School of Information and Library Science, University of North Carolina at Chapel Hill

INLS 513-002   Resource Selection and Evaluation (3 credit hours)

"We can and should look at collection management as the fundamental integrating factor in the management of libraries, including in its scope collection development, presentation, preservation, organization and access, according to the principles of librarianship, the requirements of society and the possibilities of present and envisionable tools." Ghikas, M.W. Collection management for the 21st century. In *Collection Management for the 21st Century: A handbook for Librarians;* Gorman, G.E., Miller, R.H., Eds,:Greenwood Press: New York, 1997; 119-135,

Fall Semester 2013, Monday and Wednesday, 11:00pm-12:15pm in Room Peabody 220

Office telephone: 919.962.2455

Instructor: Rebecca B. Vargha

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Office Hours: Monday and Tuesday, 2:00-3:30 (or by appointment) Room 115-B Manning Hall

Course description:

This course covers the *identification, provision, and evaluation of resources to meet primary needs of clientele in different institutional environments. Our class* will explore the defining characteristics of collections; the challenges of defining the scope and boundaries of collections; the development of collections that are valuable to one or more communities; issues related to ensuring the sustainability of collections; and legal and ethical considerations associated with selecting, evaluating, collecting, managing, and providing access to information and documentary artifacts in a variety of forms (e.g., reference works, nonfiction, fiction, graphic novels, databases, websites, open access materials).

Collections are, first and foremost, *dynamic* entities, and many of our discussions will be within the context the "lifecycle of information"—from conception and creation, to selection and storage, to access and evaluation, to long-term preservation, reformatting, and deselection (or "weeding"). Other issues will include an examination of the high cost of serial subscriptions especially academic journals during challenging budget years for libraries as well as the transition from print to electronic materials and the impact on library budgets. Near the end of the semester, discussions will include emerging issues in collection development and management, especially: e-reader devices, digitization projects, self-archiving behaviors, and institutional repository development.   Discussions will also include considering ways in which cultural institutions can collaborate in their collecting activities and ways in which the efforts of different types of organizations (libraries, archives, and museums) have begun to converge in the past decade.

Course objectives:

By the end of the course, it is expected that students will be able to…
- *Critique* recent literature on collections and collecting—from a variety of perspectives and in a variety of settings—in order to understand the major questions, issues, consequences, philosophies, models, and other forces at work;
- *Analyze* and *evaluate* written collection development policies with a sensitivity toward the social contexts in which the collections are situated;
  - *Articulate similarities and differences* between the collecting activities of different types of cultural heritage institutions (e.g., academic/public/special/school libraries, archives, and museums);
  - *Apply a set of heuristics and principles* for approaching collection development and management in professional situations (e.g., use of selection aids, circulation statistics, number of pending hold requests);
  - *Reflect* upon their attitudes and practices for the purposes of self-assessing their performance as developing professionals.

Required textbook:

Evans, G. E., & Saponaro, M. Z. (2012). Collection Management Basics (6th ed). Westport, CT: Libraries Unlimited.

Johnson, P. (2009). *Fundamentals of collection development & management* (2nd ed). Chicago: American Library Association.

[Note: purchase it new or used, share a copy with another student, or read the copy on reserve at the SILS Library]

Supplementary materials available on reserve with limited circulation from the SILS Library:

Anderson, J. S., Desjariais-Leuth, C., Gleason, M., Long, C. C., Myers, M., Quinn, M. E., & Sullivan, K. A. (1996). *Guide for written collection policy statements* (2nd ed.). Chicago: American Library Association.

Hoffmann, F. W., & Wood, R. J. (2005). *Library collection development policies: Academic, public, and special libraries*. Lanham, MD: Scarecrow Press.

Hoffmann, F. W., & Wood, R. J. (2007). *Library collection development policies: School libraries and learning resource centers*. Lanham, MD: Scarecrow Press.

