LIS 659 201 Collection Development – Fall Semester 2010
Dates of Semester: August 25 – December 17
Course to be Conducted Online

Instructor: Dennis Carrigan  carrigan@uky.edu

Course Syllabus

Classroom sessions: LIS 659 201 is an online course and includes no classroom sessions. However, I invite a student who would like to discuss the course with me to make an appointment for that purpose. (See contact information.)

Contact information: I prefer that you contact me via e-mail; my address is carrigan@uky.edu. If you wish to meet with me, I require a prior appointment, and you should use e-mail to make the appointment. My office phone number is 859.257.3316 and address is 317 Little Fine Arts Library building. The School’s general phone number is 859.257.3317 and address is 320 Little Fine Arts Library building. I do not have office hours as such, because I am in my office most of the time, Monday-Friday 7:00 am - 4:00 pm. My virtual office hours are Monday-Friday 8:00am-4:00 pm, with the exception of those weekdays on which UK classes do not meet, e.g., Labor Day, Thanksgiving break. My goal is to respond to student communications sent to me via e-mail within two hours of receipt of the e-mail or arriving at my office.

Course Format: This is an online “lecture” course in which I encourage discussion via Blackboard. There are no classroom sessions. I taught LIS 659 a number of times in classroom format prior to teaching it online. In the classroom format, I lectured from notes. For the online format, I converted my notes to sentences and paragraphs, which I make available. I think of it as making available to students the notes they would take during a lecture in a classroom.

Course Requirements¹
You will need access to an appropriate computer with a broadband Internet connection. NOTE that it is YOUR responsibility to ensure you have a reliable computer for use during the course. Ongoing “computer problems” will not be considered a legitimate excuse for missing course activities. If you have a computer that is known to be unreliable, you should rectify that situation. You must have audio capability to listen to the audio lectures; a headset/microphone and/or a webcam is recommended for possible video conferencing, but not required. Note that all examples and a few project questions are Windows-based. You do not have to have a Windows PC but if you use another platform it is up to you to identify appropriate software replacements for the programs demonstrated (these include an HTML and script editor, as well as FTP and telnet clients). Other required software includes a current copy of Office Professional that includes Word, Excel, PowerPoint, and Access. Note that all UK students are eligible for a one time free download of Office from the UK download site (https://download.uky.edu); you can get help with this process from the UK helpdesk. You should also have both the Firefox and IE browsers available to accommodate occasional BlackBoard issues.

Email
It is essential that we can depend on effective email communication. Some personal email accounts can run into problems with the UK mail spam filtering system.

Blackboard
We will use the Blackboard course management system to facilitate the class. Please visit http://www.uky.edu/Blackboard/ to learn about this system and the login requirements. Registered students should be

¹ Material “Course Requirements” through “Blackboard” provided by Professor Joe Miller.
automatically added to the Blackboard roll; if this goes as expected, students will not have to sign up manually for the course.

**Distance Learning Library Services:** At UK, students in online courses have available Distance Learning Library Services. The link to DLLS is: (http://www.uky.edu/Libraries/DLLS) Here is some of the information at that site:
- Phone: (859) 257-0500, ext. 2171; 2nd Phone: (800) 828-0439; Fax: (859) 257-0505
- E-mail: dllservice@email.uky.edu; Location: 2-2, north wing, William T. Young Library 0456
- Distance Learning Librarian: Carla Cantagallo

The description for LIS 659, Collection Development, reads:

> Intellectual and administrative aspects of building, maintaining, and evaluating library collections. Topics include: library cooperation, national standards, writing and implementing collection policies, strategies of selection and evaluation, contemporary publishing and book trade, electronic information resources.

What is “collection development”? There are numerous definitions, and the *ALA Glossary* definition will serve for now to answer that question:

> A term which encompasses a number of activities related to the development of the library collection, including the determination and coordination of selection policy, assessment of needs of users and potential users, collection use studies, collection evaluation, identification of collection needs, selection of materials, planning for resource sharing, collection maintenance, and weeding.

(I provide additional definitions of, and comments about, collection development in the course.)

LIS 659 is an introductory course in collection development. In the course I intend to:

- Offer a blend of the theoretical and practical, but emphasize the practical. I believe there is important theoretical underpinning for collection development, and I also believe that the individual with collection development responsibilities is in a better position to perform the practical aspects of the work if s/he has been exposed to, and takes seriously, the theoretical underpinning. However, the course will have a practical orientation, which I believe is appropriate at the master’s level.
- Discuss collection development, and related activities and issues, in academic and public libraries.

