



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

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 580 Collection Management – Course Syllabus (3)

Program: MLIS/MASLIS

Year: 2020-2021

Course Schedule: Asynchronous

Location: N/A

Instructor: Tess Prendergast, MLIS, PhD

Office location: IKBLC 494

Office phone: 604-822-5007

Office hours: By appointment, please email me to set up a time to talk.

E-mail address: tess.prendergast@ubc.ca

Learning Management Site: Canvas

Course Goal

This course is intended as a foundational course for MLIS/MASLIS students in the broad subject of collection development and management. This course explores collection issues as they apply mainly to academic and public libraries, as well as school and special libraries.



Please note: Due to COVID-19 library closures and limited access, it is unlikely that you will be able to take any field trips to visit physical collections. I will do everything I can to mitigate the loss of these kinds of learning experiences in this class but I do not realistically expect your experiences to be on par with a similar class offered during a non-COVID-19 era. Nonetheless, my intent is to furnish you all with a fully stocked collection management “mental toolkit” that you will be able to use in your future practice with great skill and insight.

FNCC specialization: All the assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If you would like to take this course for FNCC credit, you are invited to contact me to discuss this option in advance of beginning your assignments. We will work together with the FNCC coordinator to create assignment parameters that will best meet the requirements of this curriculum concentration.

Learning Outcomes: Each outcome is linked to specific iSchool Graduate Competencies which can be referred to here: [https://ischool.ubc.ca/about/about-the-ischool/graduate-competencies/Links to an external site.](https://ischool.ubc.ca/about/about-the-ischool/graduate-competencies/Links%20to%20an%20external%20site)

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 broader 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-centered 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), 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-section, 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 iSchool Graduate Advisor

MAS: completion of MAS core and permission of the iSchool Graduate Advisor

Format of the course: Asynchronous weekly modules that include video lectures, guest speaker video lectures, self-paced activities, self-paced discussion topics all of which are mandatory. Students must complete each module each week in order to move on to the next module.

Required and Recommended Reading:

Required:

Johnson, P. (2018). *Fundamentals of collection development and management* (Fourth ed.). Chicago: ALA Editions.

There should be copies available at the UBC library.

This book is available as an e-Book from UBC library and is in the course Library Online Course Reserve (LOCR) list for this course.

There will be additional required readings listed in each weekly module which will also be available in the LOCR list.

Recommended:

There will be recommended reading each week, available in the LOCR list. These readings may prove useful for assignments, activities, and discussions but are optional. Read them if you have time.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Assignment 1: <i>Collection Development Policy Review</i>	Feb 8th, 2021	20%	1.4 , 2.1,



Assignment 2: <i>Group Project: Collection topic video</i>	Mar 29, 2021	30%	1.4, 2.1, 3.1, 3.2, 4.1
Assignment 3: <i>Final Project: Library collection expansion</i>	Apr 21, 2021	30%	1.1, 2.1, 4.1, 4.2,
Assignment 4: <i>Participation: Written Self-reflection</i>	April 15, 2021	20%	1.4, 2.1, 3.1, 4.1, 5.1

Course Schedule [week-by-week]: Please note: For flexibility, I have set the weekly modules to run from *Tuesday* to the following *Monday*. New content will begin on Tuesdays and need to be completed by the following Monday.

Topic	Week/Date
Course overview, assignments, activities, discussions, readings, marking, attendance, & class-wide introductions	Week 1/Jan 11-Jan 18
Organizational models, staffing, and responsibilities	Week 2/Jan 19-Jan 25
Planning, policy, and budgets	Week 3/Jan 26-Feb 1
Developing collections	Week 4/Feb 2-Feb 8
Vendor relations, negotiations, and contracts	Week 5/Feb 9-Feb 14
Term break	Feb 15-Feb 19
Managing collections	Week 6/ Feb 23-Mar 1



Marketing, liaison activities, and outreach	Week 7/Mar 2-Mar 8
Collection analysis, accountability and demonstrating value	Week 8/Mar 9-Mar 15
Collaborative collection development and management	Week 9/Mar 16-Mar 22
Student video presentations, Peer feedback	Week 10/Mar 23-Mar 29
Student video presentations, Peer feedback	Week 11/Mar 30-Apr 5
Student video presentations, Peer feedback, & Course wrap-up	Week 12/Apr 6-Apr 14

Attendance: As an asynchronous self-paced course, you will be expected to login, download the readings and complete all activities and discussions during each module's scheduled week. To prevent falling behind, it is essential that you set your own regular schedule of reminders to complete the course requirements. Please note that asynchronous online discussions need not take up a great deal of time, however, they may require you to logon to the discussion forum area a few times during the week to read and comment on each other's posts. Lecture videos, readings, activities and discussions are all essential aspects of this course so please try to organize your time so that you are able to complete them during each module's set week. I do not lock modules as I do want you to be able to go back to them as needed for your assignments, however, most discussions are only open for the week in which they are scheduled to occur.

If you are experiencing extraordinary personal difficulties, such as a medical crisis or a family emergency and you must miss a week or more of course work, please email me as soon as you are able so that I can make alternate arrangements for you to complete missed work later in the term.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#)[Links to an external site.](#) I will explain my qualitative approach to grading in the first week of class as well as my policy for allowing students to revise and resubmit work that needs editing for typographical and grammatical issues.

Required Materials: Except for access to a computer and a reliable Internet connection, there are no other specific materials required for this course. It would be helpful for you to have a few dozen



books to examine, however, given the fact that most libraries are closed or have limited access to print materials, e-books will suffice in these instances. It may be helpful to have a public library card for downloading e-books and accessing online databases and other electronic resources, however UBC libraries e-collections should also suffice.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#)[Links to an external site.](#), and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>[Links to an external site.](#))

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. You should not revise and resubmit work that has previously been submitted for credit in another class. If you wish to build on a topic you have already covered you must discuss this with me before beginning. There are ways to do this without running the risk of self-plagiarism. It is your responsibility to learn about what is and is not plagiarism and ask for clarification if you are at all uncertain.

Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#)[Links to an external site.](#).



Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#)[Links to an external site.](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#)[Links to an external site.](#) Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Conflicting Responsibilities: UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#)[Links to an external site.](#) Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised.

Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#)[Links to an external site.](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.

If you have any questions about the course, please email the instructor Tess Prendergast tess.prendergast@ubc.ca