Contact information: I retired June 30, 2011, and am teaching part time. I have an office at the School and am happy to meet with a student. However, I prefer that a student who wants to meet with me make an appointment via e-mail; my address is carrigan@uky.edu. My office phone number is 859.257.3316 and address is 353 Little Fine Arts Library building. The School’s general phone number is 859.257.3317 and address is 320 Little Fine Arts Library building.

Course Format: This is an online course in which I encourage discussion via Blackboard. I will use the Echo 360 “lecture capture system” and/or Camtasia Studio to record comments about aspects of course material and topics. Matt Cockerell, who works with faculty teaching online in the School of Library and Information Science, recommends that for Echo 360 and Camtasia Studio students have access to a computer with high-speed Internet access and speakers. The installed media player on Mac and PC should be able to play the files without any special updates or software. 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.

Online Course Requirements: You will need access to an appropriate computer with a broadband Internet connection. It has been my experience with Blackboard that at times Mozilla Firefox works better than Internet Explorer. The superiority of Firefox has been especially noticeable when I grade short-answer exams. The short-answer exams have a time limit, and thus if one or the other browser allows you to move through the exam more quickly, you will want to use it when taking the exams.

Blackboard: We will use the Blackboard course management system. There is a wiki for Blackboard at http://wiki.uky.edu/blackboard/Wiki%20Pages/Home.aspx

Help: I am the course-instructor, not the Blackboard-fixer. There used to be a UK Help Desk that I’d direct students to, but what was the Help Desk is now the UKIT Service Desk, which is at http://www.uky.edu/ukit/Help/ The information includes this information: “Students, Faculty, and Staff may also contact the IT Service Desk to receive additional technical support by calling (859) 218-4357 or by emailing questions to helpdesk@uky.edu ”

Email: Reliable email communication is essential. Unfortunately, some 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).

Disability Resource Center: “If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation.”
which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.” (Text provided by Distance Learning Programs.)

**Distance Learning Library Services:** At UK, students in online courses have available Distance Learning Library Services, a resource if you are unable to locate an article. The link to DLLS is: [http://www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS)

Here is some of the information at that site: Phone: (859) 257-0500, ext. 2171; 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

**LIS 659:** 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.

**Collection development:** 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.

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 Zamosky 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 I find case studies that are well done to be an especially valuable way to bring real-world experiences into the course. 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. As you will see, although some additional readings are required, others are supplemental. 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/sfxlcl3/azlist/default (After typing the journal title in the window, I click on Starts with and then Go.) If you have trouble getting an article, an option is to get in touch with UK Distance Learning Library Services; see above. At times I’ve been able to get an article by typing its title in the Google advanced search window.

**URLs:** The World Wide Web makes available a remarkable volume and variety of information, and numerous entries in the class schedule contain URLs for relevant sites. As I am revising the syllabus for summer 2012 I am checking all URLs.

**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 session 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 session. I will provide the topic, and the essay will be due two weeks later. Dates for the three exams – I think of the essay as an exam -- are in the class schedule. 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

Grade of I (incomplete): Except in unusual circumstances, I will not assign a grade of I. Rather, at the end of the session I will assign the appropriate grade, A through E, based on what the student has earned on the exams.

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 exams.

Learning objective: At the end of this course the student should:
- be conversant with what is involved in collection development in academic and public libraries;
- be aware not only of the general challenges of collection development but also of the particular problems that confront the person with collection development responsibilities;
- be sensitive to the importance of collection development in determining how well a library meets the needs and interests of the people the library exists to serve.

