We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

The mission of UBC iSchool is to enhance humanity's capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.

LIBR 580: Collection Management – SUMMER 2018 (3)

Program:	**Master of Library and Information Studies**
Year:	**2017-2018 Summer, Term II (July-August)**
Course Schedule:	**Tuesdays & Thursdays, 1:00-4:00p.m.**
Location:	**IBLC 185**
Instructor:	**Laurie Prange (Prange-Martin)**
Office location:	SLAIS Adjunct Office
Office phone:	TBD
Office hours:	TBD
E-mail address:	**Laurie.prange@ubc.ca**
Learning Management Site:	http://connect.ubc.ca or http://lthub.ubc.ca/guides/canvas/

Course Goal: The goal of this course is to provide students with the knowledge required to identify, evaluate, and select print, audio-visual, and electronic collection materials for on-site and remote access, as well as grasp recent developments in the ongoing conversation regarding collection management, libraries, and the role of the subject librarian.

Course Objectives:

Upon completion of this course students will be able to:

1. Evaluate the purpose and core elements of a collection development policy, and its role as both a guiding and constraining framework for collection management [3.2]
2. Appreciate the broder context in which collection management takes place, and how intellectual freedom challenges, the global economy, the nature of parent organizations, publishing trends, etc. impact collection practices and policies [1.4, 5.1]
3. Analyze options and apply criteria to the acquisition, selection, de-selection, and maintenance of print, special format and electronic collections [1.2, 1.3, 3.2]
4. Recognize challenges and opportunities presented by electronic resources, including licensing, resource sharing, and cooperative collection management [1.3, 3.2]
5. Describe and analyze key issues relevant to collections management including discovery, access, preservation, and use [1.2 3.2]
6. Illustrate marketing principles and strategies for libraries as they pertain to collection development and promotion [1.1, 2.1, 2.2]
7. Assess library collections using a variety of collection- and user-centred techniques [1.1, 1.3, 3.2 4.1, 4.2]
8. Augment an existing library collection based on user needs, the context of use, and identified gaps in the current collection (e.g. topical, format, etc.) and provide a budget and budget justification for these recommendations [1.1, 1.3, 3.2, 4.2]

Course Topics:

- Organizational planning and staffing
- Collection management policies
- Fiscal management
- Developing collections (e.g. selection, acquisition)
- Managing collection (e.g. de-selection, storage, preservation)
- Needs assessment
- Marketing, liaising, and outreach
- Cooperative collection management
- Evaluating and assessing collections
- Publishing, e-Books, and scholarly communication

Prerequisites:
- MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of SLAIS Graduate Advisor
- MAS: Completion of MAS core and permission of the SLAIS Graduate Advisor

Format of the course:
Two 3-hour class per week, which may include lectures, in-class activities, in-class exercises, group discussions, class presentations, guest speakers, and library branch visits.

Required and Recommended Reading:

Required:
- Johnson, Peggy. (2018). *Fundamentals of Collection Development & Management*, 4th edition. Chicago, IL: American Library Association.
  - Note: 3rd edition may be used and this edition is available online through UBC Library
- Books, book chapters, articles as directed from handouts, through the Learning Management System (LMS), or from in-class discourse.

Recommended:
- See the weekly readings indicated in the Learning Management System or distributed in class.
- One of the many email distribution lists available for collections work.
  - Serialst http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=308&pk_association_webpage=4955
  - LIBLICENSE Project http://liblicense.crl.edu
  - JISCM@il https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=LIS-COLLECTION-MGMT
  - Rare Books and Manuscripts, ACRL http://rbms.info/committees/publications/

Suggested Journals for Collection Management topics:
- *Acquisitions Librarian*
- *Advances in Serials Management*
- *Against the Grain "Linking Publishers, Vendors, and Librarians"*
- *Bottom Line: A Financial Magazine for Librarians*
- *Collection Building*
- *Collection Management Library & Archival Security*
- *Library Acquisitions: Practice & Theory*
- *Library Resources & Technical Services*
- *Serials Librarian*
- *Serials Review*

Course Assignments,

Assignment Name	Due Date	Weight	Graduate Competencies
Participation, both in-class and in the LMS	Throughout term	10%	1.4, 3.1, 3.2, 5.1
In-Class Assignment #1 – Plan for Innovative Thinking Staff Retreat	July 5	10%	1.1, 1.2, 2.1, 3.1
In-Class Assignment #2 – Community Consultation	July 10	10%	1.1, 1.2, 2.1, 3.1
Project #1: Needs Assessment Plan – submitted via LMS	July 12	10%	1.1, 2.1, 2.2
Project #2: Special Formats Report – submitted via LMS	July 19	10%	1.1, 2.1, 2.2
Project #3 DRAFT Proposal for Collection Consultation Report – submitted via LMS	July 26	10%	1.2, 1.3
Project #3 DRAFT Budget and Plan (Outline) for Collection Consultation Report – submitted via LMS	August 2	15%	1.1, 2.1, 2.2, 3.2, 3.2, 4.1
Project #3: FINAL VERSION Collection Consultation Report • In-Class Community Fair presentation to Guest Judges with Tri-Fold Poster Board display and print copy of Report • Digital copy of report submitted via LMS	August 14	25%	1.3, 3.1

