

SLIS S502 – Collection Development and Management

Course Information

June 20 – August 10, 2011
Mondays and Wednesdays, 8:30-11:15a.m.
Wells Library, Room LI001
<http://ella.slis.indiana.edu/~amzoss/S502/>

Instructor

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Description

This course examines theoretical and pragmatic aspects of the selection, evaluation, and management of collections in all types of libraries. Acquisitions, publishers and publishing, policy making, and intellectual freedom and censorship are also covered.

Objectives

Upon completion of the course students will be able to

- recognize methods, problems, and challenges of collection development and management;
- develop constructive approaches to investigate and resolve problems of collection development and management; and
- understand current issues in collection development and management faced in various types of libraries.

Methods

Readings from the textbook and other materials listed in the syllabus provide the base for lectures and class discussion. It is important to read and study the material assigned and to do other preparatory work described in the syllabus before the scheduled class meetings.

Open discussion will be held and critical analysis of the differing viewpoints found in the literature and among students should assist in understanding major issues in developing and managing collections. The effectiveness of class discussion depends on the active participation of all students.

Assignments

	Due	% of Final Grade
• In-class exercises (12 assignments, worth 1 point each)	Ongoing	12%
• Library Choice for Selection Project (ungraded but required)	June 22	—
• Background for Selection Project	July 13	28%
• Mid-term Test	July 25	32%
• Selection Project Final Report	August 8	28%

Readings on e-reserve are at:

<http://ereserves.indiana.edu/eres/coursepage.aspx?cid=6191>

The password is available on Oncourse.

Assignments are due at the beginning of class on the due date. Any extenuating circumstances with regard to deadlines must be discussed with the instructor as soon as possible to avoid point deductions.

Students are expected to complete all course work by the end of the term. A grade of incomplete [I] will be assigned only when exceptional circumstances warrant. Points will be deducted for assignments that are not submitted on time unless prior arrangements have been made.

Grading

Indiana University School of Library and Information Science Definitions of Letter Grades

The SLIS faculty's definition of letter grades specifies that a grade of B be assigned when “student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.” Higher grades would exceed this level of performance. The number of points for each grade is indicated.

The following definitions of letter grades have been defined by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science. Please visit the following web page on the SLIS website for additional information:

<http://www.slis.indiana.edu/courses/forms/grades.html>.

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|-------------------------|--|
| A (4.0; 95% and above): | Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. |
| A- (3.7; 90% to 94.5%): | Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner. |
| B+ (3.3; 87% to 89.5%): | Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus. |
| B (3.0; 84% to 86.5%): | Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level. |
| B- (2.7; 80% to 83.5%): | Marginal work. Student performance demonstrates incomplete understanding of course materials. |
| C+ (2.3; 77% to 79.5%): | Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. |
| C (2.0; 74% to 76.5%): | " |
| C- (1.7): | Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade. |
| D+ (1.3): | " |
| D (1.0): | " |
| D- (0.7): | " |
| F (0.0): | Failing. Student may continue in program only with permission of the Dean. |

Academic Integrity

The Indiana University Code of Student Rights, Responsibilities and Conduct provides extensive documentation and discussion of the issue of academic integrity, particularly the section on plagiarism.

A student must not submit work that reproduces ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Indiana University and SLIS policies on academic integrity will be followed. Students found to be engaged in plagiarism, cheating, and other types of dishonesty will be reported to the Dean's Office for appropriate action. As a rule of thumb, when in doubt, cite the source!

Information on academic dishonesty can be found in the "Code of Student Rights, Responsibilities and Conduct" at <http://www.iu.edu/~code/index.shtml>. In this document, plagiarism is defined as follows:

"Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered 'common knowledge' may differ from course to course."

Retrieved April 20, 2011 from <http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>.

Accommodation of Religious Holidays

If you anticipate a conflict between the requirements for this class and your religious holidays, please inform the instructor as early in the semester as possible. The Indiana University Bloomington policies on religious holidays and the form to request accommodation are available at: <http://www.indiana.edu/~vpfaa/welcome/forms.shtml>

Statement for Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact IU Disability Services for Students <http://www2.dsa.indiana.edu/dss/> in Franklin Hall (812-855-7578). Accommodations will be made for you after you have registered with this office.