Journals and serial publications related to themes in this course:

Collection Management (http://search.lib.unc.edu/search?R=UNCb5819172)
Council on Library and Information Resources Reports (http://www.clir.org/pubs/reports/)
Journal of Electronic Resources Librarianship (http://search.lib.unc.edu/search?R=UNCb5965426)

Library Collections, Acquisitions, & Technical Services
(http://search.lib.unc.edu/search?R=UNCb5777025)
Library Resources & Technical Services
(http://search.lib.unc.edu/search?R=UNCb5846112)
And others cataloged with the LC subject headings *"Library Collection Development--Periodicals."* and
"Collection development (Libraries)--Periodicals."

Electronic mailing lists and entities devoted to collection development issues:

ACQNET mailing list (http://lists.ibiblio.org/mailman/listinfo/acqnet-l)

COLLDV-L mailing list (http://serials.infomotions.com/colldv-l/)

Liblicense-L mailing list (http://www.library.yale.edu/~llicense/ListArchives/)

And on WebJunction: http://www.webjunction.org/collection-development

And on Twitter: @amlibraries , @PublishersWkly , @WebJunction , @LJBookReview , @sljournal

Professional organizations and groups for collection development librarians

Collection Management & Development Section (CMDS)
[*A section of the Association for Library Collections & Technical Services, a division of ALA*]
Website: http://www.ala.org/ala/mgrps/divs/alcts/mgrps/cmds/index.cfm

Collection Development and Evaluation Section (CODES)
[*A section of the Reference and User Services Association, a division of ALA*]
Website: http://www.ala.org/ala/mgrps/divs/rusa/sections/codes/index.cfm

The Charleston Conference
[*Held annually in Charleston, SC, in early November*]
Website for the November 2012 conference: http://www.katina.info/conference/
Archived conference materials: http://www.katina.info/conference/archives.php

Assumptions adopted for this course

- Collection development is a core service in all types of libraries.
- The cost of a library's collections and their long-term importance to that library and to the world of scholarship in general require that extensive time and effort be spent training new selectors and providing continuing education experiences for seasoned selectors.
- Many selectors will find themselves building collections in subjects for which they have little or no background. Even if a *subject background exi*sts, it is not necessarily enough preparation for collection building, which requires an *understanding of the individual library and its mission.*

- There are micro-collection development training needs which relate to a library's specific collecting and managing policies and procedures and its specific organizational culture.
- There are macro-collection development training needs which relate to subject knowledge, the publishing world, structure of the literature in a discipline, research processes in particular disciplines, shifting paradigms of electronic and print media, and communication and management skills.
- The selector, to successfully perform collection development and management operations, requires a knowledge of and communication with other library operations such as cataloging, reference, serials, and acquisitions.
- Training cannot wait for in-house tools to be developed, such as collection development policy statements and collection development manuals, because selectors must function immediately in their roles. These *in-house tools* are an important part of successful collection development and management and should ultimately be developed.

From *Guide for Training Collection Development Librarians* (pp. 2-3), edited by S. L. Fales, 1996. Chicago: American Library Association.

In support of the University of North Carolina's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:
- Ensure inclusive leadership, policies, and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty, and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness.

What this means for our course: one of the major tensions we explore involves balancing what people/communities might 'want' and what they might 'need'. To a large extent, where we fall on this continuum reflects our personal experiences (which may be accurate or distorted), conclusions drawn from what we read in the professional literature (which may reflect certain contexts better than others), and other forms of "conventional wisdom". We will look at a variety of examples from practice during class sessions, and I encourage all of us to approach our analyses of these examples with whatever degrees of openness and/or skepticism seem appropriate to enrich our perspectives.

How to succeed in this course

Graduate courses vary with regard to their classroom dynamics, how the literature is approached, and the learning objectives for students. Here are suggestions to illustrate techniques that might help you to prepare yourself for class, efficiently read the required materials, and effectively engage with course activities.

Preparing for class. Of the 10-13 hours you should expect to spend each week on coursework for INLS 513, we spend approximately 2.5 of those hours in class. To make the most efficient use of our time together, my expectations are that students have already completed the required readings for that day, have considered the reading questions and explored any additional resources posted on Sakai.

Completing the required readings. I expect all students to have completed any required readings prior to the class session in which they are discussed. Many of the readings adopt a particular perspective on the world of information services and collections; I expect you to develop your own set of attitudes and opinions about your practices, but in order to position yourself in the field, it is essential that you are able to critically analyze—and sometimes experiment with or role play—the perspectives of other authors. We may not cover each reading with the same degree of depth during class.

