**INF 384D: Collection Management**

School of Information

University of Texas at Austin

Thursday 3-6, UTA 1.502

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Required text:

*Collection Development and Management for 21st Century Library Collections: An Introduction.* Vicki Gregory. Neal-Schuman, 2011.

Course description:

This course combines the best practices of modern collection management with the sociological context in which those practices are embedded. Managing a collection requires, among other responsibilities, establishing institutionally coordinated objectives, ongoing collection evaluation, responsive selection practices, inter-departmental coordination, phased de-selection, and monitoring continual format developments. All course assignments consist of concrete application of collection management professional practice. While the three primary forms of institutional collections (public, academic, and school libraries) take course focus, many of the assignments can focus on more specific settings such as art museums and business collections.

Course aims

This course is intended to contribute to your growth as an information professional by developing your ability to deliberately construct collections in the context of their use and social value.

Learning objectives:

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

1. identify and assess accurately the needs for multi-format library resources;
2. utilize the general organization and practices of the publishing and information industries, broadly conceived, as they relate to library collections;
3. apply critical principles and standards in the selection and de-selection of multi-format resources;
4. generate resource management tools including public relations and marketing; and
5. evaluate multi-format library collections and recommend alternatives for specific situations.

Course format

This course is *highly active*. The activities, lectures, and discussions require full-tilt engagement.

This level of group engagement requires *mutual respect*. The value of our group work comes in our debates and discussions. That process requires a great deal of respect for individual colleagues and for our process.

In each class students will be assigned to facilitate discussion of one of the day’s required readings. On a regular basis, everyone will post discussions summary on a BB forum.

Feedback

This course requires a fine balance between the conceptual and the applied. We’ll read and talk about everything from social values at a conceptual level to acquisition mechanics at an application level. Ask questions right away.

Feedback can be formative or summative. *Formative feedback* is designed to strengthen work quality and increase productivity. Its sole function is to improve performance. You give formative feedback when you coach a colleague who is learning how to use an unfamiliar piece of software. *Summative feedback* is designed to quantify performance. You give summative feedback when you complete a satisfaction survey at your dentist and rate the receptionist’s efficiency as 9 on a 10-point scale.

I use three means of giving you feedback, two are formative and one is summative.

* First, *one-to-one feedback* is available at any time in my office. This is particularly useful when you are working on an assignment – don’t wait till the grade is in. The opportunity to have conversations about coursework is one of the many advantages of graduate school.
* Second, *formative in-class feedback* fits into the workflow and is, therefore, quite informal. Requesting elaboration of an idea, encouraging follow-up on a group discussion analysis, and questioning the application of a news story are all means of providing positive feedback.
* Finally*, grades* provide the most concrete form of feedback. My grades are generally accompanied by formative notes, suggestions, and explanations.

**If you’ve made good use of office hours and actively engaged in classroom work, then grades should be more a confirmation of your own self-assessment than an unanticipated summation.**

Most of us are accustomed to pay primary attention to the summative feedback. For all intents and purposes, however, the summative is temporary. What matters is the formative.

Date Topics Readings/Assignments

1/21 Searching for assumptions; interview prep; --

[mind mapping](https://www.youtube.com/watch?v=tAUsZ9eiorY)

1/28 Professional context & expectations; Chapters 2, 7, & 25

communities; negotiate due dates for

challenge work

2/4 Basic selection models Chapters 10 & 12

*Interview report/discussion*

2/11 Ethics, social justice, institutional norms [TedTalk, Jon Gosier](http://www.ted.com/talks/jon_gosier_the_problem_with_trickle_down_techonomics)

[TedTalk, Andreas Ekstrom](http://www.ted.com/talks/andreas_ekstrom_the_moral_bias_behind_your_search_results)

{see interactive transcripts}

2/18 Publishing, journal packaging, open access Chapters 1, 11, & 15

*Challenge report/discussion*

2/25 Leasing, floating Chapters 13, 14, 23, & 24

*Challenge report/discussion*

*Job application report*

3/3 E-publications, resources, projects Chapters 16, 17, 18, & 28

[Witness Project](https://witness.org)

