



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓n̓əm 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)**

<b>Program:</b>	MLIS/MASLIS
<b>Year:</b>	2022-2023
<b>Course Schedules:</b>	2 sections (Tuesdays & Wednesdays) both at 2pm-5pm
<b>Location:</b>	Tuesdays SOWK 222 / Wednesdays BUCH B218
<b>Instructor:</b>	Dr. Tess Prendergast
<b>Office location:</b>	iSchool Adjunct Office
<b>Office phone:</b>	604-822-5007
<b>Office hours:</b>	Tuesdays 12pm-1pm, Wednesdays 11am-12pm, Thursdays Zoom meetings by appointment between 10am-4pm
<b>E-mail address:</b>	<a href="mailto:tess.prendergast@ubc.ca">tess.prendergast@ubc.ca</a>
<b>Learning Management Site:</b>	<a href="http://lthub.ubc.ca/guides/canvas/">http://lthub.ubc.ca/guides/canvas/</a>

#### **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

**FNCC specialization:** The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

#### **Learning Outcomes:**

#### **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:** We will have weekly in-person meetings that include: lectures, guest speakers, in-class activities, and some independent field work, all of which are mandatory for success in this course.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 12 hours

### 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 should be copies for sale at the UBC Bookstore if you wish to have a print copy of your own.

There will be additional required readings listed in each weekly module.

### Recommended:

There will be recommended reading each week, available in the LOCR list. These readings may prove useful for assignments, activities, and discussions.

### Course Assignments:



Assignment Name	Due Date	Weight	Graduate Competencies
Assignment 1: Collection Development Policy Review	Feb 5, 2023	20%	1.4, 2.1
Assignment 2: Small Collection Project	Mar 5, 2023	20%	1.1, 1.2, 2.1, 2.2
Assignment 3: Field studies	Mar 19, 2023	20%	1.4, 2.1, 4.1, 5.1
Assignment 4: Group presentations	Mar 28/29; Apr 4/5; Apr 11/12	30%	2.1, 2.2, 3.1, 3.2, 4.1, 4.2
Participation Reflection	Apr 14, 2023	10%	1.4, 2.1, 5.1

### Course Schedule [week-by-week]

Topic	Week/Date
Week 1: Tues Jan 10 / Wed Jan 11: Topic: Course Introduction	Jan 10/Jan 11
Week 2: Tues Jan 17 or Wed Jan 18: Topics: Organizational planning & staffing; Scholarly communication	Jan 17/Jan 18
Week 3: Tuesday Jan 24 or Wed Jan 25: Planning, Policy, Budgets & Collection policies	Jan 24/Jan 25
FIELD STUDIES 1: Week 4: Jan 31 or Feb 1: Field Studies Time: No in-class meeting	Jan 31/Feb 1
Week 5: Tues Feb 7 or Wed Feb 8: Collection development: Fiscal management, vendor relations, negotiations, & contracts	Feb 7/Feb 8
Week 6: Tues Feb 14 or Wed Feb 15: Collection maintenance: Weeding workshop	Feb 14/Feb 15
TERM BREAK	NO CLASS MEETING
Week 7: Tues Feb 28 or Wed Mar 1: Collection promotion: Marketing, liaison, & outreach	Feb 28/Mar 1
Week 8: Tues Mar 7 or Weds Mar 8: Collection analysis: Evaluating and assessing collections	Mar 7/Mar 8
FIELD STUDIES 2: Week 9: Tues Mar 14 or Wed Mar 15: Field studies time: No in-class meeting	Mar 14/Mar 15
Week 10: Tues Mar 21 or Wed Mar 22 Cooperative collection management: Libraries of things	Mar 21/Mar 22
Week 11: Tuesday Mar 28 or Wed Mar 29 Student presentations and peer feedback	Mar 28/Mar 29
Week 12: Tues Apr 4 or Wed Apr 5 Student presentations and peer feedback	Apr 4/Apr 5
Week 13: Tues Apr 11 or Wed Apr 12: Student presentations and peer feedback/Course review and wrap-up	Apr 11/Apr 12

**Attendance:** Regular attendance and engaged participation in all class activities are required in this course. You will be excused from class for the following reasons: Immovable specialist appointments;



family emergencies/crises; \*illness. As we are still very much in Covid era, even mild symptoms of illness (sneezing, coughing, sore throat) mean you must stay home to prevent the spread of Covid or other viruses. All other reasons for missing class will reduce your participation grade by 1 point for each unexcused absence. Regardless of the reasons why you must miss class, please send me an email as soon as you know you cannot come. You will also be expected to keep up with your reading, and read through the lecture slideshow when it is posted after each week's class. When you return to class, please make the effort to follow-up with me and your classmates about any in-class activities you have missed. If you miss more than one class in the term, you may be given alternative asynchronous activities to do.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). I expect you to edit carefully for grammar and spelling at all times. I am always happy to support students' academic writing development so please make use of office hours to ask for help if you are struggling with the academic writing demands of this class. Please also make full use of the supports UBC offers to improve your writing for example at the Learning Commons available here <https://learningcommons.ubc.ca/improve-your-writing/writing-consultations/>.

**Required Materials:** You will need access to UBC library's electronic resources (e-books and articles). For field work, you will be required to travel to at least 3 different places to gather data for your field studies assignment.

**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 misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (\$7)



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**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.