INSC 560 (Development and Management of Collections): Fall 2018
University of Tennessee, Knoxville

Course Section: 001 (CRN 45485) and 002 (CRN 44754)

Meeting Time and Place: Thursdays, 6.30-9.10pm Eastern Standard Time: Synchronous cyberspace! During some weeks (or portions of the class time), interactions will be in asynchronous experimental mode based on past students' feedback.

Course Credit Hours: 3 Graduate Course Credit Hours

Instructor: Dr. Bharat Mehra, Professor

Office Hours: #454 Communications Building; By appointment.

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Course Description/Information:
From SIS website: (3) Selecting and preserving a variety of items (tangible and intangible) to meet needs of particular users; community analysis; policies and procedures; evaluation; purchasing.

Value Proposition:
This course studies the process of selecting and preserving a variety of items (tangible and intangible) to meet the needs of particular users. It introduces many essential collection development concepts including, but not limited to, community analysis, policies and procedures, evaluation and purchasing. Although the character of collection development may vary in different information environments, there are core concepts and skills that transcend all these environments. Students will learn these core principles and skills and how they might be applied in a variety of information contexts.

Prerequisites: None.

Course Outcomes:
When you complete this course, you should be able to:
- Discuss review utility.
- Be able to select the best item.
- Identify and characterize agency attributes likely to impact selection.
- Identify and interpret information about community characteristics, needs and wants, indicating how this information affects collection development.
- Develop a priority-oriented selection policy for a chosen subject area.
- Evaluate the adequacy of a collection in a chosen area, indicating strengths and weaknesses.
- Revise an existing collection according to established criteria.
- Build a community responsive collection using a variety of appropriate selection aids.
- Apply these principles to the information environment in which you would like to work.
- Build individual web modules as a part of a collection on collection development.

Learning Environment:
This course is characterized by a collaborative learning atmosphere which requires you to use critical thinking skills and to have a commitment and involvement in your projects and discussions during class meetings and online. I will do everything I can to make the course a rewarding learning experience that is meaningful to you as information professionals. However, to get the most out of this course you will need to be actively involved in our readings, discussions, and assignments!

You will be expected to demonstrate mastery of the material in our class discussions, assignments, and through participation in our virtual interactions on Canvas and Zoom.

The course focus is on your Collection Development Project lasting through the semester that will involve working with a local community-based agency (e.g., public library, academic library, school library, museum or archive, religious organization, non-profit agency, etc.).

NOTE: Identify a community-based information agency and establish contact and communication with agency stakeholders ASAP. You can select an information agency where you work, volunteer, interested to volunteer, do your practicum, visited as a patron/child, or any other reason. This agency will serve as your collaborator for developing a collection for them during the semester (based on subject, audience, and format). So, the stronger ties you have developed with the information agency, the better access you will have to contextual information, d o c u m e n t s , authoritative sources, staff/users, and other realities and experiences that will inform how well you complete the course project. This information aspects will be used to strengthen your descriptions and decision-making in collection development, support your choices and analysis; and substantiate your claims in the course assignments. You will be expected to interact (in-person, online, email, phone, and/or other) with staff and patrons of this information agency, collect and document their feedback to information your decisions, and present the work via web modules on the class website. You will learn how to present all your assignments on individual web pages that will be compiled as a collective web resource on collection development representing your work for the class.

Hence, think strategically in selecting your collaborating information agency in advance to make this a meaningful experience for you and your collaborators.

Course Communications:
I am here to help – so always feel free to ask questions or share ideas! You are encouraged to drop-in, phone, or e-mail, as convenient to you. We can also talk during scheduled times via appointment. E-mail is a sure-fire way to initiate contact with me. I believe e-mail is a good communication tool to begin the conversation, and I check mine on a very regular basis. What I like about e-mail is that it is 24/7; that means you can ask a question when it's fresh on your mind…24 hours a day, 7 days a week. I've set my mail to sort incoming messages; so to assure a quicker response from me always start your message subject line with INSC 560. I'll usually answer within 48 hours, but I'll often get back to you even faster! For technical issues, contact UTK Office of Information Technology (http://help.utk.edu/footprints/contact/).

Texts/Resources/Materials:
- Required: Evans, G. Edward & Saponaro, Margaret Zarnosky. Collection Management Basics. 6th Edition. 2012, Libraries Unlimited.
- Online readings: There are some required readings that are placed on the Canvas class space as pdf files. Web site addresses for some required readings are on the syllabus. Other supplementary resources will be available via our class website on Canvas.