Course Schedule [week-by-week]:

Topic	Date
Unit 1 – Alignment & Purpose of Collections • Introduction to the course • Introduction to teaching approach and portfolio-based pedagogy • History and context • Planning with the end in mind • Collection Development in challenging times • Group assignments for projects	July 3
Unit 2 – Innovative Thinking for Collections • Theories and frameworks • Making meaning from data • Identifying and anticipating gaps • Exercises for Creative and Innovative Thinking • **DUE In-Class Assignment #1 – Plan for Innovative Thinking Staff Retreat**	July 5
Unit 3 – Community Consultation for Collections • Needs Assessment • Iterative Cycle of Innovation and Needs Assessments • **DUE In-Class Assignment #2 – Community Consultation**	July 10
Unit 4 – Formats in Collections • Special formats in Information Organizations • E-resources • **DUE Project #1: Needs Assessment Plan – submitted via LMS**	July 12

Unit 5 – Accountability and Alignment Through Planning Collections • Principles of strategic management • Mission and vision statements • Guiding Principles • Strategic Directions • SWOT Framework • INTRODUCTION to Project #3 – Collections Consultation Report	July 17
Unit 6 – From Planning to Creating Policies for Collections • Policies in Information Organizations • Developing collections • Communicating to colleagues, patrons, champions, and stakeholders • **DUE Project #2: Special Formats Report – submitted via LMS**	July 19
Unit 7 – From Policies to Fiscal Management of Collections • Vendor relations, negotiation, and contracts • Long-term fiscal planning vs. one-and-done • Budgeting for Staffing	July 24
Unit 8 – From Fiscal Management to Implementation • Timelines and project management • Assignment of Responsibilities • Documentation and memory-keeping • Launch parties and ongoing Marketing • **DUE Project #3 DRAFT Proposal for Collection Consultation Report – submitted via LMS**	July 26
Unit 9 – From Implementation to Assessment • Action Planning • Various Strategies for Analyses • Accountability	July 31
Unit 10 – From Assessment to Evaluation • Demonstrating value • Various Strategies for Analyses, continued • Prioritization process • Reporting • **Project #3 DRAFT Budget and Plan (Outline) of Collection Consultation Report – submitted via LMS**	August 2
Unit 11 – From Evaluation to Management • Key Performance Indicators (KPIs) • Discovery, access, preservation, and use • Change management • Weeding and de-selection	August 7
Unit 12 – Collaborative Collection Development & Management • Sharing and access • Interlibrary loans and document delivery • Working in consortia • Evaluating collaborations and consortia	August 9

Conclusion
• **DUE FINAL VERSION Collection Consultation Report**
   o **In-Class Community Fair presentation to Guest Judges with Tri-Fold Poster Board display and print copy of Report**
   o **Digital copy of report submitted via LMS**
	August 14

Attendance:
- Attendance is required in all class meetings. If you know you are going to be absent, you must inform me beforehand as much as possible. If this occurs more than twice, students need to provide documentation from a health professional or Access & Diversity as part of a making up for lost Participation marks.
- The two In-Class Assignments may only be made up after the provision of relevant documentation or through prior arrangement for reasonable reasons.
- Course Instructor is available via the Remind.com texting app when email is not readily available.
- Any loss in marks for excessive absences is at the discretion of the instructor.

Evaluation: All assignments will be marked using the evaluative criteria given on the SLAIS web site.

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [https://students.ubc.ca/about-student-services/access-diversity]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity
Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

Other Course Policies as Relevant
- Many class activities and assignments require the use of digital technology with access to the Internet. Therefore, students are encouraged to bring electronic devices, such as laptops, smartphones, and tablets, to class.
- During lectures and class activities not requiring electronic devices, students are asked to put away their devices. Research studies have found that other students are distracted not only by their own electronic devices, but also those of their neighbours in the classroom.
- With prior consultation and approval, Project assignments may be completed on an individual basis; however, it may not be possible to work solo for In-Class Assignments.

Additional course information:
- Students need to come to class prepared for more interactive learning and teaching techniques than traditional 3-hour lecture-based sessions.
- Every class will include active learning opportunities, such as icebreakers, focusing activities, group work, think-pair-share, and other such active learning.
- Students need to come to class prepared to work with different partners and groups for in-class and homework assignments.
- Class assignments are based on Portfolio-based Pedagogy. Students are strongly encouraged to create a LinkedIn profile or website to display their completed assignments.