strengths and weaknesses. You will then initiate a general discussion of the article. Prepare 2-3 questions to guide the discussion.
- **Reflection Paper: This is due by the Monday after you lead discussion** (eg. If you lead discussion on January 23rd, turn in your paper to Canvas by 1pm on Monday, January 30th). The paper should be 250-500 words.

Participation (20%)

- Please let us know if you will be absent from class.
Readings listed in the syllabus provide the basis for class discussion. It is therefore important to read the assigned materials carefully and thoughtfully. All students should be prepared to participate in discussion and any in-class activities.

Grading

The following definitions of letter grades have been defined by student and faculty members of the Curriculum Steering Committee, and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>A (95-100%)</td>
<td>4.0</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
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<tr>
<td>A- (90-94.5%)</td>
<td>3.7</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
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<tr>
<td>B+ (87-89.5%)</td>
<td>3.3</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
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<tr>
<td>B (84-86.5%)</td>
<td>3.0</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level.</td>
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<tr>
<td>B- (80-83.5%)</td>
<td>2.7</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
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<tr>
<td>C+ (77-79.5%)</td>
<td>2.3</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
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<td>C (73-76.5%)</td>
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<tr>
<td>C- (70-72.5%)</td>
<td>1.7</td>
<td>Unacceptable work. Course work performed at this level will not count toward the MLS or MIS degree. For the course to count towards the degree, the student must repeat the course with a passing grade.</td>
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<td>D+ (67-69.5%)</td>
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<td>D (63-66.5%)</td>
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<td>D- (60-62.5%)</td>
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<td>F</td>
<td>0</td>
<td>Failing. Student may continue in program only with permission of the Dean.</td>
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Academic integrity

Students are required to adhere to the Indiana University Code of Student Rights, Responsibilities, and Conduct: [http://www.indiana.edu/~code/](http://www.indiana.edu/~code/)

Students found to be engaging in plagiarism or other types of academic dishonesty will be reported to the Dean’s Office for appropriate action.