Course Requirements, Assessments, and Evaluations:
Collection Development Project
The purpose of this project is for you to gain experience developing a collection. A complete description of the project is available in the Collection Development Project Assignments section available at the end of the syllabus. A brief description of the project follows.

All the assignments should be completed by students individually. All your assignments will be deposited via the assigned space on the class Canvas site. I will grade and give comments on your assignment via that space. You will also have to submit your Collection Development Project

assignments (seven in all) in web module format by December 7 [11.59pm] using the web template (FAQ and directions created by Dan Greene available on Canvas). 25% of each grade assignment will be deducted if its web module component is not deposited by this deadline. Also, as a test activity by end of fall break October 7 [11.59pm], each student will upload the web module for Part 1.

> NAMING OF WEB MODULES: For example, if I was to deposit my first assignment (userid=bmehra), the following is the name of the file I will deposit: bmehra.1.html [userid.assignment#.html]. For my second assignment, the name of the file I deposit: bmehra.2.html. Make sure you understand the naming of the file protocol. See the name of your assignment files to upload at URL http://heramac.cci.utk.edu/INSC560Fa18/ (Under "Student Projects").

NOTE: Follow American Psychological Association's Standards to cite and reference your work. https://owl.english.purdue.edu/owl/resource/560/01/.

In addition to fulfilling assignment criteria, all assignments will also be evaluated based on the following criteria [Additional feedback will be provided during class]:

- Evidence to support your claims, descriptions, and analysis.
- Use of authoritative sources to cite and reference the evidence collected.
- Following directions to complete the assignments provided in the assignment template on Canvas.
- The quality and amount of critical thought exhibited in the paper including reflection, analysis, and interpretation.
- [Stated again because this is important in case you missed it the first time! ☺]. The use of appropriate cited authoritative source materials to support your analysis.

Assignments cannot be re-written for improved grades. Late submission is subject to 2 point deduction per day and will not be credited if the graded assignments have been returned back to the class. Mark your calendars for due dates.

Items selected for your proposed collection may be tangible or intangible. Any format is suitable. Though stick to ONE material format for your Collection Development Project. You will select a local organization (information agency) that needs a professionally developed collection. Please be sensitive to how much time you demand from your local contacts. The interaction with the agency contact is an important part of this assignment since it simulates working with people in the information environment and it allows you to develop organizational and management skills that are necessary for your professional life. **Your organization/agency and subject must be approved by the instructor no later than the second week of the semester.**

Also, you must research past INSC 560 students' work to see examples of how others have created positive products in this class. You might also learn what not to do based on what you find. The following are INSC 560 class websites from past semesters:

- Spring 2018: http://heramac.cci.utk.edu/INSC560Sp18/
- Fall 2017: http://heramac.cci.utk.edu/INSC560Fa17/
- Spring 2017: http://heramac.cci.utk.edu/INSC560Sp17/
- Fall 2016: http://heramac.cci.utk.edu/INSC560Fa16

- Spring 2016 URL: http://heramac.cci.utk.edu/INSC560Sp16/
- Fall 2014 URL: http://heramac.cci.utk.edu/INSC560Fa14/
- Fall 2013 URL: http://zeus.cci.utk.edu/INSC560F13/
- Fall 2012 URL: http://zeus.cci.utk.edu/IS560F12
- Spring 2010 URL: http://athena.cci.utk.edu/bmehra/is560/IS560Sp10/
- Spring 2007 URL: http://athena.cci.utk.edu/bmehra/IS560/IS560Sp07/560_tableofcontents.htm
- Fall 2007 URL: http://athena.cci.utk.edu/bmehra/is560/IS560Fall07/

There will be no grade assigned for in-class participation during the synchronous sessions though I do expect students to participate during class time when we meet synchronously. You are expected to read the assigned readings for the day and study the course slides that are available beginning of the semester.

In addition, for the weeks when students are expected to complete the assigned tasks asynchronously during some of the weeks (or portions of the class time), the grade will be based on completion of the work by the deadline based on the expectations. (See Schedule for details). All the Asynchronous Task descriptions will be shared on Canvas beginning of the semester and/or discussed during class. These are meant to assist you in your Collection Development Project. There are FIVE Asynchronous Tasks through the semester. You will get TWO full points for completing each of these Asynchronous Tasks. It is a way of receiving BONUS POINTS to assist improving your grade by the end of the semester. The instructor reserves the right to determine the completeness of each task.

