

School of Information and Library Science, University of North Carolina at Chapel Hill

INLS 513-001: Resource Selection and Evaluation (3 cr.)

Summer Session II 2009, Monday-Friday, 9:45a.m.-11:15a.m., in 304 Manning

Instructor: Phillip M. Edwards [phillip_dot_m_dot_edwards_at_unc_dot_edu]
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Class materials: <http://sakaipilot.unc.edu> [log in with your ONYEN and password]

[Last updated: 2009-06-12, 2:20p.m.]

Course description:

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; the challenges of defining the scope and boundaries of collections; developing 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). Collections are, first and foremost, *dynamic* entities, and we will frame many of our discussions within the “lifecycle of information”—from conception and creation, to selection and storage, to access and evaluation, to long-term preservation and deselection (or “weeding”). Near the end of the semester, we will begin to cover emerging issues in collection development and management, namely: digitization projects, self-archiving behaviors, and institutional repository development, among others. We will also consider 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 recent years.

Course objectives:

By the end of the course, it is expected that students will be able to...

- *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)
- *Reflect* upon their attitudes and practices for the purposes of self-assessing their performance as developing professionals.

Required textbook [available at the UNC Student Stores in the Daniels Building]:

Evans, G. Edward, and Margaret Zarnosky Saponaro. *Developing Library and Information Center Collections*. 5th edition, Library and Information Science Text Series. Westport, CT: Libraries Unlimited, 2005. [also available on reserve; see below]

Materials on reserve [available for limited circulation from the SILS Library help desk]:

- Anderson, Joanne S., Chris Desjarlais-Leuth, Maureen Gleason, Caroline C. Long, Marilyn Myers, Mary Ellen Quinn, and Kathleen A. Sullivan. *Guide for Written Collection Policy Statements*. 2nd edition. Chicago: American Library Association, 1996.
- Evans, G. Edward, and Margaret Zarnosky Saponaro. *Developing Library and Information Center Collections*. 5th edition. Westport, CT: Libraries Unlimited, 2005.
- Fales, Susan L. (Ed.). *Guide for Training Collection Development Librarians*. Chicago: American Library Association, 1996.
- Hoffmann, Frank W., and Richard J. Wood. *Library Collection Development Policies: Academic, Public, and Special Libraries*. Lanham, MD: Scarecrow Press, 2005.
- Hoffmann, Frank W., and Richard J. Wood. *Library Collection Development Policies: School Libraries and Learning Resource Centers*. Lanham, MD: Scarecrow Press, 2007.
- Johnson, Peggy. *Fundamentals of Collection Development & Management*. Chicago: American Library Association, 2004.
- McCloud, Scott. *Understanding Comics: The Invisible Art*. New York: HarperPerennial, 1994.
- Saricks, Joyce G. *Readers' Advisory Service in the Public Library* (3rd ed). Chicago: American Library Association, 2005.
- Shearer, Kenneth D., and Robert Burgin (eds.). *The Readers' Advisor's Companion*. Englewood, CO: Libraries Unlimited, 2001.

Journals and serial publications related to themes in this course:

- The Acquisitions Librarian* (<http://eresources.lib.unc.edu/ejournal/titlematch.php?resourceID=71904>)
- Council on Library and Information Resources Reports* (<http://www.clir.org/pubs/reports/>)
- Collection Management* (<http://eresources.lib.unc.edu/ejournal/titlematch.php?resourceID=73058>)
- Collection Building* (<http://search.lib.unc.edu/search?R=UNCb1516837>)
- D-Lib Magazine* (<http://www.dlib.org/>)
- Library Collections, Acquisitions, & Technical Services*
(<http://eresources.lib.unc.edu/ejournal/titlematch.php?resourceID=11227>)
- Publishers Weekly* (<http://eresources.lib.unc.edu/ejournal/titlematch.php?resourceID=44428>)
- And others cataloged with the LC subject headings “*Library Collection Development--Periodicals.*” and “*Collection development (Libraries)--Periodicals.*”

Electronic mailing lists devoted to collection development and acquisitions issues:

- ACQNET mailing list (<http://www.acqweb.org/acqnet.html>)
- COLLDV-L mailing list (<http://serials.infomotions.com/colldv-l/>)
- Liblicense-L mailing list (<http://www.library.yale.edu/~llicense/ListArchives/>)

Assumptions* adopted for this course (*emphases mine*)

- 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* exists, 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 pp. 2-3 in Fales, Susan L. (Ed.). *Guide for Training Collection Development Librarians*. Chicago: American Library Association, 1996.

