

University of Kentucky
School of Information Science (SIS)
LIS 690, Section 201
Electronic Resource Development

Instructor: Dr. Sean Burns
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Preferred Method of contact: Email
I usually respond to emails within 24 hours, or the first business day after the weekend or holiday.

Course Description

Electronic resources include all those systems (databases) and works (ebooks, periodicals) that are collected, described, provided, and managed by librarians and information specialists. Electronic resource management is therefore the management of these resources and this course examines the complexities involved with this activity. Topics covered include electronic resource systems, standards, processes and work flows, licenses, negotiations, access, evaluation, and usability. No prerequisites.

Student Learning Outcomes

After completion of this course, students will:

1. Acquire familiarity with the technologies and standards used to manage electronic resources.
2. Understand and begin to develop the professional skills needed to manage electronic resources.
3. Gain skills to evaluate and negotiate electronic resource licenses.
4. Appreciate the impact that electronic resources have on end users.

Course Format

This is an online course that requires asynchronous class participation. Course will be delivered via the Canvas learning management system.

Required Materials

No required textbook. Required readings listed below.

All students are required to sign up and monitor the NASIG SERIALST email listserv at <http://tinyurl.com/serialst>.

All students are required to have a microphone to record a presentation.

Course Assignments

Assignment/Activity	Grade
Class Participation/Discussions	40%
Paper 1	20%
Paper 2	20%
Discussion Lead, Video	20%

Summary Description of Course Assignments

Class Participation/Discussions – students will participate in discussions on Canvas. Discussions will be based on weekly topics, readings, and lectures. Discussions will be evaluated based on the quality of posts and replies to posts.

- Discussion posts, 40% total, due weekly for 1% extra credit or by last day of module for regular credit.

Papers – students will write two well written, highly edited papers that focus either on a singular aspect of a selected topic or that threads multiple topics together under a coherent view. Papers should be based on at least four additional peer reviewed readings (not already listed in the syllabus). The purpose of these papers is for students to conduct additional inquiry and coverage of the topic(s). Papers will be evaluated based on analysis, coverage, outside literature, length, and writing.

- Two papers, 1500 words each, 40% total, 20% each.
 - Paper 1, due 2/17/2019, 11:59 PM EST
 - Paper 2, due 3/17/2019, 11:59 PM EST

Discussion Lead – students will lead discussions during the last three weeks of the semester. Each student will deliver one 10 minute video lecture on one of the weekly topics. Students will be asked to select one weekly topic out of the three they would like to address (first come, first serve). Video lectures will include slides or other appropriate presentation material and will be evaluated on content, length, and speaking skills.

- Discussion lead, video, 10 minutes, 20%.
 - Discussion videos / presentations must be uploaded to appropriate discussion forum on the first day of the week during one of the last three weeks
 - All accompanying material due by 4/26/2019, 11:59 PM EST

Course Grading

- 93 – 100: A (Exceptional achievement)
- 80 – 92: B (Good to excellent achievement)
- 70 – 79: C (Marginal work)
- <70: E (Failing work)

Tentative Course Schedule & Reading List

Module 1: Librarians

WEEK 1: 01/09 – 01/15

The ERM Librarian

- Stachokas, G. (2018). The Electronic Resources Librarian: From Public Service Generalist to Technical Services Specialist. *Technical Services Quarterly*, 35(1), 1–27. <https://doi.org/10.1080/07317131.2017.1385286>
- Hulseburg, A. (2016). Technical communicator: A new model for the electronic resources librarian. *Journal of Electronic Resources Librarianship*, 28(2), 84-92. doi:10.1080/1941126X.2016.1164555
- Zhu, X. (2016). Driven adaptation: A grounded theory study of licensing electronic resources. *Library & Information Science Research*, 38(1), 69-80. doi:10.1016/j.lisr.2016.02.002

WEEK 2: 01/16 – 01/22

Desperately Seeking an ERM Librarian

- Murdock, D. (2010). Relevance of electronic resource management systems to hiring practices for electronic resources personnel. *Library Collections, Acquisitions, and Technical Services*, 34(1), 25-42. doi:10.1016/j.lcats.2009.11.001
- Hartnett, E. (2014). NASIG's core competencies for electronic resources librarians revisited: An analysis of job advertisement trends, 2000-2012. *The Journal of Academic Librarianship*, 40(3-4), 247-258. doi:10.1016/j.acalib.2014.03.013

WEEK 3: 01/23 – 01/29

Constant Disruption

- Breeding, M. (2018). What is ERM? Electronic resource management strategies in academic libraries. *Computers in Libraries*, 38(3). Retrieved from <http://www.infotoday.com/cilmag/apr18/Breeding--What-is-ERM.shtml>
- Cote, C., & Ostergaard, K. (2017). Master of “Complex and Ambiguous Phenomena”: The ERL's Role in a Library Service Platform Migration. *Serials Librarian*, 72(1–4), 223–229. <https://doi.org/10.1080/0361526X.2017.1285128>
- Fu, P., & Carmen, J. (2015). Migration to Alma/Primo: A Case Study of Central Washington University. *Chinese Librarianship: an International Electronic Journal*. <http://www.iclc.us/cliej/cl40FC.pdf>

