

Spring 2020 syllabus for Collection Management

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Philosophical and social context, objectives, and methodology of evaluating, selecting, and managing library materials

“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.

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.”

—Westbrook, 2016

Attendance and Participation

For best results, come to class! You’ll get so much more out of this course if you attend all classes. But... life happens. If you will miss class, tell me in advance, via email.

Documented illnesses or emergencies, religious holidays and observances, job interviews—these are the easy examples of excused absences. I will consider other situations on a case-by-case basis if you provide documentation.

Congratulations! You made it to class! Now, contribute. Come to class ready to discuss any readings or other preparatory content (all of which will be listed on Canvas).

Feel free to bring a laptop to class to take notes, but consider that [actually handwriting your notes may improve content digestion and retention](#).

Texts

[Collection Management Basics](#) (=CMB, ebook)

[Collection development and management for 21st century library collections: an introduction](#), 2nd ed. (=Gregory, PCL Reserves, Library Use Only)

Techniques for Electronic Resource Management: TERMS and the Transition to Open
(=TERMS, OA ebook)

We will use and compare three texts. I encourage students to seek out additional relevant content, in all formats, to inform classroom discussions. As much as possible, recommended material will be open access, but some of content will be material paid for and available via the UT Libraries. This kind of material may only allow for one person's use at a time, so please schedule accordingly.

Assignments

1. Listserv reports (200 total points): Student teams will select and follow a collection-related listserv for the entire semester. A team member will report on any "hot topics" posted to the list and lead a discussion on them (50 points). All students will post a reflection on the discussion topic to Canvas (150 points—15 points per reflection).
2. Text chapter discussion (200 total points): Student teams will be assigned to one of the textbooks. A team member will be responsible for leading a discussion on the assigned chapters (50 points). All students will post a reflection on the chapters' content to Canvas (150 points—15 points per reflection).
3. ILS evaluation (200 total points): Students will evaluate integrated library systems and their suitability for different kinds of libraries. All students will post their evaluations to Canvas.
4. Build a collection management plan (400 total points): Student teams will create collection plans for different kinds of libraries (250 points). All students on a team will post to Canvas a peer-review of the contributions of the other members of their team (75 points). All students will post to Canvas a peer-review of another team's collection development plan (75 points).

Examples of library scenarios might include a Texas women's history museum; a K-12 parochial school; a community college that offers AA degrees and vocational certifications; a public middle school that is a science magnet school; an academic library, to support a film school.

Grading

There is a total of 1000 points in this course. Many assignments will require group work. Also, you will provide feedback on your team members' individual contributions to the end products. **You will not receive any points for work turned in late.** I don't give letter grades for individual assignments. Your final grade will be determined by how many points you amass during the semester.

A = >900 B = 800-899 C = 700-799 D = 600-699 F = <599

In order to maintain student privacy, I will not discuss specific grades via email or phone; you must meet with me in person.

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, [Services for Students with Disabilities](#).

Student Honor Code:

"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

DATE	TOPICS	READINGS	WHAT'S DUE?
1/23	What will this course cover? What's collection management? Team assignments for textbooks and listservs ILS Evaluations discussion ER&L volunteering lottery for library types for CD planning	CMB, Ch.1 Gregory, Ch.1 TERMS, Ch.8	
1/30	The framework in which collection management happens Libraries and the First Amendment Fair use, copyright, creative commons Intellectual freedom, censorship & challenges to items in a library collection, community standards, banned books	CMB, Ch.2, 15 Gregory, Ch.10, 11, 13	Reflection 1, listserv (15 pts) Reflection 2, textbooks (15 pts)
2/6	How do we know what we have?	CMB, Ch. 9 Gregory, Ch.7	Reflection 1, listserv (15 pts) Reflection 2, textbooks (15 pts)
2/13	RB at AAAS, no class meeting		
2/20	How do we know what our users want? Finding out who your users are, who your users will be, forecasting their needs	CMB, Ch.5 Gregory, Ch.2? ILS comparisons	ILS Evaluations (200 points)
2/27	What do users actually use? Circulation statistics, COUNTER, usage stats...	CMB, Ch.9 Gregory, Ch.7 TERMS, Ch.6	Reflection 1, listserv (15 pts) Reflection 2, textbooks (15 pts)
3/5	How do we decide what to provide for our users? Library collections budgeting 101 Selection sources—what's good, what's not predatory publishing when/whether to include discredited materials (anti-vaxxers titles, e.g.) in the collection	CMB, Ch.5, 6 Gregory, Ch.3, 4 TERMS, Ch.2 Survey of collection development policies in different kinds of libraries	Reflection 1, listserv (15 pts) Reflection 2, textbooks (15 pts)
3/12	Recap of Electronic Resources & Libraries Conference , March 8-11	CMB, Ch.7,8 Gregory, Ch.5 TERMS, Ch.4	Reflection 1, listserv (15 pts)

	Acquisitions 101—vendors, jobbers, publishers Technical Services		Reflection 2, textbooks (15 pts)
3/19	SPRING BREAK		
3/26	How do we get it? Library Collections budgeting 101 aggregators, journal packages, Big Deals, EBA/DDA, open access/OERs, Front files, backfiles, ebook discovery vs. ebook purchase/ownership, multi-year deals, academic tiered pricing, approval plans (include recent Macmillan plan to embargo libraries to only 1 copy for X weeks)...	CMB, Ch.8,10 Gregory, Ch.5,6 TERMS, Ch.3	Reflection 1, listserv (15 pts) Reflection 2, textbooks (15 pts)
4/2	Where does the collection live, Pt. 1?—The physical collection space/stacks management 101 Remote storage facilities Resources in common, cooperative collecting	CMB, Ch.7,14 Gregory, Ch.8,14	Reflection 1, listserv (15 pts) Reflection 2, textbooks (15 pts)
4/9	Where does the collection live, Pt. 2? Weeding, withdrawal (and the attendant public relations nightmare) Old media & the hardware needed to use it Digitization projects	CMB, Ch.11,12,13 TERMS, Ch.6	Reflection 1, listserv (15 pts) Reflection 2, textbooks (15 pts)
4/16	How do we supply it? The virtual Access methods—EZproxy, Shibboleth, OpenAthens ILL Access vs ownership	CMB, Ch.13	Reflection 1, listserv (15 pts) Reflection 2, textbooks (15 pts)
4/23	REPORTING CD PLANS	Peer-reviews of CD plans	Reflection 1, listserv (15 pts) Reflection 2, textbooks (15 pts) Collection development plans (400 points)
4/30	REPORTING CD PLANS	Peer-reviews of CD plans	Collection development plans, continued
5/7	Semester review		