How to succeed in this course

Graduate courses vary with regard to their classroom dynamics, how the literature is approached, and the learning objectives for students. Rather than hoping that you will “figure this out as we go,” the following suggestions are provided to illustrate techniques that might help you to prepare yourself for class, efficiently read the required materials, and effectively engage with course activities.

Preparing for class. Summer session courses are, by their nature, very intense in terms of workload. Of the 15-20 hours you should expect to spend each week on coursework for INLS 513, we spend approximately 7.5 of those hours in class. To make the most efficient use of our time together, I expect students to have already (1) completed the required readings for that day [for more information, see *Completing the required readings* below] and (2) considered the reading questions and explored any additional resources posted in Sakai.

Completing the required readings. I expect all students to have completed any required readings prior to the class session in which they are discussed. Many of the readings adopt a particular perspective on the world of information services and collections; I expect you to develop your own set of attitudes and opinions about your practices, but in order to position yourself in the field, it is essential that you are able to critically analyze—and sometimes experiment with or role play—the perspectives of other authors.

Participating during (and reflecting after) class. The majority of our time in class will be spent in hands-on activities and analyses—with examples often drawn directly from practice, from students’ work experiences, and from any earlier coursework—and, as such, you should be confident in your understanding of the readings and the implications that these topics hold for your professional development. Many students may find it helpful to devote time immediately after class to reflect upon that day’s discussions and jot brief notes for themselves to follow up with before the next session.

Writing and editing. If you have any concerns about the quality of your written work for this class, please feel free to share whatever drafts you’ve produced (*especially* during office hours) or visit the UNC Writing Center (<http://www.unc.edu/depts/wcweb/>) before an assignment is due. If you’re after more detailed early feedback, I will typically ask for you to email an in-progress draft to me **and** to schedule a time to chat with me about my comments in person—note: first-come, first-served.

Periodic assessment of your learning and the class. In this class, regular feedback on your work—from me and from your peers—is integral to your success. Keep in mind that any criticism you give or receive should be, above all, constructive. Similarly, I have a strong interest in learning about which aspects of the course are helping or hindering your learning. I will periodically ask you to perform short assessments of your learning, the effectiveness of class activities and experiences, and the progress you’ve made on your class projects.

Late work, missing class, and other unfortunate events. Life is unpredictable, and occasionally circumstances beyond your control may have an impact on your life as a student. Advance notice of any anticipated difficulties is appreciated. (Technology permitting, I will stream video and audio from course sessions in real-time and archive those class sessions in Sakai for later review.) Please ask me if you have any questions on how to successfully navigate this course and assignments.