**Textbook:** We will use this textbook: G. Edward Evans and Margaret Zarnosky Saponaro, *Developing Library and Information Center Collections*, 5th ed, Westport, CT: Libraries Unlimited, 2005. (The 4th edition will not work.)

**Additional reading:** In addition to the textbook, I include relevant articles throughout the course. Articles are a way to introduce more recent material and/or to discuss a topic in greater depth than is in the textbook; and the challenge I face is to limit the number of articles to a reasonable total, when so much has been written and continues to be written on collection development. Citations to them appear in the class schedule, below. Most, if not all, are available through UK Libraries online full-text resources.

**URLs:** As you know, the World Wide Web makes easily available a remarkable volume and variety of information, and many entries in the class schedule contain URLs for relevant sites. I recently checked all of the URLs. Still, some may change during the semester. If you find that one has changed, please let the rest of us know.

**Examinations:** There will be three examinations, two short-answer and one essay. The short-answer exams will occur at the middle and end of the semester and will be timed. The second short-answer exam will emphasize material introduced subsequent to the first short-answer exam but very likely will have questions from the first part of the course. The essay exam will be late in the semester. I will provide the topic, and the essay will be due two weeks later. Dates for the three exams are in the class schedule, below. The three exams will weigh equally in determining a student’s course grade.
**Grading:** The three exams will weigh equally in course grade. I will grade the essay exams comparatively. At the end of the course I will convert the points earned on the three exams to course grade on the basis of:

- 90% and above = A
- 80% to 90% = B
- 70% to 80% = C
- below 70% = E

I assign the grade of I (incomplete) only when I am convinced the student’s circumstances warrant it.

**Terms:** The last page of the syllabus has a number of terms that will come up in the course. The student who has completed a course in collection development should be familiar with the terms and be able to define each term or provide the appropriate term if a definition or description or situation is given. The terms have been known to appear on the exams in the course.

**Course outline:**

Collection development
- what it is
- what makes it critically important

Collection management
- Universe of materials and resources
- Selecting from the universe
- Acquiring from the universe

Related issues:
- Evaluation
- Deselection
- Resource Sharing
- Cooperative Collection Development
- Legal issues
- Preservation
- Censorship

**Class schedule:**

**§ 1 Collection Development – Its Essence and Importance**

**Week 1 August 25:** Introduction to collection development and to LIS 659; collection development vs collection management; importance of library service model for collection development; service models: public library, roles and service responses; university research library, just-in-case and just-in-time; liberal arts college library, curriculum support; organization of collection development;

Michael Buckland, “What Will Collection Developers Do?” *Library Information and Technology* 14, 3 (September 1995): 155-159 (In this brief article Buckland summarizes what collection developers do. I find the article to be valuable in establishing a foundation for the course);

Jonathan Shaw, “Gutenberg 2.0,” *Harvard Magazine*, May-June 2010, 36-41, 82-83 (I find this article, about the libraries at Harvard University, to be very interesting and, as with the Buckland article, valuable in establishing a foundation for the course).

**Week 2 August 30:** Collection development: what is it and why is it of critical importance? Three prior questions:
(i) Why do libraries exist? (ii) Why do I say the collection is the heart of the library? (iii) What is a library collection?

Theoretical underpinning for collection development: (i) collection as an investment, (ii) return on investment, (iii) resources and their allocation, (iv) opportunity cost; (v) zero-sum game; the collection development dilemma

**Evans and Saponaro [chapters] 1, 2, and…**


Kenneth Sivulich, “How We Run the Queens Library Good (and Doubled Circulation in Seven Years),” *Library Journal* 114, 3 (February 15, 1989): 123-127 (even though this article was published more than 20 years ago, I’m aware of no
other that shows so well the importance of collection development in influencing how well a library serves those it exists to serve);


§ II Universe of Materials and Resources


**Evans and Saponaro 5, 8, 9, and…**

Hur-Li Lee, “Collection Development as a Social Process,” *Journal of Academic Librarianship* 29, 1 (January 2003): 23-31 (a fascinating case study of real-world collection development, reminding us that collection development is done by humans, with the result that nothing should surprise us);

Jeff T Dick, “Bracing for Blu-Ray,” *Library Journal*, November 15, 2009, 33-35 (most of the article is devoted to the comments of senior staff at several public libraries about the decision to acquire Blu-ray discs. The question about when to embrace a new technology has major implications for collection development, and the decision to begin to acquire materials associated with a new technology often, or typically, is accompanied by a decision to spend less money on materials associated with an older technology, in this case standard DVDs).²

**Week 4 September 13:** Serials/scholarly journals in collection development: their place and problems; the “serials crisis”; journal impact factor; e-serials and aggregators.

