

Spring 2022 syllabus for INF 384D, Collection Management, Unique #: 28175

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Course description

Philosophical and social context, objectives, and methodology of evaluating, selecting, and managing library materials

Course aims

This course is intended to contribute to your growth as an information professional by developing your ability to deliberately construct collections in the context of their use and social value.

Learning outcomes

“Upon successful completion of this course, students will be able to:

1. identify and assess accurately the needs for multi-format library resources;
2. utilize the general organization and practices of the publishing and information industries, broadly conceived, as they relate to library collections;
3. apply critical principles and standards in the selection and de-selection of multi-format resources;
4. generate resource management tools including public relations and marketing; and
5. evaluate multi-format library collections and recommend alternatives for specific situations.”

—Westbrook, 2016

Required texts, free via UT Libraries

Saponaro, M. Z. and G. E. Evans. (2019). [Collection Management Basics](#). 7th ed. Santa Barbara, CA: Libraries Unlimited.

Emery, J., G. Stone, and P. McCracken. (2019). [Techniques for Electronic Resource Management: TERMS and the Transition to Open](#).

Gregory, V. L. (2019). [Collection development and management for 21st century library collections: an introduction](#). 2nd ed. Chicago: ALA Neal-Schuman.

Not required, but nice to refer to texts, free via UT Libraries

Alabaster, C. (2010). [Developing an outstanding core collection: a guide for libraries](#). 2nd ed. Chicago: ALA.

Johnson, P. (2018). [Fundamentals of collection development and management](#). 4th ed. Chicago: ALA Editions.

I encourage students to seek out additional relevant content, in all formats, to inform classroom discussions. As much as possible, required readings will be open access, but some material paid for and available via the UT Libraries may only allow for one person's use at a time, so please schedule accordingly.

What's a class meeting like?

During class meetings, you can expect a mix of lecture, small-group discussions, whole-class discussions, and group work time. Each student will join a library group—academic, school, hospital, public, special, etc. In most class meetings, a group representative will present to the class on a couple of readings that address that week's collection management topic as it relates to their particular library type. These presentations need to be brief—say 3-4 minutes, tops—and should end by stating either a main issue for the library type and/or a discussion point. After all library-type presentations, we will have a class-wide discussion to talk about shared issues and differences.

Assignments

This course has a mix of individual and group assignments, totaling 1000 points. Assignments may include posting reflections on class readings or discussions on collection-related listservs, interviewing collection management professionals, evaluating e-book packages or databases, creating a collection management plan, planning a cancellation project, or creating an approval plan profile. **ALL assignments are due by 11:59 p.m. on the Monday before class. That said... life happens. Talk to me, and to your teammates, if situations arise that affect your ability to turn in work on time.**

1. Weekly reflections (**300 total points**): There are 16 weeks in this semester. Post 10 reflections to Canvas, any weeks except for the week of spring break (March 14-19) and the last week of classes (May 2-6). You must submit at least five reflections BEFORE spring break (week 9). These 10 posts can reflect on collection-related listserv discussions and/or assigned textbook chapters or articles from the readings for that week. (300 points—30 points per reflection). (Learning Outcomes 1, 2, 4)
What constitutes a reflection? The goal of your reflection is NOT to summarize a chapter, article, or discussion thread, but rather to [synthesize the material](#). Aim for one paragraph of 5-10 sentences. Provide citations to the sources of your reflection topics (this doesn't count as one of your sentences), as well as a link, if possible. End every reflection with at least one question that the topic raised in your mind, or issue you think we should discuss in class.
2. Interviews with professionals (**150 total points**): Select a collection management professional from a provided list, compose a list of questions, interview them about their work, and post the interviews to Canvas. ASK GOOD QUESTIONS. Your grade on this assignment will be based mostly on your questions, NOT your interview subject's answers. (Learning Outcomes 2, 4)
3. Evaluate e-book package or database (**100 total points**): Use a rubric to make a collection decision about an e-book package or database, based on given library scenarios. (Learning Outcomes 1, 3)
4. Create an [approval plan profile](#) (**150 total points**): Create approval plan profiles for different kinds of libraries. (Learning Outcomes 1, 2, 3)

5. Collection management plan (**150 total points**): Work in teams to create collection plans for different kinds of libraries and present them in class (120 points). All students on a team will receive points on a peer-review of their contributions by the other members of their team (15 points). Each student will submit a reflection (comments, suggestions, pain points) on the assignment (15 points). (Learning Outcomes 1, 3)
6. Cancellation project (**150 total points**): Work in teams with given scenarios to trim collection materials budgets and present their plans in class (120 points). All students on a team will receive points on a peer-review of their contributions by the other members of their team (15 points). Each student will submit a reflection on the assignment (15 points). (Learning Outcomes 1, 3, 4)

Grading policy

There is a total of 1000 points in this course. Some assignments require group work, feedback on your team members' individual contributions to the end products, and comment on the assignments. I am not giving letter grades for assignments. Your final grade will be determined by how many points you amass during the semester. Plus/minus grades will be used for your final grades. In order to maintain student privacy, I will not discuss specific grades via email or phone; you must meet with me in a one-on-one virtual conference.