Course Schedule

Week 1	<p>Session 1 – Thursday, June 18, 2009 – Introduction to the course</p>
	<p>Session 2 – Friday, June 19, 2009 – Collecting and collections: I Read prior to session: Wilson, Patrick. “Libraries.” In <i>Public Knowledge, Private Ignorance: Toward a Library and Information Policy</i>, pp. 83-126. Westport, CT: Greenwood, 1977. [SKIM] Keller, Michael A., Victoria A. Reich, and Andrew C. Herkovic. “What is a Library Anymore, Anyway?” <i>First Monday</i> 8, no. 5 (2003). Available at http://www.firstmonday.org/issues/issue8_5/keller/.</p>
Week 2	<p>Session 3 – Monday, June 22, 2009 – Collecting and collections: II Read prior to session: Evans and Saponaro, “Information Age—Information Society” (2005, Ch. 1) Lagoze, Carl, and David Fielding. “Defining Collections in Distributed Digital Libraries.” <i>D-Lib Magazine</i> (November 1998). Available at http://dlib.org/dlib/november98/lagoze/11lagoze.html. [SKIM ANY “TECHNICAL” BITS] --AND EITHER-- Currall, James, Michael Moss, and Susan Stuart. “What is a Collection?” <i>Archivaria</i> 58 (2004): 131-46. --OR-- Lee, Hur-Li. “What is a Collection?” <i>Journal of the American Society for Information Science</i> 51, no. 12 (2000): 1106-13.</p>
	<p>Session 4 – Tuesday, June 23, 2009 – Community needs as unifying principles: I Read prior to session: Evans and Saponaro, “Information Needs Assessment” (2005, Ch. 2) Greer, Roger C. and Martha L. Hale. “The Community Analysis Process.” In <i>Public Librarianship: A Reader</i>, edited by J. Robbins-Carter (pp. 358-366). Littleton, CO: Libraries Unlimited, 1982. Hoffert, Barbara. “Immigrant nation: How public libraries select materials for a growing population whose first language is not English.” <i>Library Journal</i> 133, no. 14 (September 1, 2008): 34-36.</p>
	<p>Session 5 – Wednesday, June 24, 2009 – Community needs as unifying principles: II Read prior to session: Consulting Librarians Group. <i>Community Analysis Methods and Evaluative Options: The CAMEO Handbook</i>. [1980s]. Available at http://skyways.lib.ks.us/pathway/cameo/. [FOCUS ON: Chapter 5, “Looking Around Outside the Library,” and the associated (linked) WorkSheets and Figures: http://skyways.lib.ks.us/pathway/cameo/chap5.htm]</p>
	<p>Session 6 – Thursday, June 25, 2009 – Selection of individual items: ‘Traditional’ Read prior to session: Evans and Saponaro, “Selection Process in Practice” (2005, Ch. 4) [FOCUS ON: “Selection Aids” section, pp. 82-94] Smith, Linda C. “Selection and Evaluation of Reference Sources.” Chap. 13 in <i>Reference and Information Services: An Introduction</i> (3rd ed.), edited by Richard E. Bopp and Linda C. Smith. Englewood, CO: Libraries Unlimited, 2001. [FOCUS ON: “Evaluation of Sources” section, pp. 312-16.] Saricks, Joyce G. “Articulating a Book’s Appeal.” Chap. 3 in <i>Readers’ Advisory Services in the Public Library</i> (3rd ed.). Chicago: American Library Association, 2005. [FOCUS ON: Figures 3.1-3.7 along with their lengthier descriptions in the text of the chapter.]</p>
	<p>Session 7 – Friday, June 26, 2009 – Selection of individual items: Web-based *** Due <u>via Sakai, email, or f-2-f</u> before the beginning of class: Community selection for <i>Assignment #2</i> *** Read prior to session: Internet Public Library Collection Policy. Available at http://www.ipl.org/div/about/colpol.html. Librarians’ Index to the Internet Selection Criteria. Available at http://lii.org/pub/htdocs/selectioncriteria.htm.</p>