Module 2: Technologies and Standards

WEEK 4: 01/30 – 02/05

ERM & ILS

- Miller, L. N., Sharp, D., & Jones, W. (2014). 70% and Climbing: E-Resources, Books, and Library Restructuring. *Collection Management*, 39(2–3), 110–126. <https://doi.org/10.1080/01462679.2014.901200> ; [OA/PDF Version](#)
- Wilson, K. (2011). Beyond library software: New Tools for electronic resources management. *Serials Review*, 37, 294-304. doi:10.1016/j.serrev.2011.09.010
- Wang, Y., & Dawes T. A. (2012). The next generation integrated library system: A promise fulfilled. *Information Technology and Libraries*, 31(3), 76-84. <https://doi.org/10.6017/ital.v31i3.1914>
- Anderson, E. K. (2014). Electronic resource management systems and related products. *Library Technology Reports*, 50(3). <https://journals.ala.org/index.php/ltr/article/view/4491/5255>

WEEK 5: 02/06 – 02/12

Standardizing ERM

- Harris, P. (2006). Library-vendor relations in the world of information standards. *Journal of Library Administration*, 44(3-4), 127-136. doi:10.1300/J111v44n03_11
- Emery, J., & Stone, G. (2013, February). Techniques in electronic resource management (TERMS). *Library Technology Reports*, 49(2), chapters 1-8. <http://dx.doi.org/10.5860/ltr.49n2>
- Rinck, E. M. (2017). Coming to TERMS with electronic resource management: An interview with Jill Emery, Graham Stone, and Peter McCracken. *Serials Review*, 43, 51-54. doi:<https://doi.org/10.1080/00987913.2017.1281871>
- Announcing TERMS ver2.0. TERMS: Techniques for Electronic Resource Management. <https://library.hud.ac.uk/blogs/terms/announcing-terms-ver2-0/>

PAPER 1, DUE 2/17/2019, 11:59 PM EST

WEEK 6: 02/13 – 02/19

Interoperability

- Kasprowski, R. (2012). NISO's IOTA Initiative: Measuring the quality of OpenURL Links. *The Serials Librarian*, 62, 95-102. doi:10.1080/0361526X.2012.652480
- Chisare, C., Fagan, J. C., Gaines, D., & Trocchia, M. (2017). Selecting link resolver and knowledge base software: Implications of interoperability. *Journal of Electronic Resources Librarianship*, 29, 93-106. doi:10.1080/1941126X.2017.1304765

WEEK 7: 02/20 – 02/26

Electronic Access

- Samples, J., & Healy, C. (2014). Making it look easy: Maintaining the magic of access. *Serials Review*, 40, 105-117. doi:10.1080/00987913.2014.929483
- Carter, S., & Traill, S. (2017). Essential skills and knowledge for troubleshooting e-resources access issues in a web-scale discovery environment. *Journal of Electronic Resources Librarianship*, 29(1), 1–15. <https://doi.org/10.1080/1941126X.2017.1270096>
- Buhler, A., & Cataldo, T. (2016). Identifying e-resources: An exploratory study of university students. *Library Resources & Technical Services*, 60, 22-37. doi:10.5860/lrts.60n1.23

Module 3: Processes and Contexts

WEEK 8: 02/27 – 03/05

Workflow

- Anderson, E. K. (2014). Elements of electronic resource management. *Library Technology Reports*, 50(3). <https://journals.ala.org/index.php/ltr/article/view/4492/5257>
- Anderson, E. K. (2014). Workflow analysis. *Library Technology Reports*, 50(3). <https://journals.ala.org/index.php/ltr/article/view/4493/5259>

WEEK 9: 03/06 – 03/10

Markets and Economics

- Bosch, S., Albee, B., & Henderson, K. (2018). Death by 1,000 Cuts. *Library Journal*, 143(7), 28–33. LISTA database via EBSCOhost
- Sanchez, J. (2015). E-content in libraries: Marketplace perspectives. *Library Technology Reports*, 51(8), 9-15. <https://journals.ala.org/index.php/ltr/article/view/5833/7344>

WEEK 10: 03/17 – 03/23

Licensing Basics

- SERU: A Shared Electronic Resource Understanding, NISO, http://www.niso.org/publications/rp/RP-7-2012_SERU.pdf
- North American Serials Interest Group. (2013). NASIG core competencies for electronic resources librarians. http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=310&pk_association_webpage=7802
- Regan, S. (2015). Lassoing the licensing beast: How electronic resources librarians can build competency and advocate for wrangling electronic content licensing. *The Serials Librarian*, 68(1-4), 318-324. doi:10.1080/0361526X.2015.1026225