Attendance

Attendance during summer sessions is crucial to success with the subject matter and is, thus, required. If you are unable to attend a class, please contact me before class or as soon as possible. If you do miss a class you will be still responsible for:

- Handing in all assignments due for that day on time, and
- Obtaining notes and handouts from other students

Textbook

Johnson, Peggy. Fundamentals of Collection Development and Management, 2nd ed. Chicago: American Library Association, 2009.

Class Schedule

Date	Topic
20 June	<p>Introduction to the course / History and Context</p> <p>Read: Johnson chapter 1: Introduction to Collection Management and Development</p> <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. How have their histories influenced the collections we see in libraries today? 2. How do professional associations assist the collection developer/manager?
22 June	<p>Publishing/Selection Tools</p> <p>Due (via e-mail): preliminary choice of library and subject for selection project</p> <p>Read:</p> <ul style="list-style-type: none"> • Johnson chapter 4: Developing Collections • Casserly, Mary. "Developing a Concept of Collection for the Digital Age." portal: Libraries and the Academy 2, no. 4 (2002): 577-587. • Piault, Fabrice. "Livres Hebdo's 2010 Ranking of the World's Leading Publishers." Livres Hebdo, Frankfurt 2010 Special (2010) pp. 1-4 only. http://www.publishersweekly.com/binary-data/ARTICLE_ATTACHMENT/file/000/000/127-1.pdf <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. What are the differences between a firm order, a standing order, approval plan, and a blanket order? Give an example of when a large university library would use each of these. When would each be appropriate in a small public library? 2. What is the difference between outsourcing and using a jobber? Why might a library decide to do one or the other? 3. How does the acquisition of serials differ from the acquisition of monographs? What are the major considerations in acquiring foreign and retrospective materials? 4. What types of tools are available to assist the librarian in selection? What are the values and limitations of the various types of tools? 5. What role do reviews play in the selection? What makes a "good" review? 6. What criteria can be used in selection? Which are most important? To what extent do they differ by type of libraries and by format of material? <p>From Tony Horava, "Challenges and Possibilities for Collection Management in a Digital Age" Library Resources & Technical Services 54, no. 3 (2010) 142-152:</p> <ol style="list-style-type: none"> 1. Consider what a collection does rather than what a collection is. 2. We must seek creative partnerships with publishers and vendors. 3. We need to measure collection value in new ways.

27 June	<p>Collection Development Policies</p> <p>Guest lecturer: Anne Haynes, Reference Librarian/Collection Manager, Library and Information Science/Distributed Education Library Service Coordinator, Indiana University</p> <p>Preparation for discussion: Locate a collection development policy statement from a library's website, print or download it, and bring it to class. The AcqWeb site has links to several CD policies (http://www.acqweb.org/cdv_policy).</p> <p>Read:</p> <ul style="list-style-type: none"> • Johnson chapter 3: Policy, Planning, and Budgets, pp. 66-82 only • Vickery, Jim. "Making a Statement: Reviewing the Case for Written Collection Development Policies." <i>Library Management</i> 25. 8/9 (2004): 337-342. • Snow, Richard. "Wasted Words: The Written Collection Development Policy and the Academic Library." <i>Journal of Academic Librarianship</i> 22.3 (1996): 191-194. <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. Why should a library consider having a written collection development policy? What functions does such a policy perform? 2. What are the essential parts of a collection development policy? Can you suggest additional content that has not appeared in the policies you have examined? 3. Selection has been defined as a subjective process. Why is it subjective? How may it be made somewhat more objective?
29 June	<p>Marketing and Outreach/Intellectual Freedom</p> <p>Guest lecturer: Shannon Oltmann, SLIS Adjunct Instructor and Doctoral Candidate</p> <p>Read:</p> <ul style="list-style-type: none"> • Johnson chapter 6: Marketing, Liaison, and Outreach Activities • "Library Bill of Rights," American Library Association, January 23, 1996. http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm • "The Freedom to Read Statement," American Library Association and Association of American Publishers, June 30, 2004. http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftstatement/freedomreadstatement.cfm • "Diversity in Collection Development," American Library Association, July 2, 2008. http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/diversitycollection.cfm • "Labeling and Rating Systems," American Library Association, July 15, 2009. http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/labelingrating.cfm • "Restricted Access to Library Materials," American Library Association, January 28, 2009. http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/restrictedaccess.cfm • Asheim, Lester. "Not Censorship But Selection." <i>Wilson Library Bulletin</i> 28 (September 1953): 63-67. http://www.ala.org/ala/aboutala/offices/oif/basics/notcensorship.cfm <p>Browse: "Interpretations of the Library Bill of Rights," American Library Association. http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/default.cfm</p> <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. (How) Would you distinguish among research, liaison, and outreach? 2. How would you undertake market research in a public, special, school, or academic library?
4 July	No class