Participating during (and reflecting after) class. The majority of our time in class will be spent in hands-on activities and analyses—with examples often drawn directly from practice, from students' work experiences, and from any earlier coursework—and, as such, you should be confident in your understanding of the readings and the implications that these topics hold for your professional development. Many students may find it helpful to devote time immediately after class to reflect upon that day's discussions and jot brief notes for themselves to follow up with before the next session. There are many activities that count as 'participation', all covered in more detail later.

Writing and editing. Please model any references to other documents in your writing after a "standard" style guide throughout the course—for example, the *Publication Manual of the American Psychological Association*, the *Chicago Manual of Style*, or the *Modern Language Association Style Manual*. If you have any concerns about the quality of your written work for this class, please feel free to share whatever drafts you've produced (*especially* during office hours) or visit the UNC Writing Center (http://www.unc.edu/depts/wcweb/) before an assignment is due.

Here are general guidelines for writing and written work:

(1) Do not presume that the reader can read your mind – anything you want the reader to visualize or consider or conclude, you must provide; (2) Do not presume that the reader feels the same way that you do about a given experience or issue – your argument cannot just assume as true the very things you're trying to argue for.*

* From "Authority and American usage," by D. F. Wallace, 2006, in *Consider the Lobster: And Other Essays* (p. 106, fn. 59). New York: Little, Brown and Company [originally published in *Harper's* in 1999].

If you want more detailed early feedback, I will typically ask for you to email an in-progress draft to me **and** to schedule a time to chat with me (approx. 30 minutes) about my comments in person—note: first-come, first-served. It is my intention to make the class interesting and engaging for all of you.

Periodic assessment of your learning and the class. In this class, regular feedback on your work—from me and from your peers—is integral to your success. Keep in mind that any criticism you give or receive should be, above all, constructive. Similarly, I am keenly interested in learning which aspects of the course are helping or hindering your learning. I will periodically ask you to perform short assessments of your learning, the effectiveness of class activities and experiences, and the progress you've made on your class projects.

Late work, missing class, and other unfortunate events. Life is unpredictable, and occasionally circumstances beyond your control may have an impact on your life as a student. Advance notice of any anticipated difficulties is always appreciated.

The University of North Carolina at Chapel Hill Honor Code

Students at the School of Information and Library Science are expected to follow the UNC Honor Code. Essentially, the Honor Code states that all students shall "refrain from lying, cheating, or stealing, but the Honor Code means much more. It is the guiding force behind the students' responsible exercise of freedom, the foundation of student self-governance here at UNC-Chapel Hill. The University maintains an Honor Code because we believe that all members of our community should be responsible for upholding the values that have been agreed upon by the community. A written Honor Code is an affirmation of our commitment to high standards of conduct inside and outside of the classroom." This information is directly quoted and attributed to the following UNC web site: http://honor.unc.edu/

Here is another link to more detailed information:
http://instrument.unc.edu/

Course Schedule

Week 1

Session 1 – Wednesday, August 21, 2013 – CLASS is cancelled. Instructor is attending IFLA Conference in Singapore.
No class today

Week 2

Session 2 – Monday, August 26, 2013 – Overview and class introductions.
Collecting and collections: I
Read before class.
- Doucett, E. (2010, June/July). 10 tips for tracking trends. *American Libraries, 41*(6/7), 44-47.
- Overview of Assignment 1

Retrieved from http://www.firstmonday.org/issues/issue8_5/keller/.