Of course, I will be happy to address your comments and questions via e-mail/phone and during synchronous class time. Additionally, there are a few discussion boards available to you via the Canvas class space to contribute information related to class content, build an online professional and social community with your student colleagues, and pose questions and comments about various matters of concern. These will be available once the class space is available via Canvas. Here are some ideas to help encourage online conversation:
- You can post questions to the discussion boards based on what we have read, or on related topics that you observe at work or in your community.
- You can continue conversation that we have had during the synchronous class session.
- You can outline controversies surrounding theories or media clips and encourage others to assess the different perspectives.

Attendance
Attendance is compulsory because class discussions are an important part of mastering the material. Important directions and feedback will be provided during the class. In addition, we might have guest speakers visit class to share how collection development activities take place in varied professional work environments.

Academic Integrity
"An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

Cheating and Plagiarism
When you write for this class or when you are making a presentation, remember that any sources you use should be credited and that materials on the web should be cited too. If you use someone's words or ideas without attribution - that's plagiarism.
Remember cheating and plagiarism are violations of scholarly and professional ethics and University policy; don't do it! If you cheat or plagiarize, you <u>will </u>fail the course (E grade); and could face further actions. Further information is available in <u>Hill Topics</u>, the UTK student handbook.

University Civility Statement:
"Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus." [URL: http://civility.utk.edu/].

College of Communication and Information Diversity Statement: The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community (For CCI's full Diversity Statement, see URL: http://www.cci.utk.edu/diversity-statement).

Disability Services: "Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

Collection Development Project Assignments
Introduction
This assignment guides you through the collection development process by organizing your work into seven different activities. These activities will help you assess the organization you are working with, create development rationale, conduct community analysis, construct a policy statement, assess information agency variables, evaluate the collection, select items for the collection, and design a strategy for promoting the collection. In order to assure that your work is evaluated properly, please be sure that the numbers used to identify your responses match the numbers in the assignment. Since each student is working with a unique collection, some variables in the assignment may not exactly match the situation. Be sure to identify as many relevant variables as possible, and relate them to your project. The variables chosen for this assignment typically are relevant in most situations. However you may need to modify these specifications or you may find some variables are not applicable. If you have any questions, always feel free to ask me!

Grading
All parts of this assignment will be graded using the guidelines noted in the syllabus.
Each part will be graded separately. Part 1, Part 2, and Part 4 each are equal to 10% of the total grade; Part 3 and Part 5 each are equal to 15% of the total grade; Part 6 and Part 7 each are equal to 20% of the total grade.

Part 1: The Parent Organization (10% of total grade)
Part 2: Development Rationale (10% of total grade)
Part 3: Community Analysis (15% of total grade)
Part 4: The Policy Statement (10% of total grade)
Part 5: Information Agency Variables (15% of total grade)
Part 6: Collection Evaluation (20% of total grade)
Part 7: Selection and Promotion (20% of total grade)

HOW TO COMPUTE YOUR GRADE All assignments will receive a letter grade ranging from A+ to E- The number of points you can earn on a particular assignment can be calculated by multiplying the number of points for a particular grade (see table below) by the weighting for the assignment.

Grade	Points	Grade	Points	Grade	Points
A +	140	B-	90	D	40
A	130	C+	80	D-	30
A -	120	C	70	E+	20
B+	110	C-	60	E	10
B	100	D+	50	E-	0

For example, if you receive a "B" on Part 1, you have earned 10 points (100 X .10 = 10). Here's how it works for the course grade: to earn an "A" you must earn at least 130 points; for a "B" you need at least 100 points; for a "C" you need at least 70 points, and for a "D" you must have at least 40 points. You will receive an "E" if you have less than 10 points.

Part 1: The Parent Organization (10% of total grade)
Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100;
C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20;
E- = 0-10.

You will be building a collection for an organization, institution, or group that you feel comfortable working with. This first activity asks you to identify this agency and to assess it using several variables. In special cases you may be allowed to develop a collection for an individual, but you need to talk to me about it.