**Evans and Saponaro 6, and…**

John R Hayes, “The Internet’s first victim?” *Forbes*, December 18 1995, 200-201 (this short article has information about the cost at one university of the just-in-case service model and the savings to be realized with a just-in-time model);


Richard Monastersky, “The Number That’s Devouring Science,” *The Chronicle of Higher Education*, October 14, 2005 (about the journal impact factor and its importance, which affects collection development in libraries at research universities);

Sharon Begley, “Science Journals Artfully Try to Boost Their Rankings,” *The Wall Street Journal*, June 5, 2006, B1 (more about the journal impact factor);


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Week 5 September 20: Electronic information resources; their growing importance: UK Libraries Subject Guides (http://www.uky.edu/Libraries/subject.php) and Online Full-Text Journals Database.
Evans and Saponaro 7, and…
We have to consider ebooks, and so…

§ III Selecting from the Universe

Week 6 September 27: Identifying materials and resources (print, AV, other electronic, Web): reviews; core and recommended lists; bibliographies; current versus retrospective collection development.
Evans and Saponaro 4, and…
Barbara Hoffert, “Who’s Selecting Now?” *Library Journal*, September 1, 2007, 40-43 (an article that discusses public libraries and outsourcing collection development and led to spirited discussion in letters to the magazine).
CHOICE magazine and CHOICE reviews online http://www.cro2.org/default.aspx); acquiring out of print (OP) material (http://www.abebooks.com/); Association of American University Presses Books for Understanding, an online resource for current and archived topics (http://www.aaupnet.org/booksforunderstanding.html);

Week 7 October 4: Selecting wisely: from mission statement to item selection; central role of the collection development policy.
Evans and Saponaro 3, and…
Merle Jacob, “Get It in Writing: A Collection Development Plan for the Skokie [IL] Public Library,” *Library Journal* 115, 14 (September 1, 1990): 166-169 (I retain this 20-year-old article because of its discussion of the experiences at a public library when it was decided to develop the first written collection development policy);
Columbia University Libraries Collection Development Policies (http://www.columbia.edu/cu/lweb/services/colldev/);
Harvard Law School Library Collection Development Policy (http://www.law.harvard.edu/library/about/collections/collection_development_policy.pdf);
Hanover College Collection Development Policy (http://library.hanover.edu/colldev.html);
Oberlin College Collection Development Policy (http://www.oberlin.edu/library/collectiondev/Default.html);
Public Library of Cincinnati and Hamilton County Collection Development Policy (http://www.cincinnatilibrary.org/policies/collectiondevelopment.html);
Bettendorf Public Library, Iowa, Collection Development Policy (http://www.bettendorflibrary.org/about-bettendorf-public-library/policies) (click on collection development policy among the policies in the list); collection/collecting “levels” and the three time horizons;
Vanderbilt University Central Library collecting levels (http://www.library.vanderbilt.educentral/conspec.html#hisconspec);
**Week 8 October 11:** Fiscal management: sources of money; allocating the money; materials budget allocation formulae; encumbering

**Evans and Saponaro 12, and…**

William A Britten, “A Use Statistic for Collection Management: The 80/20 Rule Revisited,” *Library Acquisitions: Practice and Theory* 14, 2 (1990): 183-189 (Because of the age of this article, and my sense of guilt about that, I have looked for a more recent alternative that would do as well in so few pages – and decided to keep this).

**Week 9 October 18: first exam** I will make the exam available not later than Wednesday, October 20.

*(Monday, October 18, is the midpoint of the semester.)*

§ IV Acquiring from the Universe

**Week 10 October 25:** Acquiring materials: Evans and Saponaro, “eight standard methods of acquisition” (pp 235 et seq); gifts and exchange programs.