- ## http://vimeo.com/27414701
  Watch David Lankes (2011) The Grand Challenges of Librarianship
- Add your biography to Sakai class site by **Friday, August 30.**

Session 3- Wednesday, August 28, 2013 – Collecting and collections: II
- Wilson, P. Libraries. (1977). In *Public knowledge, private ignorance: Toward a library and information policy* (pp. 83- 126). Westport, CT: Greenwood. [SKIM]
- Keller, M. A., Reich, V. A., & Herkovic, A. C. (2003). What is a library anymore, anyway? *First Monday, 8*(5).
- Guest speakers Stephen Brooks, UNC Acquisitions Dept. and Luke Swindler, Coordinator of General Collections at UNC

Week 3

NO UNC CLASSES on Monday, September 2, 2013 UNC HOLIDAY

 Session 4- Wednesday, September 4, 2013
Defining a collection
Read prior to session:
- Brown, K., & Marek, K. (2005). Librarianship and change: A consideration of Weick's "drop your tools" metaphor. *Library Administration and Management, 19*(2), 68-74.
--AND ONE ARTICLE FROM AMONG THE FOLLOWING; EITHER--
- Currall, J., Moss, M., & Stuart, S. (2003). What is a collection? *Archivaria, 58*, 131-146.
--OR—
- Lee, H.-L. (2000). What is a collection? *Journal of the American Society for Information Science, 51*(12), 1106-1113.

Optional background readings:
Johnson, "Introduction to collection management and development" (2009, Ch. 1);
Evans & Saponaro, "Introduction" (2012, Ch. 1)

Week 4

Session 5 – Monday, September 9, 2013 – Community needs as unifying principles: II
Review of Assignment 1
Read before class.
- Croneberger, R., & Luck, C. (1976). Analyzing community human information needs: A case study. *Library Trends, 24*, 515-525.
- Evans & Saponaro, "Assessing user needs" (2012, Ch. 3) [FOCUS ON: "Data collecting and analysis techniques" section (pp. 56-62)]
- Hoffert, B. (2008, September 1). Immigrant nation: How public libraries select materials for a growing population whose first language is not English. *Library Journal, 133*(14): 34-36.

Session 6 – Wednesday, September 11, 2013 – Selection of individual items: 'Traditional' resources

Read before class.
- Evans & Saponaro, "Selecting materials" (2012, Ch. 4) [FOCUS ON: "Engaging in selection activities" section (pp. 75-89)]

Week 5

Session 7 – Monday, September 16, 2013 - Selection of individual items
*** Community Selection for Assignment 2 is due via email or in person before class begins: ***

Read before class.
- Smith, L. C. (2001). Selection and evaluation of reference sources. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction* (3rd ed., pp. 309-330). Englewood, CO: Libraries Unlimited.
[FOCUS ON: "Evaluation of sources" section (pp. 312-316)]
- Saricks, J. G. (2005). Articulating a book's appeal. In *Readers' advisory services in the public library* (3rd ed., pp. 40- 73). Chicago: American Library Association.
 [FOCUS ON: Figures 3.1-3.7 along with their lengthier descriptions in the text of the chapter]

Session 8 - Wednesday, September 18, 2013 - Selection of individual items: Web-based resources
Read before class.
- Evans & Saponaro, "Acquiring materials" (2012, Ch.5)
- Jacoby, B. E. (2008). Status of approval plans in college libraries. *College & Research Libraries, 69*(3), 227-240.

Week 6

Session 9 – Monday, September 23, 2013 - The contemporary monographic publishing landscape
Read before class.
- Gomez, J. (2008). Will books disappear? In *Print is dead: Books in our digital age* (pp. 175-193). London: Macmillan. (on reserve in SILS Library)

Choose ONE of the following chapters from:

  – **Polanka, S. (2011). No shelf required. Chicago: American Library Association. (on reserve in SILS Library).**

  – **Chap. 3: E-books in the School Library**

  – **Chap. 4: E-books in the Public Library**

  – **Chap. 5: The Academic Library E-book**

Session 10 –Wednesday, September 25, 2013 – More on monographs and core collections.
Assignment 1 is DUE via email or in print before the beginning of class, Resource evaluation/review
Read before class.
- Johnson, "Developing collections" (2009, Chapter 4)
- Alabaster, Carol, "Developing An Outstanding Core Collection: A Guide for Librarians (2010, Chapter 4-Creating and Maintaining Core Collections, pp. 79-92)

Week 7

Session 11 - Monday, September 30, 2013 – Serials defined, other formats, and the impact of open access publishing
Read before class.
- Evans & Saponaro, "Print ,media and related issues" (2012, Ch. 8)
- Hanson, M., & Heidenwolf, T. (2010, December). Making the right choices: Pay-per-use data and selection decisions. *College & Research Libraries News, 71*(11), 586-588.