Key points: Any agency is suitable. Collections may include any format or type of material – intangible or tangible.
Address these questions:

1.1   Identify your agency. Characterize the parent organization of the agency and the people who are employed in it. (For example, a university is the parent organization of an academic library). What kind of organization is it? What are its members like?

1.2   Summarize the parent organization's mission, goals, and objectives.

1.3   How does the parent organization measure success?

1.4   How successful is it? Please be specific.

1.5   How might an appropriate collection help the parent organization be more successful?

1.6   If you could develop one collection to help this parent organization to be more helpful, what would it be? Why?

Part 2: Development Rationale (10% of total grade)
Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100;
C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20;
E- = 0-10.

2.1   Assess your development topic carefully. Is it too broad given the time available? Decide if you need to narrow the subject or format scope.

2.2   Define the collection you are developing by listing keywords that are associated with it. Which word(s) would you use in searching for information on your subject? Tag the most productive subject term. If you are working on a collection for a library also list those major class numbers associated with your collection and tag the most productive class number.

2.3   Discuss the relative importance of this collection. How much difference in the success of your organization or in the quality of life in the community served by the agency might result from a collection on this subject?

2.4   Discuss the interest members of the parent organization or members of the community might have in this collection. How much actual and potential demand exists? What events or sources are likely to stimulate interest in this collection? What is the likely life of this interest?

2.5 Identify, evaluate, and come to a conclusion on alternative collections for information on your subject. Where might people in your organization or the community served go for information *IF* your collection did not exist? To what degree do alternative sources minimize the need for a local collection?

2.6 Identify, discuss, and come to a conclusion on the degree to which appropriate materials are available for your collection. Using appropriate resources, indicate the degree to which affordable, useful, and recent selectable items are available.

2.7 Identify and discuss WWW resources on your subject using your favorite web search engines and directories. Add a summary comment on the availability and utility of WWW resources in developing your collection. Do include some examples. [Do this section even if you are not going to include online resources in your collection. Note that WWW resources should be useful in locating and learning more about selections in other formats.]

2.8 Reviewing the variables mentioned above, does it seem reasonable to develop this collection?

Part 3: Community Analysis (15% of total grade)
Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10.

3.1 Not all members of the organization or those served by it will be interested in your collection. Being specific, identify **three** segments of the community likely to be interested in your collection. Rank and label these segments as primary, secondary, and tertiary according to the intensity of use of materials as well as the number of actual and potential users. To do this you must **estimate** the number of likely users in each segment.

3.2 You should do the following for all segments. Identify at least one contact person (more is better) who is knowledgeable about **both** your subject and those people likely to be interested in it. Identify at least two (more is better) contact persons who represent users or potential users of the collection that you are developing.

3.3 Typically, questions will focus on: (1) likely future changes in the subject or topic likely to affect information (or recreation) seeking behavior, specifically collection use. (2) Number of likely users of the collection now and in the future. (3) Characteristics of users likely to influence collection use. (4) Degree to which community users are likely to use such a collection. (5) Needs of the user re: *kind of information or recreational material needed; * when material is needed [seasonality]; * orientation [text, images, etc.]; * material characteristics [older, foreign, etc]; * format or medium [audio, text, video, etc.]; *how they locate material [use friends, library, online, etc.] and which collections do they use now?

3.4 To what degree do present collections enhance or detract from users' ability to accomplish necessary tasks?

3.5 On the basis of the interview, plus other evidence gathering, prepare a list of findings. What should the ideal collection on your subject include?

Part 4: The Policy Statement (10% of total grade)
Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100;
C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20;
E- = 0-10.
Begin with a careful review of the priorities captured in Part 3. These priorities will now appear in a formal policy statement suitable for adoption and sharing with the public.

4.1   PURPOSE. Usually beginning with an infinitive, this section clearly and briefly indicates why the collection is being developed.

4.2   AUDIENCE. Clearly identify those who are most likely to use the collection and for what.

4.3   DEFINITION. Present a brief definition of your collection subject or scope using appropriate descriptors. Include major LC or DDC class numbers if your information agency is a library.

4.4   LANGUAGE. Identify the languages needed by information seekers and which are important for materials in your topic. For subjects such as art history or a craft, where materials often contain minimal text and maximum illustration, foreign language exclusion may be waived. Typically, most items would be selected only in English.

4.5   GEOGRAPHIC EMPHASIS. Clearly identify geographical priorities within your subject. Typically, the selector begins with the region where the community is located and then expands outward in concentric circles. For example, will the model railroading collection include model railroading in Spain or just in the U.S.?

