



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmiñəm 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

Year: 2020

Course Schedule: Asynchronous Sept 8, 2020-Dec 3, 2020

Location: N/A

Instructor: Tess Prendergast, MLIS, PhD

Office location: IKBLC 494

Office phone: 604-822-5007

Office hours: Wednesdays 11am-12pm and by appointment via Zoom

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Learning Management Site: <https://canvas.ubc.ca/courses/62289>

Course Goal

This course is intended as a foundational course for MLIS 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.

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/>

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]*



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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 all items in 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.

*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: Details of assignments will be given in course lectures and on Canvas. Please email me for clarification of any assignment instructions.

Assignment Name	Due Date	Weight	Graduate Competencies
Assignment 1: <i>Collection Development Policy Review</i>	Oct 5 th	20%	1.4 , 2.1, 3.2
Assignment 2: <i>Group Project: Collection topic video</i>	Nov 9 th	30%	1.4, 2,1, 3.1, 3.2, 4.1
Assignment 3: <i>Final Project: Library collection expansion</i>	Dec 11 th	30%	1.1, 2.1, 4.1, 4.2,
Assignment 4: <i>Participation</i>	Dec 3 rd	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 needs to be completed by the following Monday.

Topic	Week/Date
Course overview, assignments, activities, discussions, readings, marking, attendance, & class-wide introductions	Week 1/Sep 8-14
Organizational models, staffing, and responsibilities	Week 2/Sep 15-Sep 21
Planning, policy, and budgets	Week 3/Sep 22-Sep 28
Developing collections	Week 4/Sep 29-Oct 5
Vendor relations, negotiations, and contracts	Week 5/Oct 6-Oct 12
Managing collections	Week 6/Oct 13-Oct 19
Marketing, liaison activities, and outreach	Week 7/Oct 20-Oct 26
Collection analysis, accountability and demonstrating value	Week 8/Oct 27-Nov 2
Collaborative collection development and management	Week 9/Nov 3-Nov 9
Student video presentations 1, 2, & 3: Peer feedback	Week 10/Nov 10-Nov 16
Student video presentations 4, 5, & 6: Peer feedback	Week 11/Nov 17-Nov 23
Student video presentations 7, 8, & 9: Peer feedback	Week 12/Nov 24-Nov 30
Final project proposals: Peer feedback: Course wrap-up	Week 13/ Dec 1-Dec 3

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 weeks 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](#). 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. If you need an extension for family or medical reasons, please contact me. Late assignments without explanation may accrue penalty marks off up to 1 mark per day.

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, however, 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 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](#), 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>)

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. 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](#).

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](#) (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 \(Joint Senate and Board Policy\)](#). 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](#). 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](#), 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