Course outline: Related issues:

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

Evaluation
- Deselection
- Resource Sharing

Cooperative Collection Development
- Legal issues
- Preservation
- Censorship

Class Schedule:

§ 1 Collection Development – Its Essence and Importance

Week 1 June 7: 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?” Information Technology and Libraries 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 June 11: 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; (vi) fundamental collection development challenge

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

§ II Universe of Materials and Resources


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, a zero-sum situation).1

Week 3 June 18: Serials/scholarly journals in collection development: their place and problems; the “serials crisis”; journal impact factor; eserials 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);

Stephen Bosch & Kittie Henderson, “Coping with the Terrible Twins,” Library Journal May 1, 2012, 28-32 (Library Journal’s annual periodicals price survey);2


Supplemental:

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);


May 19, 2012; preliminary; subject to minor change


**Week 3 (continued)**: 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…

§ III Selecting from the Universe

**Week 4 June 25**: 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.aauupnet.org/booksforunderstanding.html);

**Week 4 (continued)**: 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…
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 article because of its discussion of the experiences at a public library when it was decided to develop the first written collection development policy).

**Supplemental:**

**Examples of collection development policies:**

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3 I am indebted to Stephanie Aken for recommending this article. Stephanie is Electronic Resources Coordinator, University of Kentucky Libraries.
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/pdf/colldev.pdf);
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.edu/collection/conspec.html/conspec);

Week 5 July 2: Fiscal management: sources of money; allocating the money; 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 5 July 5: Midterm of Second Summer Session (Thursday)
First Exam Thursday July 5 (The exam will be available the entire day of July 5, i.e., essentially 24 hours.)

§ IV Acquiring from the Universe

Week 6 July 9: Acquiring materials: Evans and Saponaro, “eight standard methods of acquisition” (pp 235 et seq); gifts and exchange programs; distributors and vendors.
Evans and Saponaro 10, 11, and…
Barbara Hoffert, “Who’s Selecting Now?” Library Journal, September 1, 2007, 40-43 (also in week 4);

Links to several distributors and vendors:
BWI (http://bwibooks.com/) and its collection development services; Brodart McNaughton Plan (http://www.books.brodart.com/Content3.aspx?P=56); EBSCO (www.ebsco.com); Ingram Library Services (http://www.ingramlibrary.com/default.aspx); YBP (formerly Yankee Book Peddler) (http://www.ybp.com/).

§ V Related Issues

Week 6 (continued): 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…
Jessica Kayongo and Clarence Helm, “Relevance of Library Collections for Graduate Student Research: A Citation Analysis Study of Doctoral Dissertations at Notre Dame” College & Research Libraries (January 2012): 47-67;
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, the Association of College and Research Libraries, has developed Standards for Libraries in Higher Education http://www.alaula/mgrps/divs/acrl/standards/standardslibraries.cfm; OCLC “WorldCat Collection Analysis is a Web-based service that provides analysis and comparison of library collections based on holdings information contained in the WorldCat database.” http://www.oclc.org/collectionanalysis/

**July 13 Friday:** Essay assignment distributed. (Due Monday July 30; see below for more information.)

**Week 7 July 16:** 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 5);


**Week 7 (continued):** 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/);

**Week 8 July 23:** 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/).

**Week 8 (continued):** Preservation and conservation; censorship and intellectual freedom.

Evans and Saponaro 16, and…

Council on Library and Information Resources (http://www.clir.org/) (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. CLIR has published and continues to publish valuable reports. Although the report by Abby Smith (see following) 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.)


**Week 9 July 30:** Censorship and intellectual freedom; ALA Library Bill of Rights, Freedom to Read, and other statements; First Amendment to the US Constitution; filtering; ALA Office for Intellectual Freedom (http://www.ala.org/offices/oif); collection development and self-censorship; is selection censorship?

Evans & Saponaro 18

**Essay due Monday July 30:** The essay is due by 9:00 AM EDT Monday July 30.
Second Exam Thursday August 2 (The exam will be available the entire day of August 2, i.e., essentially 24 hours.)

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, 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
(all-important profile)
subscription; lease
McNaughton Plan
gift; exchange
“Big Deal” versus pay-per-view

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

Legal issues
copyright; interlibrary loan; Rule of 5s
Fair Use
document delivery

Don’t overlook
80/20 “rule”
journal impact factor

Important distinction
[current] collection development
retrospective collection development

Future of scholarly journals?
Continued major role of commercial publishers
Open Access
Institutional repository