4.6   COUNTRY OF ISSUANCE. In most communities, only materials issued in North America and Great Britain would be considered.

4.7   CHRONOLOGICAL EMPHASIS. Clearly indicate which time periods are of priority within your subject. For example, are you interested in model railroading in the 19th Century?

4.8   DATE OF ISSUE. Indicate if only new or new and retrospective items will be selected. Most communities are interested in newly issued items, but some will consider retrospective items as well.

4.9   TYPE AND FORMAT OF MATERIALS. Rank, in order of their importance to the collection, the formats and treatments that will be selected. Indicate the relative importance of text, images, audio, full motion video, and the like.

4.10   CRITERIA. List and briefly discuss **subject** specific criteria that are important or need to be considered in developing a collection on this particular subject. General criteria that apply to virtually all subjects or to a particular format do not need to appear here.

4.11   SUBJECTS AND COLLECTING LEVELS. The larger subject is divided into appropriate categories, topics or parts as indicated by your community analysis. Parts may be logically consistent and parallel or they may be mixed. Each part identified above is assigned a depth or priority level such as 3 or B. You may create your own coding scheme or use a standard one. The scheme may be alphabetic or numeric. Each value should indicate a level of priority or depth. All parts would not ordinarily have the same priority. Below the subject-priority table define each of the levels that you have used. Level definitions need to be specific in terms of number of items.

4.12 OTHER COLLECTIONS. Identify other major accessible collections or sources of information on your subject accessible to members of your agency or community. These are the collections you would refer users to after they have exhausted your collection. Briefly characterize these collections.

Part 5: A s s e s s m e n t o f Information Agency Variables (15% of total grade)
Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10.
Each of the following variables should be identified as either **facilitating** or **inhibiting.**

5.1 Evaluate physical accessibility, and attractiveness of the place, i.e. the library if that is where your collection would be housed and then the location where your items will be housed, where the collection will be housed and used.

5.2 Evaluate the ease in identifying (intellectual access) what is held in your particular collection. In a library, you would discuss the quality and utility of the catalog.

5.3 Is available space an asset or liability for collection development? Will there be enough space to house your collection after it is developed?

5.4 Evaluate the ease in retrieving particular items (physical access) from your collection.

5.5 Is availability of information technology, including hardware and net access, an asset or liability for collection development in general and for your development in particular?

5.6 How much money is available for collection development and for hardware/software needed to provide access to the collection? For server collections, is hardware, software, or connectivity needed and at what cost? Typically, how much money would be allocated and/or spent to support your collection in a typical year? What is the likely future outlook for collection development funding?

5.7 Is there a policy that guides collection development? How would you characterize this policy? How might the policy affect your collection development?

5.8 Describe the procedures used to select and add items, including links to web resources. Who is involved in the selection process? Which selection criteria carry the most weight? How are items selected? How might these procedures affect your particular development?

5.9 Characterize the selection resources (tools) available to those who develop collections. How might these affect collection development in your particular development?

5.10 To what degree is agency management (and information professionals if appropriate) involved in and enthusiastic about collection development? About your collection development?

5.11 Which variables seem most likely to inhibit your collection development? How would you overcome these?

5.12 Which variables seem most likely to facilitate your collection development?

5.13 Write a thoughtful, integrative summary that comes to a conclusion in regard to the relative weight of the inhibiting and facilitating variables. Should you continue to develop this collection?

Part 6: Existing Collection Evaluation (20% of total grade)
Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100;
C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20;
E- = 0-10.

The collection evaluation tells the selector the degree to which the existing collection (or your prosed collection) is adequate or meets the needs and wants previously identified. A variety of measures and approaches are used. The greater the variety of evaluative approaches used, the more likely that results will be valid and reliable. Each section below should close with an appropriate <u>conclusion or "so what."</u>

6.1   Delimit the existing collection. Count the number of items available on your topic. If dealing with tangible items, transform these absolute numbers into "size per" numbers using the number of potential users from your community analysis. Discuss the meaning of your number of items per likely user ratio.