*Challenge report/discussion*

3/10 Reviewing tools *Challenge report/discussion*

*Applied ethics paper*

3/17 SPRING BREAK SPRING BREAK

3/24 Acquisition; funding Chapters 3, 8, & 9

*Challenge report/discussion*

3/31 De-acquisition Chapters 5 & 6

*Challenge report/discussion*

4/7 Discovery tools; consortia Chapters 21 & 22

*Challenge report/discussion*

4/14 Promoting collections Chapters 19 & 20

*Challenge report/discussion*

4/21 Evaluating collections Chapter 4

[TedTalk, Lisa Bu](http://www.ted.com/talks/lisa_bu_how_books_can_open_your_mind)

*Challenge report/discussion*

4/28 Care; focused collections Chapters 26, 27, 29

*Challenge report/discussion*

5/5 Professional responsibilities [TedTalk, Frederick Kaplan](http://www.ted.com/talks/frederic_kaplan_how_i_built_an_information_time_machine)

[TedTalk, J Michel & E Aiden](http://www.ted.com/talks/what_we_learned_from_5_million_books/transcript?language=en)

*Take home exam due by noon*

**Assignment Overview**

The assignments are derived directly from the course objectives below. I strongly encourage you to look at each assignment and ask your questions by the second day of class.

Learning objectives:

1. identify and assess accurately the needs for multi-format library resources;
2. utilize the general organization and practices of the publishing and information industries, broadly conceived, as they relate to library collections;
3. apply critical principles and standards in the selection and de-selection of multi-format resources;
4. generate resource management tools including public relations and marketing; and
5. evaluate multi-format library collections and recommend alternatives for specific situations.

*Assignment Due date Points*

Challenge report/discussion varies 300

Interview report 2/4 100

Job application report 2/25 100

Applied ethics paper 3/10 250

Take home exam 5/5 250

Total points 1000

A 940-1000 C+ 785-799

A- 900-939 C 740-784

B+ 885-899 C- 700-739

B 840-884 D 600-699

B- 800-839 F 599 or below

* ***Never* ask your colleagues to interpret an assignment. *Bring your questions to me.***
* **If you find that you are spending too much time on an assignment, *see me* right away.**

**Assignment details**

**Challenge report/discussion, due dates varies, 300 points**

What to do: Write a 650 to 800 word synthesis of your selected collection management challenge; lead a 20-30 minute critical analysis of that challenge

How to do it:

* On the January 28, we will negotiate due dates.
* By January 30, send your own statement of your chosen challenge to Kolina; this might be a narrower statement
* Identify and examine current analyses in any or all of the following information formats: research and practice literature, conference proceedings, and professional association activities. Choose and study the 3-6 items that most vividly present and/or exemplify the primary nature of your challenge.
* On your due date, post your report (150 points, including the 8 points for composition) and lead your discussion (150)

Tips:

* When negotiating your date, consider the challenge content rather than the date alone
* Consider narrowing or focusing your challenge
* Work with a librarian to identify and learn to use the most appropriate databases and other resources for your report materials.
* Review the process for synthesis development using such resources as Justin Marquis’ 4/25/13 [blog entry](http://www.onlineuniversities.com/blog/2013/04/applying-hyper-connected-critical-thinking-in-higher-education/) and [Halpern’s critical thinking framework](http://learningsciences.utexas.edu/teaching/learning/critical-thinking).
* Prepare carefully to lead your discussion using resources such as UT’s brief guidelines: [overview](http://learningsciences.utexas.edu/teaching/course-design/strategies/discussion), [planning](http://learningsciences.utexas.edu/teaching/course-design/strategies/discussion/plan), and [strategies.](http://learningsciences.utexas.edu/teaching/course-design/strategies/discussion/strategies)
* Plan for a 20 minute discussion; the extra 10 minutes provides flexibility

Where to submit: report in Canvas; lead discussion in class

**Interview report, due 2/4, 100 points**

What to do: Write a 250-300 word report of your interview with a librarian or para-professional whose primary responsibilities include the collection and/or acquisitions of library materials.