Grade breaks

A+, 970 | A, 940 | A-, 900 | B+, 870 | B, 840 | B-, 800 | C+, 770 | C, 740 | C-, 700 | D, 650 | F, <650

Course outline

This is a living document! All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Check Canvas regularly. Changes to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

WEEK	DATE	TOPICS	WHAT'S DUE (11:59pm the Monday before class!)
1	1/19	What will this course cover? <ul style="list-style-type: none"> • Discussing the assignments • Assigning teams • ER&L volunteering • What is collection management? 	student interests survey (in class)
2	1/26	Guiding principles: <ul style="list-style-type: none"> • Libraries and the First Amendment • Library Bill of Rights • Fair use, copyright, creative commons • Intellectual freedom, censorship & challenges to items in a library collection, community standards, banned books 	
3	2/2	How do we decide what to provide for our users? <ul style="list-style-type: none"> • Selection sources—what's good, what's not • Reviews--reading them, using them, writing them • Predatory publishing • When/whether to include discredited materials in the collection 	
4	2/9	How do we know what our users want? <ul style="list-style-type: none"> • Finding out who your users are, who your users will be • Forecasting their needs • How do we know what we have? • Collection assessment • What do users actually use, and how do we know? • Circulation statistics, COUNTER, usage stats 	post interviews with CM professionals to Canvas
5	2/16	How do we get what our users want, or our organization requires? <ul style="list-style-type: none"> • EBA/DDA • Open access/OERs • Front files, backfiles • E-book discovery vs. e-book purchase/ownership • Multi-year deals • Academic tiered pricing • Approval plans • Hathi Trust • Macmillan embargo 	

WEEK	DATE	TOPICS	WHAT'S DUE (11:59pm the Monday before class!)
6	2/23	How do we get... Pt. 2 <ul style="list-style-type: none"> • Acquisitions 101 • vendors, jobbers, publishers • cooperative acquisitions • consortial purchasing • Technical Services • Library Collections budgeting 101 • aggregators, journal packages, Big Deals • library funding advocacy 	
7	3/2	How do we supply it? The virtual <ul style="list-style-type: none"> • Access methods—EZproxy, Shibboleth, OpenAthens • ILL • Access vs ownership 	post approval plans to Canvas
8	3/9	Collection management policies <ul style="list-style-type: none"> • ER&L recap • E-book package evaluation • group work time 	post e-book package/database evaluations to Canvas
9	3/16	SPRING BREAK Electronic Resources & Libraries (ER&L), March 14-17	
10	3/23	group work time	
11	3/30	Library Technology <ul style="list-style-type: none"> • Demos of Integrated Library Systems/Library Service Platforms 	
12	4/6	Where does the collection live, Pt. 1?—The physical collection <ul style="list-style-type: none"> • Space/stacks management 101 • Remote storage facilities • Resources in common, cooperative collecting 	
13	4/13	group work time	
14	4/20	Where does the collection live, Pt. 2? <ul style="list-style-type: none"> • Weeding, withdrawal (and the attendant public relations nightmare) • Old media & the hardware needed to use it • Digitization projects 	post collection management plans to Canvas
15	4/27	Collection management plans presentations	post cancellation plans to Canvas
16	5/4	Cancellation plans presentations. Semester review.	

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

<https://deanofstudents.utexas.edu/conduct/standardsconduct.php>

Attendance and participation

This hybrid course will meet in-person and online, via Zoom. Class recordings are reserved only for the use of members of this class (students, TAs, and the instructor) and only for educational purposes. Recordings should not be shared outside the class in any form. Violation of this restriction could lead to Student Misconduct proceedings.

Please let me, and your team members, know as far as possible in advance if you must miss a class. You are responsible for any work due on the date that you miss a class. If you are absent on a date when your team meets, you are responsible for providing the team with the necessary information to compensate for your absence.

Classroom safety and COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university’s efforts to protect our community. Tests are fast and free.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services’ Nurse Advice Line](#) at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).
- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

Counseling and Mental Health Center

The Counseling and Mental Health Center serves UT’s diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students’

well-being, academic and life goals. I urge students who are struggling for any reason and who believe that it might impact their performance in the course to reach out to me if they feel comfortable. This will allow me to provide any resources or accommodations that I can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-2983. Outside CMHC business hours (8a.m.-5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255.

Land acknowledgment

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay my respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Personal pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (which you can do here: <http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

Services for Students with Disabilities (SSD)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Sharing of course materials is prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Title IX Reporting Requirement

"Beginning January 1, 2020, Texas [Senate Bill 212](#) requires all employees of Texas universities, including faculty, report any information to the [Title IX Office](#) regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email <mailto:advocate@austin.utexas.edu>. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still [mandatory reporters](#) under Federal Title IX laws and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed [supportive ways to respond to a survivor](#) and compiled [campus resources](#) to support survivors."