6.2   Characterize the existing collection: (1) emphasis--which aspects of your topic receive the most emphasis? (2) degree of difficulty--how easy or difficult is the intellectual content for the likely audience? (3) special features--how many items contain helpful special features? (4) currency--how many items were issued within the last year? The last five years? (5) format--how many items are available in various formats? Any appropriate formats missing? Where the collection is small, the evaluator should examine the collection on an item by item basis considering the quality and utility of each item and how it relates to current wants/needs.

6.3   Weeds fall into three categories. The first includes items that are <u>not use</u>d. Before proceeding, you need to identify an appropriate time period to measure collection use. Then, use transaction records, observation or whatever to identify those items not used. Characterize those items least used. If you cannot do this, say why and move on. What common traits do they share? To what degree is the collection being used? [You may skip this one if developing a collection where you lack access to this information.].

6.4   Before discarding items that appear to be useful but which have not been used, physical and intellectual access should be checked to see if non-use is a function of access. In some cases, where useful, usable items are not being used, the selector should promote these items and make them more visible before considering discard. Identify items which should be promoted and those which should be discarded and indicate why.

6.5   It is important to know which items in the collection are most popular so that you can select similar works in the future. Use the same methods as above to identify the most popular items in your collection. What would you look for in adding items to the collection that will be popular?

6.6   Those items which are <u>not useful </u>because of level of treatment, language, lack of accuracy, and obsolescence should be identified. Items which are no longer useful should be weeded even if they are being used. In some cases, where a variety of viewpoints need to be represented in the collection, one may retain items which are inaccurate and/or out of date. Most information professionals will use inclusion in a standard best list as an indication of quality, utility, and accuracy. In some fields where currency is important, and where information cumulates, copyright date, publication date, or date added to the server may be a good proxy for accuracy. To what degree is the existing collection useful? Provide examples of not useful items and why. Identify particular items for discard as

appropriate.

6.7 The last of the major weeding categories consists of those items which are not usable because of physical condition. This would include broken links, digital files that do not download properly or are corrupt as well as books or periodicals that are worn or torn. Examine tangible items for wear and damage. Items which are not usable or need attention now so that they will be usable in the future should be divided into these categories: (1) those that should be fixed or repaired and (2) those that should be discarded. Identify and briefly discuss those items which are no longer usable.

6.8 Has weeding created a gap in your collection? How should this gap be filled?

6.9 Identify or create one or more selective or comprehensive "best list" for your collection. Remove from the list those items that are clearly irrelevant to local needs and wants. Match the list against local holdings and produce a holdings percentage. Compare items held with those available for use to produce an availability percentage. Multiply the holdings percentage by the availability percentage to arrive at a performance rating. How does the existing collection perform? What does the performance ratio or percentage tell you?

6.10 The last and most important evaluation is to match the specific list of wants and needs generated from the community analysis with the existing collection to identify strengths and gaps. From the perspective of the community wants and needs, discuss the gaps and strengths of the existing collection.

6.11 In a brief summary, describe and comment on the state of the collection.

Part 7: Selection and Promotion (20% of total grade)
Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100;
C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20;
E- = 0-10.

7.1 Using the targets [your levels] established in your policy, adequacy conclusions from the evaluation, and the average price of material from earlier, create a budget for your collect ion development. How much will it cost to fill the gap between what the community wants and needs and what is presently available? Compare the likely funding figure for your subject with the budget immediately above. To what degree will you be able to fill the gap? Which targets will you be able to meet?

7.2 Where can you find experts on your subject or topic? Identify authoritative sources of information on the best material on your topic. How will you keep up with the best new material for your collection?

7.3 Prepare a list of sources (General and subject bibliographies, search engines, directories, and the like) likely to yield appropriate selectables. Examine each source in turn and identify materials which seem useful. How many hits did you get from each source? List and discuss **in some detail** those sources which were most useful in providing selectables for your subject. A variety of sources is expected.

7.4 Reviews are **not** required for selection, but many institutions prefer them. Make a reasonable attempt to locate evaluative reviews for each hard copy selection. Best lists (such as best sites or award winning sites) may also be used to identify items likely to be better . Which reviewing sources and best lists were most useful for what and why?

7.5   Examine selectables [at least] in local information agencies, libraries, stores [sometimes on-line stores like Amazon.com can provide useful supplementary information] or other sites. Was this useful and why?

7.6   If developing a book or periodical collection, visit at least two appropriate library OPACs (UTK does not count) for material on your subject. You might begin with Library Catalogues on the World Wide Web, HYTELNET on the WorldWide Web or Library Servers via WWW.You might also use WorldCat for this purpose. Was this a useful step and why?