Session 12 – Wednesday, October 2, 2013 - Emerging topics: Electronic formats and reading devices
Read before class.

- Darnton, R. (2009, September 14). On the ropes? Robert Darnton's case for books. *Publishers Weekly*.

Retrieved from http://www.publishersweekly.com/article/CA6696290.html.

- Hoek, D. J. (2009, August/September). The download dilemma. *American Libraries, 40*(8/9), 54-57.

Week 8

Session 13 - Monday, October 7, 2013 - Licensing and Digital Rights Management
Read before class.

- Eschenfelder, K. R. (2008). Every library's nightmare? Digital rights management, use restrictions, and licensed scholarly digital resources. *College & Research Libraries, 69*(3), 205-225.
- Guenther, K. (2000). Making smart licensing decisions. *Computers in Libraries, 20*(6), 58-60.

Session 14 – Wednesday, October 9, 2013 - Collection development policies: I
Read before class.

- Snow, R. (1996). Wasted words: The written collection development policy and the academic library. *Journal of Academic Librarianship, 22*(3), 191-194.
- Anderson, J. S., Desjariais-Leuth, C., Gleason, M., Long, C. C., Myers, M., Quinn, M. E., & Sullivan, K. A. (1996). *Guide for written collection policy statements* (2nd ed.). Chicago: American Library Association. 1-12.

Week 9

Session 15 – Monday, October 14, 2013 - Collection development policies: II
Read before class.

- Hoffmann, F. W., & Wood, R. J. (2005). *Library collection development policies: Academic, public, and special libraries*. Lanham, MD: Scarecrow Press. 2-31.
- Mangrum, Suzanne; Pozzebon, (2012). Use of collection development policies in electronic resource management. *Collection Building*, 31(3), 108-114.
- Demas, S., & Miller, M.C. (2012). Rethinking Collection Management Plans; Shaping Collective Collections for the 21st Century. *Collection Management*, 37(3-4), 168-187.

Session 16–Wednesday, October 16, 2013 – Outreach in support of collections and budgeting.
Read before class.
- Johnson, "Marketing, liaison, and outreach activities" (2009, Ch. 6)
- Evans & Saponaro, "Fiscal management" (2012, Ch.5, pp.121-130)
- Johnson, "Policy, planning, and budgets" (2009, Ch. 3)

Week 10

Session 17 - Monday, October 21, 2013 –Legal issues related to library collections
- **Read before class.** Cross, W. M., & Edwards, P. M. (2011). Pre-service legal education for academic librarians within ALA accredited degree programs. P*ortal: Libraries and the Academy, 11*(1).

Session 18 – Wednesday, October 23, 2013 - Legal issues related to library collections continued. Read before class.

*** *Assignment #2 is due* via email or in print before the beginning of class:*, Community-based resource collection* (1 copy/group) ***

-- EITHER--
- Crews, K. D. (2005). Fair use: Getting started / Fair use: Understanding the four factors / Getting comfortable with fair use: Applying the four factors / The meaning of fair-use guidelines. In *Copyright law for librarians and educators: Creative strategies and practical solutions* (pp. 39-64). Chicago: American Library Association.
--OR--
- Magi, T. J. (2010). A content analysis of library vendor privacy policies: Do they meet our standards? *College & Research Libraries, 71*(3), 254-272.

Week 11

Session 19 – Monday, October 28, 2013 - Resource sharing and cooperation
Read before class.
- Evans & Saponaro, "Resource sharing" (2012, Ch7, pp. 161-173.).
- Edwards, P. M. (2004). Collection development and maintenance across libraries, archives, and museums: A novel collaborative approach. *Library Resources & Technical Services, 48*(1), 26-33.
- Hosburgh, N., & Okamoto, K. (2010). Electronic document delivery: A survey of the landscape and horizon. *Journal of Interlibrary Loan, Document Delivery, & Electronic Reserve, 20*(4), 233-252.