PAPER 2, DUE 3/24/2019, 11:59 PM EST

WEEK 11: 03/24 – 03/30

Licensing and Negotiating

- National Network of Libraries. Licensing electronic resources and licensing classes. <https://nmlm.gov/mcr/members/resource-sharing-and-document-delivery/licensing-electronic-resources-and-licensing>
- Smith, J., & Hartnett, E. (2015). The licensing lifecycle: From negotiation to compliance. *The Serials Librarian*, 68(1-4), 205-214. doi:10.1080/0361526X.2015.1017707
- Dunie, M. (2015). Negotiating with content vendors: An art or a science? *Library Technology Reports*, 51(8). <https://journals.ala.org/index.php/ltr/article/view/5834/7346>
- Dygert, C., & Barrett, H. (2016). Building your licensing and negotiation skills toolkit. *The Serials Librarian*, 70(1-4). doi:10.1080/0361526X.2016.1157008
- Garofalo, D. A. (2017). Tips from the trenches. *Journal of Electronic Resources Librarianship*, 29(2), 107-109. doi:10.1080/1941126X.2017.1304766

WEEK 12: 03/31 – 04/06

Acquisitions and Collection Development

- Martin, H., Robles-Smith, K., Garrison, J., & Way, D. (2009). Methods and strategies for creating a culture of collections assessment at comprehensive universities. *Journal of Electronic Resources Librarianship*, 21(3-4), 213-236. doi:10.1080/19411260903466269
- Lamothe, A. R. (2015). Comparing usage between dynamic and static e-reference collections. *Collection Building*, 34(3), 78-88. doi:10.1108/CB-04-2015-0006
- England, L., Foge, M., Harding, J., & Miller, S. (2017). ERM ideas and innovations. *Journal of Electronic Resources Management*, 29(2), 110-116. doi:10.1080/1941126X.2017.1304767

Module 4: Patrons

WEEK 13: 04/07 – 04/13

User Experience

- Pennington, B. (2015). ERM UX: Electronic resources management and the user experience. *Serials Review*, 41, 194-198. doi:10.1080/00987913.2015.1069527
- Pennington, B., Chapman, S., Fry, A., Deschenes, A., & McDonald, C. G. (2016). Strategies to improve the user experience. *Serials Review*, 42(1), 47-58. doi:10.1080/00987913.2016.1140614
- Browning, S. (2015). Data, Data, Everywhere, nor Any Time to Think: DIY Analysis of E-Resource Access Problems. *Journal of Electronic Resources Librarianship*, 27(1), 26-34. <https://doi.org/10.1080/1941126X.2015.999521>

DISCUSSION LEAD VIDEOS DUE, 04/07/2019

WEEK 14: 04/14 – 04/20

Evaluation and Statistics

- ➔ Pesch, O. (2017). COUNTER Release 5: What's New and What It Means to Libraries. *The Serials Librarian*, 73(3–4), 195–207. <https://doi.org/10.1080/0361526X.2017.1391153>
- ➔ Scott, M. (2016). Predicting Use: COUNTER Usage Data Found to be Predictive of ILL Use and ILL Use to be Predictive of COUNTER Use. *Serials Librarian*, 71(1), 20–24. <https://doi.org/10.1080/0361526X.2016.1165783>
- ➔ Stone, G., & Ramsden, B. (2013). Library impact data project: Looking for the link between library usage and student attainment. *College & Research Libraries*, 74(6). <http://doi.org/10.5860/crl12-406>
- ➔ Zou, Q. (2015). A novel open source approach to monitor Ezproxy Users' activities. *code4lib Journal*, 29. <http://journal.code4lib.org/articles/10589>

DISCUSSION LEAD VIDEOS DUE, 04/014/2019

WEEK 15: 04/21 – 04/26

Security and Privacy

- ➔ Breeding, M. (2016). Issues and technologies related to privacy and security. *Library Technology Reports*, 52(4), 5-12. <http://dx.doi.org/10.5860/ltr.52n4>
- ➔ Breeding, M. (2016). The current state of privacy and security of automation and discovery products. *Library Technology Reports*, 52(4), 13-28. <http://dx.doi.org/10.5860/ltr.52n4>
- ➔ Breeding, M. (2016). Data from library implementations. *Library Technology Reports*, 52(4), 29-35. <http://dx.doi.org/10.5860/ltr.52n4>

DISCUSSION LEAD VIDEOS DUE, 04/21/2019

Course Policies

Submission of Assignments

Discussion posts may be submitted to Canvas by the discussion forum due date to receive 1% extra credit and by the last day of the respective module to receive regular credit. Posts submitted after the last day of the respective Module will be marked off 10% each day late and not accepted after the third day after the last day of the module. Work will not be marked late if the student has an excused absence (see Attendance Policy below).

However, papers must be submitted by the assignment due dates and discussion lead video presentations must be submitted by the first day of the respective week. Both assignments will be marked off 10% each day late and not accepted after the third day after they are due. Presentation materials (video, slides, etc.) for the discussion lead assignment must be submitted by the last day of the module.

Attendance Policy

Since this is an online, asynchronous course, students are expected to manage their time well and keep up with assigned work. Assignments may be accepted late, without penalty, if the student has an excused absence. Students must provide official written documentation for excused absences. See the next section for details about excused absences.

Excused Absences

Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud: 859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

In situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a “W”) from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a ‘W’, or the Instructor of Record may award an ‘I’ for the course if the student declines to receive a ‘W’.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <https://ci.uky.edu/sis/sites/default/files/policies.pdf>

Classroom Behavior

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted.

Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work.