7.7   In those cases where you have access to a knowledgeable and objective specialist [which could include yourself], add these recommendations to your selection list.

7.8   Prepare a list of at least 25 items you propose to add to the collection. Provide a persuasive rationale statement for each item on your list. There should be no doubt why this item is being added to the collection, what is unique about it, and what need/want it will meet. Add phrases about quality and utility [from review sources if these are available or from your own evaluation]. This is the final selection list. Your rationale statement should include a complete standard citation.

7.9   In the filtering process, you may identify items where more information is needed, as with a forthcoming item or a www site under construction or where physical examination is needed, as with a preview of an expensive video or shareware. Such items should be included in the buying list under a wait and see heading.

7.10   Provide a persuasive close which summarizes (1) what you have done with the collection and (2) what difference it will make. Relate development specifically to the wants and needs identified in the community analysis.

7.11   Discuss specific steps which might be taken to promote this new or revitalized collection and stimulate collection use.

7.12   Discuss specific steps which might be taken to announce and promote information sources not held locally but available to local information seekers such as websites.

Schedule of Topics, Readings and Assignments

Week	Class Dates	Topics	Reading and Assignment DUE	Assignment Due
Week 1	Class 1 Aug. 23	Introduction to the course, instructor and requirements	Self-Study: Dan Greene's Resources to Develop Web Modules [on Canvas]. Mehra, B., and Elder, A. (2018). Benefits to Collection Development Librarians from Collaborating with "Community-Embedded" Librarians-In-Training, *Collection Management, 43*(2): 120-137.	
Week 2	Class 2 Aug. 30	Concepts and definitions; Reviews and reviewing	Read Chap. 1 and Chap. 2 from req. text. DUE Identify your agency for your "Collection Development Project" no later than end of today.	
Week 3	Class 3 Sept. 6 Asynchronous	Material Selection Asynchronous Task 1	Read Chap. 4 from req. text and class slides on canvas. DUE Develop a collection Part 1.	
Week 4	Class 4 Sept. 13	Collection Development Policies	Read Chap. 3 from req. text. Explore examples of collection development policies on the web: See list at the end of the table. DUE Asynchronous Task 1 on Canvas. Not graded: Bonus Points.	
Week 5	Class 5 Sept. 20 [6.30-7.30pm]	Community Analysis Asynchronous Task 2	Read [On Canvas] Baker & Wallace: Chap. 2 and Chap. 3. Adm. Of the Small Public Library: Weingand, Chap. 3. DUE Develop a collection Part 2.	
Week 6	Class 6 Sept. 27	Print and Electronic Resources	Read Chap. 8 and Chap. 9 from req. text. DUE Asynchronous Task 2 on Canvas. Not graded: Bonus Points.	

Week 7	Oct. 4	Fall Break Asynchronous Task 3	DUE Develop a Collection Part 3. Test activity by end of ==October 7 [11.59pm],== each student will upload the web module for Part 1.
Week 8	Class 7 Oct. 11	Collection Evaluation and Resource Sharing	Read Chap. 7 from req. text. DUE Asynchronous Task 3 on Canvas. Not graded: Bonus Points.
Week 9	Class 8 Oct. 18 Asynchronous	Financial Allocation Asynchronous Task 4	Read Chap. 6 from req. text and class slides on canvas. DUE Develop a collection Part 4.
Week 10	Class 9 Oct. 25	Deselection (weeding)	Read [On Canvas] Evans & Saponaro. (2005). Developing Library and Information Center Collections: Chap 13. DUE Asynchronous Task 4 on Canvas. Not graded: Bonus Points.
Week 11	Class 10 Nov. 1 Asynchronous	Purchasing and Acquisitions Asynchronous Task 5	Read Chap. 5 from req. text and class slides on canvas. DUE Develop a Collection Part 5.
Week 12	Class 11 Nov. 8	Preservation	Read Chap. 10 from req. text. DUE Asynchronous Task 5 on Canvas. Not graded: Bonus Points.
Week 13	Class 12 Nov. 15	Legalities, Censorship and the future of collection development	Read Chap. 11 and Chap. 12 from req. text. DUE Develop a collection Part 6.
Week 14	Nov. 22	Thanksgiving Holiday	
Week 15	Class 13 Nov. 29	Collections, ideology, and culture Wrap-Up Course Evaluations	See readings at the end of the table. DUE Develop a collection Part 7. Final web modules due December 7 (11.59pm).