**Evans and Saponaro 10, 11, and…**

also: BWI (http://bwibooks.com/) and its collection development services; Brodart McNaughton Plan (http://www.books.brodart.com/Content3.aspx?P=9); EBSCO (www.ebsco.com); Ingram Library Services (http://www.ingramlibrary.com/default.aspx); YBP (formerly Yankee Book Peddler) (http://www.ybp.com/);
Harrassowitz (http://www.harrassowitz.de/);

§ V Related Issues

**Week 11 November 1:** Evaluating the collection: academic libraries and standards; public libraries and output measures; evaluating collection development; two kinds of selection error.

**Evans and Saponaro 14, and…**

Debbi Dinkins, “Circulation As Assessment: Collection Development Policies Evaluated in Terms Of Circulation at a Small Academic Library,” *College and Research Libraries* 64, 1 (January 2003): 46-54 (case study);
OCLC WorldCat Collection Analysis (http://www.oclc.org/collectionanalysis/);

**Week 12 November 8:** Deselection: weeding the collection; use of materials; the 80/20 “rule”; University of Pittsburgh study; use of storage facilities.

**Evans and Saponaro 13, and…**

William A Britten, “A Use Statistic for Collection Management: The 80/20 Rule Revisited,” *Library Acquisitions: Practice and Theory* 14, 2 (1990): 183-189 (also in week 8);

**Week 13 November 15:** Resource sharing: cooperative collection development; Farmington Plan.
Evans and Saponaro 15, and…


Triangle Research Libraries Network (http://www.trln.org/);
CONSORT Colleges cooperative collection development (http://www.ohio5.org/default.html);
Center for Research Libraries (http://www.crl.edu/); OhioLINK (http://www.ohiolink.edu/);

Mon **day, November 22:** essay exam distributed

**Week 14 November 22:** No assignments;
Thanksgiving is November 25.

**Week 15 November 29:** Legal issues: copyright; interlibrary loan; “rule of fives”; document delivery.
Evans and Saponaro 17, and…


Stanford University Libraries Copyright and Fair Use Center (http://fairuse.stanford.edu/);
Copyright Clearance Center (http://www.copyright.com/);
Association of American Publishers (http://www.publishers.org/).

**Week 16 December 6:** Preservation and conservation; censorship and intellectual freedom.
Evans and Saponaro 16, and…

Council on Library and Information Resources (http://www.clir.org/) (Abby Smith, *The Future of the Past: Preservation in American Research Libraries* Council on Library and Information Resources, 1999 (http://www.clir.org/pubs/reports/pub82/pub82.pdf) (By the time a person completes a program in library and information science, s/he should be familiar with the Council on Library and Information Resources [http://www.clir.org/]. The CLIR has published and continues to publish very valuable reports. Although the report by Abby Smith is more than ten years old, I include it because in it she discusses the management challenges facing those who must make decisions concerning the preservation of research collections.)

ALA *Library Bill of Rights, Freedom to Read*, and other statements;
First Amendment to the US Constitution; filtering; collection development and self-censorship; is selection censorship?

Evans and Saponaro 18

**Monday, December 6:** essay exam due

**Week 17 December 13:** final exam I will distribute the exam available not later than Wednesday, December 15.

Semester ends Friday, December 17.
Terms Used in the Course

Major concerns of this course:
- collection development
- materials selection
- acquisitions

Peculiar slant of this course:
- resources
- asset
- investment
- return on investment
- benefits
- opportunity cost
- zero-sum game
- efficient
- effective
- cost-effective

Money is involved
- materials budget
- allocation
- allocation formula
- passive reallocation
- monographs to serials
- non-STM to STM

Pesky things that keep coming
- serials
- periodicals
- journals
- magazines
- electronic information products as serials

Ways to acquire stuff:
- firm order [often title-by-title]
- standing order
- blanket order
- approval plan
- subscription
- lease
- gift
- exchange
- McNaughton Plan
- all-important profile

Help to acquire stuff:
- vendor/wholesaler
- subscription agent
- aggregator
- occasional need to claim

Legal issues
- copyright
- open access
- interlibrary loan
- document delivery
- Rule of 5s
- Fair Use

Odds and ends
- 80/20 “rule”
- journal impact factor

What individuals or groups does a library serve?
- legal service area
- service community
- service-area population

How does the library commit to serve them?
- mission statement
- collection development policy statement

Important distinction
- [current] collection development
- retrospective collection development

Service models for the research-university library
- traditional model
  - ownership/warehouse/just-in-case
- [perhaps] emerging model
  - nonownership/access/just-in-time

Service models for the public library
- public library “roles”
- public library “service responses”