LIS 659 201 Collection Development – Spring Semester 2011
Dates of Semester: January 12 – May 6, 2011
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 Requirements: 1 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. Required software includes a reasonably 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 (859.257.1300; http://www.uky.edu/IT/CustomerService/).

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. You should be automatically added to the Blackboard roll; if this goes as expected, you will not have to sign up manually for the course. Blackboard help is available online through the Blackboard wiki website (http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx), and from the UK helpdesk (859.257.1300; http://www.uky.edu/IT/CustomerService/). The helpdesk is also able to assist with all general computing issues (file download, browser updates, etc.).

Help: I am the course-instructor, not the Blackboard-fixer. If you have a Blackboard problem, contact the Help Desk:

Help Desk Contact Information
Call-in 859 218-4357 (218-HELP)
Monday-Thursday: 7 AM – Midnight

1 Material “Course Requirements” through “Email” provided by Professor Joe Miller.
Friday: 7 AM – 6 PM  
Sunday: 1 PM – 10 PM

Walk-in
111 McVey Hall - Monday-Friday: 7 AM – 6 PM  
Hub at WT Young Library - Sunday-Thursday: 1 PM – 10 PM; Friday 1-5 PM  
255 Student Center - Monday-Friday: 10 AM to 6 PM

Email in at any time to helpdesk@uky.edu

Email: It is vital that we can depend on effective email communication. Unfortunately, many personal email accounts can run into problems with the UK mail spam filtering system. For instance, some services like hotmail have been blocked at various times from receiving UK mail. Therefore, I ask that you always follow up if you have not had a response from me within a reasonable period (I usually will respond within 24 hours). If you are not getting through via email, you may leave me voicemail (859.257.3316). However, email will be our primary one-to-one communication channel and I expect you to check your email frequently (ideally at least once a day).

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
There is other information, including a link to the process to request document delivery and/or interlibrary loan.

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 the articles appear in the class schedule, below. Most, if not all, are available through UK Libraries online full-text resources. http://sfx.uky.edu/sfxcl3/azlist/default

**URLs:** As you know, the World Wide Web makes easily available a remarkable volume and variety of information, and some 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
- Related issues: Evaluation, Deselection, Resource Sharing, Cooperative Collection Development, Legal issues, Preservation, Censorship

- Selecting from the universe
- Acquiring from the universe

**Class schedule:**

§I Collection Development – Its Essence and Importance

**Week 1 January 12:** 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 January 17:** 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 clearly the importance of collection development in influencing how well a library serves those it exists to serve);

**§ 11 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 January 31:** 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);

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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);

**Week 5 February 7:** Electronic information resources; their growing importance: University of Kentucky 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…

§ 111 Selecting from the Universe

**Week 6 February 14:** 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 February 21: Selecting wisely: from mission statement to item selection; central role of the collection development policy; collection/collecting “levels” and the three time horizons; Evans and Saponaro 3, and…


Week 8 February 28: Fiscal management: sources of money; allocating the money; materials budget allocation formulas; encumbering Evans and Saponaro 12, and…


Week 9 March 7: first exam I will make the exam available not later than Wednesday, March 9.

(Monday, March 7, is the midpoint of the semester.)

Week 10 March 14: Spring break; no assignments.

§ IV Acquiring from the Universe

Week 11 March 21: Acquiring materials: Evans and Saponaro, “eight standard methods of acquisition” (pp 235 et seq); gifts and exchange programs. Evans and Saponaro 10, 11, and…

Barbara Hoffert, “Who’s Selecting Now?” *Library Journal*, September 1, 2007, 40-43 (also included in week 6);
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 12 March 28:** 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);
ACRL (Association of College and Research Libraries) Standards for Libraries in Higher Education
(http://www.al.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm );
OCLC WorldCat Collection Analysis (http://www.oclc.org/collectionanalysis/ );

**Week 13 April 4:** 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 14 April 11:** 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/);

**Monday, April 18:** essay exam distributed

**Week 15 April 18:** 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 April 25**: 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.)

**Evans and Saponaro 18**

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?

**Monday, May 2: essay exam due**

**Week 17 May 2: final exam** I will distribute the exam available not later than Wednesday, May 4.

Semester ends Friday, May 6.
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

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”

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

Pesky things that keep coming
serials, examples of which:
periodicals
journals
magazines
electronic information products as serials

Ways to acquire stuff:
firm order [sometimes “title-by-title firm order”]
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