For Class 4, September 13: Explore examples of collection development policies on the web.

- Library of Congress: http://lcweb.loc.gov/acq/devpol/

- American Library Association, Collection Development: http://www.ala.org/tools/atoz/Collection%20Development/collectiondevelop ment

- Eugene, OR: Public Library Policies: http://www.eugene-or.gov/index.aspx?nid=45

- University of Wisconsin-Whitewater: 1) Policies http://library.uww.edu/about-us/policies 2) The Library's Collections http://library.uww.edu/about-us/collections

- California Department of Education: School Library Policies: https://www.cde.ca.gov/ci/cr/lb/policies.asp

- Amherst College: Archives & Special Collections Collection Development Policy https://www.amherst.edu/library/archives/collectiondevelopment

- American Alliance of Museums: Ethics, Standards, and Professional Practices https://www.aam-us.org/programs/ethics-standards-and-professional-practices/core-documents/

For Class 13, November 29: Readings [On Canvas]

- Raven, 2004); James. "Introduction: The Resonances of Loss." Lost Libraries: The Destruction of Great Book Collections Since Antiquity. Ed. James Raven, New York: Palgrave Macmillan, 2004, pp. 1-40.

- "Ideology." A Critical and Cultural Theory Reader. Ed. Anthony Easthope & Kate McGowan. Toronto: University of Toronto Press, 1992, 41-65. (excerpted readings from Marx, Engels, Althusser, and Said).

- Foucault, Michel. (1972). "The Discourse on Language." The Archaeology of Knowledge & The Discourse on Language. New York: Pantheon, 215-237.

- Excerpt from Trinh, T. Minh-Ha (1989). "Commitment from the Mirror-Writing Box." Woman, Native, Other.

Collection Development Journals

- *Collection Building* (available online) *Against the Grain* (Z689.5.U6 A32) *The Serials Librarian* (Z692.S5 S48) *Collection Management* (Z703.6 .D4)

- *Library Resources and Technical Services* (Z671 .L7154 and also available online)

- *Library Collections, Acquisitions and Technical Services* (formerly *Library Acquisitions: Practice and Theory*) (Z689 .L515)

Collection Development Websites

1. **ACQWEB** (http://www1.uprh.edu/adco/acqs.html): According to the site's editorial policy, "*AcqWeb* is a World Wide Web site providing links to information and resources of interest to librarians with acquisitions or collection development responsibilities. The scope is international."

2. **Bookwire** (http://www.bookwire.com/): According to the site, "BookWire is THE MOST

comprehensive online portal into the book industry. Our mission is to provide librarians, publishers, booksellers, authors, and general book enthusiasts with the resources they need. Our users benefit from access to various tools and services."

3. **The Cyberlibrarians' Rest Stop: Developing Virtual Collections** (http://www.angelfire.com/in/virtuallibrarian/vcoll.html): According to the site, "Identifying, Evaluating and Collecting Quality Resources."

4. **Association of Research Libraries (ARL) Born-Digital Specials Collections** http://www.arl.org/focus-areas/research-collections/special-collections/2483-born-digital-special-collections#.W2clW8InbIU): According to the website, "Through the Transforming Special Collections in the Digital Age Working Group, ARL is focused on practice and training in managing born-digital special collections and archival materials.

5. **Association for Library Collections and Technical Services (ALCTS) Website** (http://www.ala.org/alcts/): ALCTS is a division of the American Library Association. According to the website, the organization "is responsible for the following activities: acquisition, identification, cataloging, classification, and preservation of library materials; the development and coordination of the country's library resources; and those areas of selection and evaluation involved in the acquisition of library materials and pertinent to the development of library resources." UK's Dean of Libraries, Carol Pitts Diedrichs, is the president of ALCTS.

6. **Library of Congress – Collection Development and the Internet** (https://www.loc.gov/acq/colldev/handbook.html): According to the website, "The intent of this handbook is to provide practical guidance in using the Internet to extend the techniques we have traditionally used in the area of collection development."

7. **Arizona State Library, Archives & Public Records** (https://www.azlibrary.gov/): This state office representing libraries, archives, and public records provides an excellent overview of collection development for different information agencies.

NOTE: The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.