How to do it:

* Identify your interview subject by 1/28; sooner is **much** better. Using Canvas, email your choice to our TA (Kolina Koltai); she’ll respond within 24 hours to give you the status of your choice; if someone else already has that choice, then you’ll need to make another.
* Using an appropriate, professional approach, schedule a 30-minute meeting. Confirm that meeting schedule/location and, if appropriate, repeat the confirmation shortly before the meeting.
* Review the library web site to familiarize yourself with its public presentation priorities.
* Prepare to introduce yourself, take notes during the interview, and close the interview.
* Ask what collection management responsibilities do they find most challenging and why?
* Summarize the major point(s) using a non-academic, first-person approach.
* Do *not* name the library or interview subject; do identify the type of the library, e.g., “large urban public library” or “new community college library.”
* Our discussion will start in groups arranged by library type and end with the full class.
  + Work in your group for 30 minutes.
    - Use a small part of the group time to introduce yourselves to each other.
    - Share your most striking, challenging, and/or confusing findings
    - Group them using whatever system you find most revealing. For example, you might group similar, common, or surprising items together.
    - Have one person write them on one of the white board and another prepare to explain them.
  + We’ll work as a full class for 35-50 minutes to cluster these challenges in terms of our coming course material and readings.

Tips:

* You may conduct the interview within your own library but you’ll get more from the assignment if your interview subject is relatively unfamiliar to you.
* We’ll cover the interview logistics on our first day; you are expected to ask any questions on the process in plenty of time to complete the paper.
* Have a back-up subject in mind; yours may already be chosen. Feel free to give both names to Kolina.
* While this is, essentially, a report of your interview, your discussion contributions will be more substantive if you also write a few sentences about your own reactions to what you learned. This is optional but strongly recommended
* The informal nature of the report refers to stylistic choices such the use of bullets and first-person. The content’s impact, however, requires the essentials of any graduate school composition. To that end, **review the PPT under “files”** in our Canvas site.

Where to submit: Canvas; be prepared to discuss

**Job application report, due 2/25, 100 points**

What to do: Write a 250-300 word paper explaining the professional knowledge and practice skills you expect to need, and how you’ll meet those needs, in a specific collection management position. Attach the full text of the job notice.

How to do it:

* Identify a position that seriously interests you; ignore geographical location and other personal matters. Make a PDF of the position notice. Collection management needs to be an essential but not the sole responsibility. Feel free to select from positions which require a few years of experience.
* Examine the web site of the institution that provided the post. Learn enough to get a sense of how context affects the position. That is, look into how that same position might have a different nature if put in another context. Would the professional knowledge and practice skills be identical? *Incorporate these conclusions* in the report.
* Using bullets, identify each requirement and preference in the position posting.
* Under each bullet identify the professional knowledge and practice skills, needed for the job.
* Under each of these identifications, note (1) what you still need *and* where you’d go to get it or (2) the specifics of how you’ve already gained it.

Tips:

* Position descriptions commonly list more requirements and preferences than this short report will allow you to cover. Concentrate on those that are most difficult for you.
* Consider applying your relevant skills from non-library positions. For example, data entry work might speak to a requirement for managing detailed projects.
* Consider getting what you need outside of the iSchool setting. Don’t skip over a skill just because there’s no easy way to pick it up. For example, volunteer work with immigrant families might speak to a preference for candidates with multi-cultural skills.
* Identify the specific source of your knowledge. For example, an “ethics” requirement isn’t met by taking this course; it’s met by studying for, writing, and discussing your ethics paper. A “team-work” requirement might be met by holding leadership positions in 65% of your classroom team assignments.
* When you can’t demonstrate your ability to meet a requirement or preference, then identify specific ways in which you might meet it. For example, a requirement to be “flexible” might be met by taking a set of particular webinars (list them) from the [Association for Library Collections and Technical Service](http://www.ala.org/alcts/confevents/upcoming/webinar). Making this concerted effort to understand colleagues’ responsibilities can exemplify an interest in flexibly moving throughout the department. *Be sure* to explain the relationship you see between the two.

Where to submit: Canvas; be prepared to discuss

**Composition counts for 5% in written assignments.**

**Applied ethics paper, due 3/10, 250 points**

What to do: Write a 500-650 word paper in which you apply two ethical precepts to common practices in collection management.