Session 20 – Wednesday, October 30, 2013 - Sustainability
Read before class.
- Maron, N. L., Smith, K. K., & Loy, M. (2009). *Sustaining digital resources: An on-the-ground view of projects today*. Retrieved from the Ithaka S+R wesbite: http://www.ithaka.org/ithaka-s-r/strategy/ithaka-casestudies-in-sustainability/report/SCA_Ithaka_SustainingDigitalResources_Report.pdf.

[FOCUS ON SECTION 4, "Key factors for sustainability"]

Week 12

Session 21– Monday, November 4, 2013 - Small group workshops on Assignment 3 analyses
Be in class today!

Session 22 – Wednesday, November 6, 2013 – Evaluation and assessment
- Evans & Saponaro, "Evaluation" (2012, Ch. 6, pp. 133-146.)

Week 13

Session 23– Monday, November 11, 2013 - Preservation of collected materials
Read before class.
- Evans & Saponaro, "Protecting the collection" (2012, Ch. 10, pp.247-268.)
--AND--
- Harris, C. (2000). Selection for preservation. In P. N. Banks & R. Pilette (Eds.), *Preservation: Issues and planning* (pp. 206-224). Chicago: American Library Association. [FOCUS ON: Figure 1, pp. 215-216]
- Baker, W., & Dube, L. (2010). Identifying standard practices in research library book conservation. *Library Resources & Technical Services, 54*(1), 21-39.

Session 24– Wednesday, November 13, 2013 - Reformatting and digitization
Read before class.
- Association of Research Libraries (ARL) Working Group on Special Collections. (2009, March). *Special Collections in ARL libraries: A discussion report from the ARL Working Group on Special Collections*. Retrieved from http://www.arl.org/bm~doc/scwg-report.pdf.

[FOCUS ON: "Recommendations" sections (pp.15+, 23+, 28+; and 33-35)]
- Agnew, G., Bishoff, L., Caplan, P., Guenther, R., Hsieh-Yee, I., Alderfer, A., & Childree, J. (2007). *A Framework of Guidance for Building Good Digital Collections* (2nd ed.). Bethesda, MD: National Information Standards Organization. Retrieved from http://www.niso.org/publications/rp/framework3.pdf.

[FOCUS ON: the "Principles" for Collections (p. 4), Objects (pp. 26, 48, 51, 52, 55, 57), Metadata (pp.61-62), and Initiatives (p. 86)]
- Eschenfelder, K., & Caswell, M. (2010). Digital culture collections in an age of reuse and remixes. *FirstMonday, 11*(1). Retrieved from
http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3060/2640

Week 14

Session 25– Monday, November 18, 2013 - Deselection/weeding of collected materials
Read before class.
- Evans & Saponaro, "Deselection" (2012, Ch. 6, pp.148-157.)

--AND--
- Connaway, L. S., O'Neill, E. T., & Prabha, C. (2006). Last copies: What's at risk? *College & Research Libraries, 67*(4), 370-379.
- Johnson, "Developing collections" (2009, Ch. 5; particularly pp. 151-164)

Speed weeding in-class activity and analysis (group activity and verbal report out from each group)

Session 26– Wednesday, November 20, 2013 - Research and evaluation of collected materials
*** Draft of Assignment 3 due as hard-copies/printed before beginning of class ***
Read before class.
- Nisonger, T. E. (2003a). Collection-centered approaches to traditional collection evaluation. In *Evaluation of library collections, access and electronic resources: A literature guide and annotated bibliography* (pp. 21-38).Westport, CT: Libraries Unlimited. [SKIM]
- Nisonger, T. E. (2003b). Client-centered and combination approaches to traditional collection evaluation. In *Evaluation of library collections, access and electronic resources: A literature guide and annotated bibliography* (pp.61-85). Westport, CT: Libraries Unlimited. [SKIM]
- Walker, G., Greenfield, J., Fox, J., & Simonoff, J. S. (1985). The Yale survey: A large-scale study of book deterioration in the Yale University Library. *College & Research Libraries, 46*, 111-132. [FOCUS ON Appendixes A & B]

Week 15

Session 27– Monday, November 25, 2013 – Technological infrastructure development for collections
*** Peer reviews of your two classmates' *Assignment #3* drafts due as hard copies at the beginning of class***
Read before class.
- Lynch, C. A. (2003). Institutional repositories: Essential infrastructure for scholarship in the digital age. *ARL Bimonthly Report, 226*, 1-7. Retrieved from
http://www.arl.org/resources/pubs/br/br226/br226ir.shtml.