6 July	<p>Planning and Budgets</p> <p>Guest instructor: Dr. Debora Shaw, Professor and Interim Dean of IU SLIS (Angela will be out of town for a conference.)</p> <p>Read: Johnson chapter 3: Policy, Planning, and Budgets (review pp. 66-82, focus on pp. 83-102)</p> <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. How is environmental scanning similar to/different from "keeping an eye on what's happening"? 2. Johnson (p. 72) says "any planning activity in a library affects collection development." Can you think of examples to support her statement? 3. Why is it advisable for a library to have an allocation process for material purchases?
11 July	<p>Evaluation and Assessment</p> <p>Read: Johnson chapter 7: Collection Analysis: Evaluation and Assessment</p> <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. For what purposes might librarians undertake evaluation of collections? 2. What evaluation methods have libraries used? Quantitative? Qualitative? Collection-centered? Use-centered? 3. What findings from prior research should be considered when you plan to evaluate your library's collection? 4. What are the advantages and disadvantages of using particular evaluation methods, e.g., formulas, checking standard lists? 5. What criteria can be used for evaluating access to information resources? 6. How might current efforts at improving access and providing electronic resources affect collection evaluation?
13 July	<p>Organization and Staffing</p> <p>Due: Background for selection project</p> <p>Guest lecturers: Jennifer Laherty, Digital Publishing Librarian for IUScholarWorks; and Lori Duggan, Head, Electronic Resources Acquisitions, both at Indiana University Bloomington Libraries</p> <p>Read:</p> <ul style="list-style-type: none"> • Johnson chapter 2: Organization and Staffing • Tenopir, Carol. "Working for a Vendor." <i>Library Journal</i> 130 (July, 2005): 29. <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. What areas of responsibility are involved in collection development and management? 2. How are these responsibilities typically handled in academic, public, school, and special libraries?
18 July	<p>Collection Management/Deselection</p> <p>Read:</p> <ul style="list-style-type: none"> • Johnson chapter 5: Managing Collections • Powell, Margaret K. "The Yale University Libraries Experience." In <i>Library Off-site Shelving: Guide for High-Density Facilities</i>. (2001). Libraries Unlimited, Inc.: 132-141. <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. What criteria (other than statistics on use) would you use to select items to weed from IU's library and information science collection? 2. Why might deselection be particularly controversial in an academic library? A public library? How might librarians try to reduce such controversies?