Week 3	<p>Session 8 – Monday, June 29, 2009 – The contemporary publishing landscape Guests: Pat Dominguez and Luke Swindler (both from UNC Libraries) Read prior to session: Evans and Saponaro, “Producers of Information Materials” (2005, Ch. 5) Brown, Laura, Rebecca Griffiths, and Matthew Rascoff. <i>University Publishing in a Digital Age</i>. 2007. Available at http://www.ithaka.org/strategic-services/Ithaka%20University%20Publishing%20Report.pdf. [SKIM]</p>
	<p>Session 9 – Tuesday, June 30, 2009 – Serials and open access publishing Guest: Greg Raschke (from NCSU Libraries) Read prior to session: Evans and Saponaro, “Serials—Print and Electronic.” (2005, Ch. 6) Chan, et al. <i>Budapest Open Access Initiative</i>. 2002. Available at http://www.soros.org/openaccess/read.shtml. Kling, Rob, and Geoffrey McKim. “Scholarly Communication and the Continuum of Electronic Publishing.” <i>Journal of the American Society for Information Science</i> 50, no. 10 (1999): 890-906. [SKIM]</p>
	<p>Session 10 – Wednesday, July 1, 2009 – Licensing & Digital Rights Management *** Due <u>via Sakai</u> at the beginning of class: <i>Assignment #1, Resource evaluation/ review</i> *** Read prior to session: Eschenfelder, Kristin R. “Every Library’s Nightmare? Digital Rights Management, Use Restrictions, and Licensed Scholarly Digital Resources.” <i>College & Research Libraries</i> 69, no. 3 (2008): 205-225. Guenther, Kim. “Making Smart Licensing Decisions.” <i>Computers in Libraries</i> 20, no. 6 (2000): 58-60. Lessig, Lawrence. “What Things Regulate.” Chap. 7 in <i>Code, Version 2.0</i>. New York: Basic Books, 2006. Available at http://pdf.codev2.cc/Lessig-Codev2.pdf.</p>
	<p>Session 11 – Thursday, July 2, 2009 – Collecting Web-based materials: Other methods Read prior to session: Evans and Saponaro, “Other Electronic Materials.” (2005, Ch. 7) Day, Michael. “Collecting and Preserving the World Wide Web: A Feasibility Study Undertaken for the JISC and Wellcome Trust.” Joint Information Systems Committee (JISC) and Wellcome Trust, 2003. Available at http://www.jisc.ac.uk/uploaded_documents/archiving_feasibility.pdf. [SKIM; FOCUS ON: “4. Review of existing Web archiving initiatives”]</p>
	<p>NO CLASS – Friday, July 3, 2009 (University holiday)</p>
Week 4	<p>Session 12 – Monday, July 6, 2009 – Collection development policies: I Read prior to session: Evans and Saponaro, “Collection Development Policies” (2005, Ch. 3) Johnson, Peggy. “Policy, Planning, and Budgets.” In <i>Fundamentals of Collection Development and Management</i>, pp. 65-100. Chicago: American Library Association, 2004.</p>
	<p>Session 13 – Tuesday, July 7, 2009 – Collection development policies: II Read prior to session: Snow, Richard. “Wasted Words: The Written Collection Development Policy and the Academic Library.” <i>Journal of Academic Librarianship</i> 22, no. 3 (1996): 191-194.</p>
	<p>Session 14 – Wednesday, July 8, 2009 – Resource sharing and cooperation *** Due <u>via Sakai</u> at the beginning of class: <i>Assignment #2, Community-based resource collection</i> (1 copy per group) *** Guests: Tracy Babiasz (from Wake County Public Libraries) and Carolyn White (from McDougale Middle School) Read prior to session: Evans and Saponaro, “Resource Sharing” (2005, Ch. 15) Johnson, Peggy. “Cooperative Collection Development and Management.” In <i>Fundamentals of Collection Development and Management</i>, pp. 235-267. Chicago: American Library Association, 2004.</p>
	<p>Session 15 – Thursday, July 9, 2009 – Evaluation and assessment Read prior to session: Counting Online Usage of Networked Electronic Resources (COUNTER) 3.0 schema data element values: http://www.niso.org/workrooms/sushi/values/. Walker, Gay, Jane Greenfield, John Fox, and Jeffrey S. Simonoff, “The Yale Survey: A Large-Scale Study of Book Deterioration in the Yale University Library.” <i>College & Research Libraries</i> 46 (March 1985): 111-132.</p>
	<p>Session 16 – Friday, July 10, 2009 – Preservation Guest: Eileen McGrath (from the North Carolina Collection at UNC) Read prior to session: Evans and Saponaro, “Protecting the Collection” (2005, Ch. 16) Harris, Carolyn. “Selection for Preservation.” In <i>Preservation: Issues and Planning</i>, edited by Paul N. Banks and Roberta Pilette, pp. 206-224. Chicago: American Library Association, 2000.</p>