--AND EITHER--
- Davis, P. M., & Connolly, M. J. L. (2007). Institutional repositories: Evaluating the reasons for non-use of Cornell University's installation of DSpace. *D-Lib Magazine, 13*(3/4). Retrieved from

http://www.dlib.org/dlib/march07/davis/03davis.html.

--OR--
- Kim, J. (2010). Faculty self-archiving: Motivations and barriers. *Journal of the American Society for Information Science & Technology, 61*(9), 1909-1922.

NO CLASSES on Wednesday, Nov. 27, 2013 UNC Thanksgiving Recess

Week 16

Session 28 – Monday, December 2, 2013 – Collecting philosophies and reflective practice
Read before class.
- Arnold, J. M. (1997). [Teaching portfolio]. In P. Seldin, *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions* (2nd ed., pp. 70-77). Bolton, MA: Anker.

- Carr, D. (2006). What do we want to happen? In *A place not a place: Reflections and possibility in museums and libraries* (pp. 91-99). Lanham, MD: Altamira Press.

- Burke, S. K. (2010). Social tolerance and racist materials in public libraries. *Reference & User Services Quarterly, 49*(4), 369-379.
- Edwards, P. M. (2010). Theories-in-use and reflection-in-action: Core principles for LIS education. *Journal of Education for Library and Information Science, 51*(1), 17-28.

Optional background reading:
- Evans & Saponaro, "Censorship, intellectual freedom, and collection development" (2005, Ch. 18)

Session 29– Wednesday, December 4, 2013 - Conclusions, final thoughts, and next steps
Assignment #3, Annotated collection development policies
Due via email or in Sakai by 11:00am on Friday, Dec. 6, 2013 by 12:30pm
Read before class:
- Hazen, D. (2010). Rethinking research library collections: A policy framework for straitened times, and beyond. *Library Resources & Technical Services, 54*(2), 115-121. [SKIM]
- Horava, T. (2010). Challenges and possibilities for collection management in a digital age. *Library Resources & Technical Services, 54*(3), 142-152. [SKIM]

Assignment Summary

Percentage of grade

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Community selection for *Assignment #2*   *(Due 9/16)*   0% (Group)
Assignment #1, Resource evaluation/review   *(Due 9/25)*   20% (Individual)
Assignment #2, Community-based resource collection (Due 10/23)   39% (Group)
Small group workshops for *Assignment #3* (Be in class 11/4)   0% (Individual)
Draft of *Assignment #3* (Three copies due in print: 11/20)   0% (Individual)
Peer reviews of *Assignment #3* drafts   (Due in print: 11/25)   4% (Individual)
Assignment #3, Annotated collection development policies (Due 12/6) 20% (Individual)
Class participation   16% (Individual)
[Bonus 1% for submitting every assignment on time]   1% (Individual)
                                                   100%

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Based on UNC Registrar Policy for courses (http://regweb.unc.edu/resources/rpm24.php),
semester grades will be H, P, L or F for graduate students. Grades for individual assignments
will be based on the points obtained on each assignment, weighted by percentages given
above, in order to calculate final semester grades. Numerical grades for the course as a
whole will roughly translate into the following letter grades:

98.0 - 100% = H (High Pass)
80.0 - 97.9% = P (Pass)
65.0 - 79.9% = L (Low Pass)
< 64.9% = F (Fail)

If you have any questions or concerns about your grades in this course, please feel free to
ask me. My expectation is that all of you will do well and pass the course with a solid P;
some members of the class will do outstanding work that will merit an H.

Final notes

Above all, enjoy yourself, learn as much as you can from this experience, and be open to
where your interests in this broad topic might take you. I am here to help you succeed—both
by creating an environment that supports your explorations and by pointing you in the
direction of resources which you will find useful in developing your skills and knowledge as a
reflective practitioner.   My major interest is in your learning which will best proceed as
we share questions, answers and experiences.