How to do it:

* Identify precepts that most will challenge your own professional practice.
* Discuss the precepts separately such that each one gets the same amount of application.
* Begin each half by *briefly* stating the precept, with citations.
* Carefully examine the complexities of each precept. For example, the precept “select materials without personal bias” must entail such application strategies as developing individuals’ means of recognizing and monitoring the small pressures of personal bias.
* Incorporate *brief* examples (real or hypothetical) of personal bias in our field.
* Consider what we can learn from our sister disciplines (such as social work and education) who face the same problem. Incorporate a contrast/comparison from outside our field for each precept.

Tips:

* Provide a clear organization. For example, you might state the precept, identify difficulties in its application, suggest useful strategies to minimize the difficulties, and conclude with a brief statement of the precept’s impact on our fundamental role in society. There are many from which to choose but *make your own clear*.
* Cite carefully; cites do not count in the word limits
* ***Be sure*** to abstract the generalized outcome of each example. That is, after *briefly* describing the example, explain its larger implications for general practice. For example, your personal experience of buying a book that supports a moral position you abhor (e,g., abortion) might be generalized to maintaining an intellectual, rather than a numerical, balance in collections. {If that’s a confusing approach for you, then come see me or bring it up in class.}

Where to submit: Canvas; be prepared to discuss

**Take home exam, due 5/5 at noon, 250 points**

What to do: At the end of our 4/28 class, I’ll distribute an essay exam consisting of 3 questions. Choose any 1 of the 3 to address. Write a 650 to 750-word answer.

How to do it:

* Explain and support your answer
* Other than our textbook and class notes, use at least 5 resources you find appropriate

Tips:

* Address strategies and tactics in terms of their specific application; do *not* simply list them
* Address the difficulties and concerns in your answer clearly; every collection management responsibility requires continuing development
* Organize your response to clearly differentiate between your answer and your support for that answer
* Use an informal, first person format. The depth of your work should, however, make bullets/lists inappropriate.

Where to submit: Canvas

**INF 384D Course Policies**

*You are responsible for reading and following these course policies. Let me know at once if you have any questions.*

**The University of Texas Honor Code – see our Canvas site and the UT site for this**

Please note that matters of academic integrity are taken seriously in this course. When in doubt, ask immediately. *Asking is the sign of an intelligent, thoughtful response to our complex world of layered information resources.* Every student is required to: take the [plagiarism online tutorial](http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.html) or assume responsibility for knowing its contents and review the [University’s Academic Integrity](http://deanofstudents.utexas.edu/sjs/acint_student.php) in doubt regarding plagiarism, contact me or discuss a single example of it with [Writing Center](http://uwc.utexas.edu) staff.

***Students who use, quote, or otherwise employ the ideas, words, and insights of others without appropriate attribution will fail the assignment and, possibly, the course.***

**University and Course Electronic Mail Notification Policies**

All students should become familiar with the University's official [e-mail student notification policy](http://www.utexas.edu/cio/policies/university-electronic-mail-student-notification-policy#one). It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that University e-mail be checked daily.

**In this course Canvas email will be used as the means of communication. Please be certain that your email address in Canvas is correct at all times. You are the only one who can do this and it’s essential for course communication.**

# **Documented Disability Support**

The University of Texas seeks to provide appropriate academic adjustments for all individuals with disabilities. This University will comply with all applicable federal, state and local laws, regulations and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to [Services for Students with Disabilities](http://ddce.utexas.edu/disability/) at the beginning of each semester or as soon as the need arises.

**Health and safety**

The University has a wide range of health and safety services available to all students. Please take full advantage of these support tools and let me know if you have questions about how to access what you need. Please be aware of your surroundings at all times. For more on personal safety and health, take a look at these resources:

* Behavior Concerns Advice Line ([BCAL](https://www.utexas.edu/safety/bcal/))
* [Stress management](http://www.cmhc.utexas.edu/stress.html)
* [Crime prevention](http://www.utexas.edu/police/prevention/)
* [Personal safety](http://www.utexas.edu/police/prevention/personal_safety.html)

**Technology requirements**

The vast majority of this course will take place in-person with [Canvas](http://canvas.utexas.edu) used primarily as a supplement and resource. You are required to read our Canvas updates daily.

In addition, you are required to have access to whatever technology is necessary for you to function well in this course. That includes Internet access that allows you to explore sites that might be blocked by some filters and sufficient memory to handle downloads and other course requirements. You can use any of the computer labs on campus but any other arrangement is acceptable so long as your own needs for connectivity, printing, and information access are met.