Week 5	<p>Session 17 – Monday, July 13, 2009 – Small group workshops on Assignment #3 analyses</p>
	<p>Session 18 – Tuesday, July 14, 2009 – Deselection/weeding Guest: Gretchen Westman (from Morris Grove Elementary School) Read prior to session: Evans and Saponaro, “Deselection” (2005, Ch. 13) Connaway, Lynn Silipigni, Edward T. O’Neill, and Chandra Prabha. “Last Copies: What’s at Risk?” <i>College & Research Libraries</i> 67, no. 4 (2006): 370-79.</p>
	<p>Session 19 – Wednesday, July 15, 2009 – Sustainability *** Due <u>as hard-copies, printed</u>, at the beginning of class: Three copies of draft <i>Assignment #3</i> *** Read prior to session: Council on Library and Information Resources. “Building and Sustaining Digital Collections: Models for Libraries and Museums.” Washington, DC: Council on Library and Information Resources, 2001. Available at http://www.clir.org/pubs/reports/pub100/pub100.pdf. Zorich, Diane M. “A Survey of Digital Cultural Heritage Initiatives and Their Sustainability Concerns.” Washington, DC: Council on Library and Information Resources, 2003. http://www.clir.org/pubs/abstract/pub118abst.html. [SKIM; FOCUS ON: “Part II: Review of Digital Cultural Heritage Initiatives – Sustainability Issues” (pp. 22-30)]</p>
	<p>Session 20 – Thursday, July 16, 2009 - Legal and ethical concerns Read prior to session: Evans and Saponaro, “Legal issues” (2005, Ch. 17) and “Censorship, Intellectual Freedom, and Collection Development” (2005, Ch. 18) Kahle, Brewster, Rick Prelinger, and Mary E. Jackson. "Public Access to Digital Material." <i>D-Lib Magazine</i> 7, no. 10 (2001). http://www.dlib.org/dlib/october01/kahle/10kahle.html.</p>
	<p>Session 21 – Friday, July 17, 2009– Digitization projects *** Due <u>as hard-copies</u> at the beginning of class: Peer reviews of your classmates’ <i>Assignment #3</i> drafts*** Read prior to session: Lopatin, Laurie. “Library Digitization Projects, Issues and Guidelines: A Survey of the Literature.” <i>Library Hi Tech</i> 24, no. 2 (2006): 273-289. Association of Research Libraries (ARL) Working Group on Special Collections. “Special Collections in ARL Libraries: A Discussion Report from the ARL Working Group on Special Collections.” (March 2009) http://www.arl.org/bm~doc/scwg-report.pdf. [SKIM; FOCUS ON: “Recommendations” sections (pp. 15+, 23+, 28+; or pp. 33-35)] Agnew, Grace, Liz Bishoff, Priscilla Caplan, Rebecca Guenther, Ingrid Hsieh-Yee, Amy Alderfer, and Jen Childree. <i>A Framework of Guidance for Building Good Digital Collections</i>. 2nd Edition. Bethesda, MD: National Information Standards Organization, 2004. http://www.niso.org/publications/rp/framework3.pdf. [SKIM; FOCUS ON: the “Principles” for Collections (p. 4), Objects (pp. 26, 48, 51, 52, 55, 57), Metadata (pp. 61-2), and Initiatives (p. 86)]</p>
Week 6	<p>Session 22 – Monday, July 20, 2009 – Self-archiving & institutional repositories Read prior to session: Lynch, Clifford A. “Institutional Repositories: Essential Infrastructure for Scholarship in the Digital Age.” <i>ARL Bimonthly Report</i> 226 (2003): 1-7. http://www.arl.org/resources/pubs/br/br226/br226ir.shtml. Davis, Philip M. and Matthew J. L. Connolly. “Institutional Repositories: Evaluating the Reasons for Non-use of Cornell University’s Installation of DSpace.” <i>D-Lib Magazine</i> 13, no. 3/4 (2007). Available at http://www.dlib.org/dlib/march07/davis/03davis.html.</p>
	<p>Session 23 – Tuesday, July 21, 2009 – Conclusions, final thoughts, and next steps *** Due <u>in Sakai</u> by 11:00a.m. on 7/23: <i>Assignment #3, Annotated collection development policies</i> ***</p>

Assignment Summary

	Percentage of your grade
Community selection for <i>Assignment #2</i> (Due <u>via Sakai, email, or f-2-f</u> : 6/26)	0% (Group)
<i>Assignment #1, Resource evaluation/review</i> (Due <u>via Sakai</u> : 7/1)	20% (Individual)
<i>Assignment #2, Community-based resource collection</i> (Due <u>via Sakai</u> : 7/8)	30% (Group)
Small group workshops for <i>Assignment #3</i> (Be present <u>in person</u> : 7/13)	0% (Individual)
Draft of <i>Assignment #3</i> (Three copies due <u>in print</u> : 7/15)	0% (Individual)
Peer reviews of your classmates' <i>Assignment #3</i> drafts (Due <u>in print</u> : 7/17)	15% (Individual)
<i>Assignment #3, Annotated collection development policies</i> (Due <u>in Sakai</u> : 11a.m., 7/23)	20% (Individual)
Class participation	15% (Individual)
	100%

Based on UNC Registrar Policy for courses (<http://regweb.unc.edu/resources/rpm24.php>), semester grades will be H, P, L or F for graduate students. Grades for individual assignments will be based on the points obtained on each assignment, weighted by percentages given above, in order to calculate final semester grades. Numerical grades roughly translate into the following letter grades:

Graduate:

98.0 - 100%	H
95.0 - 97.9%	P+
91.0 - 94.9%	P
88.0 - 90.9%	P-
85.0 - 87.9%	L
< 84.9%	F

If you have any questions or concerns about your grades in this course, please feel free to ask me.

Final notes

Above all, have fun, learn as much as you can from this experience, and be open to where your interests in this broad topic might take you. I am here to help you succeed—both by creating an environment that supports your explorations and by pointing you in the direction of resources that might be useful to your development as a professional.