**Attendance**

Much of this course includes in-class application of readings and lectures via discussion, exercises, and on-site analysis. If you miss more than one class for any reason, then please see me to discuss your options for the remainder of the course. Attendance is not directly a part of the grade but it is essential to understanding the material that is graded.

[Religious Holy Days and observances](http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/) sometimes conflict with class schedules. If you miss an in-class work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least 14 days prior to the classes scheduled on dates you will be absent to observe a religious holiday.

**Grading: Late work**

All unexcused late materials will have a 1/3 letter grade reduction for each day they are overdue. Matters of academic integrity, as noted above, will be strongly tied to course grades.

**Communication**

* I will make every effort to answer emails and phone calls within 3 working days. If you have not heard from me within those time limits, please let me know by an alternative form of contact.
* I will also make every effort to grade and return assignments within 2 weeks of their due date.
* If I have to cancel office hours, then I will note that on our BB announcement page along with the make-up time scheduled to replace the slot.

**Maintain work files**

Students are responsible for maintaining their own files of work, both submitted and returned, until official University grades are received. You are encouraged to keep these materials until graduation, as I may need some of it to compose a detailed and persuasive recommendation letter for you.

**Style manual**

Learning to use one of the well-established style manuals supports development of professional writing skills. We will use the [American Psychological Association’s style manual](http://www.apastyle.org). In particular, please be sure to follow its citation formats and rules on language bias.

**Selected Professional Resources** with readings

*Selected American Library Association (ALA) resources*

* ALA on [banned books](http://www.ala.org/bbooks/) and extended [blog entry](http://www.ala.org/tools/why-was-book-banned)
* ALA [Ethnic & Multicultural Information Exchange Round Table](http://www.ala.org/emiert/) (Winnick and Lyman, Oct. 1967, Library Services to the Disadvantaged and Handicapped, *ALA Bulletin*, 61: 9: 1065-1074)
* ALA Games and Gaming Round Table on [Obstacles and Challenges](http://www.ala.org/gamert/obstacles-and-challenges) (Sullivan, Collection Development for the “chip” generation and beyond, Collection Building 24 (2): 56-60)
* ALA Gay, Lesbian, Bisexual, Transgender Round Table on [collection management resources](http://www.ala.org/glbtrt/popularresources/collection) (J. Downey, Library Collection Development Issues Regarding the Information Needs of GLBT Patron, *Progressive Librarian* 25: 86-95, 2005)
* ALA Map & Geospatial Information Round Table on [collection management](http://magirt.ala.libguides.com/c.php?g=133146&p=870545)
* ALA [Digital Inclusion Survey](http://digitalinclusion.umd.edu) on public libraries; includes interactive maps

*Selected non-governmental organization (NGO) and trade sites*

* [Alternative Press Center](http://www.altpress.org) (Sellie, A. (2013) Meta-Radicalism: The Alternative Press by and for Activist Librarians in *Libraries and the Reading Public in 20th Century America*. Pawley and Robbins, eds. Univ. of WI Press)
* Association of American Publishers (AAP) on [e-publishing](http://publishers.org/priorities-positions/embracing-digital-publishing)
* [iMap Libraries](http://www.imaplibraries.org/index.html) on socioeconomic characteristics of libraries’ communities
* [OCLC](https://www.oclc.org/support/services/collection-manager.en.html) resources for collection management

*Selected governmental organization sites*

* [U.S. Copyright Office](http://www.copyright.gov)  (Howard, J. (Oct. 8, 2014) Publishers Win Reversal of Court Ruling That Favored ‘E-Reserves’ at Georgia State U. *Chronicle of Higher Education*.
* Institute of Museum and Library Services (IMLS) [collection of videos](https://www.imls.gov/publications/imls-videos) on patrons’ use of collections {scroll down}
* U.S. Citizenship and Immigration [“citizenship corners”](http://www.uscis.gov/citizenship/organizations/libraries/citizenship-corners) advice

*Selected commercial sites*

* [Copyright Clearance Center](https://www.copyright.com/learn/about-copyright/)
* SirsiDynix [tool for mobile weeding](http://www.sirsidynix.com/products/mobilecirc)
* EbscoHost’s lists of [journal titles](https://www.ebscohost.com/title-lists)