20 July	<p>Scholarly Communication / Developments in Publishing</p> <p>Guest lecturer: Dee Mortensen; Senior Sponsoring Editor for African Studies, Philosophy, and Religion; Indiana University Press</p> <p>Read:</p> <ul style="list-style-type: none"> • Johnson chapter 9: Scholarly Communication • Hazen, Dan. "Rethinking Research Library Collections." <i>Library Resources & Technical Services</i> 54.2 (April 2010): 115-121. • Hodges, Dracine, Cyndi Preston, and Marsha J. Hamilton. "Patron-Initiated Collection Development: Progress of a Paradigm Shift." <i>Collection Management</i>, 35, no. 3/4 (2010): 208-221. <p>Preparation for in-class exercise: Read one of these e-books and reflect on your experiences:</p> <ul style="list-style-type: none"> • Gordon, Rachel Singer. <i>The Nextgen Librarian's Survival Guide</i> [electronic resource]. Medford, NJ: Information Today, c2006. • Maxwell, Nancy Kalikow. <i>Sacred Stacks</i> [electronic resource]: <i>The Higher Purpose of Libraries and Librarianship</i>. Chicago: American Library Association, 2006. • Woodward, Jeannette A. <i>Creating the Customer-driven Library</i> [electronic resource]: <i>Building on the Bookstore Model</i>. Chicago: American Library Association, 2005. <p>Connect to IUCAT and log in as a Bloomington user. Search for one of the e-books - title search works well. Choose the [electronic resource] item listed. This will bring up the NetLibrary screen; click on "View this ebook"</p> <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. How is the traditional publishing pattern being challenged? How might these challenges affect libraries? Library users? 2. How is the selection of electronic resources the same as the selection of traditional resources? How is it different? 3. What are the different models for the acquisition and use of electronic books? What are the benefits and drawbacks of each for libraries?
25 July	<p>Mid-term Test</p> <p>10:00-11:15: Presentation on collection development for rare books, Joel Silver, Curator of Books, Lilly Library. Reconvene at the Lilly Library, Solcum Room.</p>
27 July	<p>Collection Management in College Libraries</p> <p>Read:</p> <ul style="list-style-type: none"> • Harloe, Bart, "Achieving Client-Centered Collection Development in Small and Medium-Sized Academic Libraries." <i>College & Research Libraries</i> 50 (May 1989): 344-353. • Austenfeld, Anne Marie. "Building the College Library Collection to Support Curriculum Growth." <i>Collection Management</i> 34.3 (2009): 209-227. • Jacoby, Beth E. "Status of Approval Plans in College Libraries." <i>College & Research Libraries</i> 69 (May 2008): 227-240. <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. The idea of a core collection is an important concept in collection development, yet core collection has no single definition or focus. How has this concept been defined? How can the core concept be applied in the selection of print and electronic resources? What are the drawbacks of using core lists? 2. What models for selection can be used by college libraries? What are the benefits and drawbacks of the various approaches? 3. If you were asked to evaluate the library collection for undergraduates at the college/university where you received your bachelor's degree, what three things you would do to start?

1 August	<p>Collection Management in Research Libraries</p> <p>Read:</p> <ul style="list-style-type: none"> • Lowry, Charles B., Prudence Adler, Karla Hahn, and Crit Stuart. Transformational Times: An Environmental Scan Prepared for the ARL Strategic Plan Review Task Force. Washington, DC: Association of Research Libraries, 2009. http://www.arl.org/bm~doc/transformational-times.pdf • Foster, Nancy Fried, and Susan Gibbons. "Understanding Faculty to Improve Content Recruitment for Institutional Repositories." D-Lib Magazine 11.1 (January 2005). http://www.dlib.org/dlib/january05/foster/01foster.html • Smith, Abby. "The Research Library in the 21st Century: Collecting, Preserving, and Making Accessible Resources for Scholarship." In No Brief Candle: Reconceiving Research Libraries for the 21st Century. (August 2008). CLIR Publication 142. 13-20. http://www.clir.org/pubs/abstract/pub142abst.html <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. What are research libraries? What is research? How do the objectives of research libraries differ from those of college libraries? 2. Scholarly communication is being transformed by electronic access. How do interests of librarians and faculty scholars converge and diverge in this area? 3. How would you describe the scholarly communication system in an "elevator speech" to a faculty member at IU? 4. How would you persuade that faculty member to contribute to the institutional repository?
3 August	<p>Digitization, Preservation, and Cooperative Collection</p> <p>Guest lecturer: Vaughn Nuest, Head, Auxiliary Library Facility Class will meet at the ALF, 851 North Range Road (856-0832)</p> <p>Read:</p> <ul style="list-style-type: none"> • Johnson chapter 8: Cooperative Collection Development and Management • Driedger, Kevin and Joseph J. Mika. "The Preservation Resource Needs of Michigan's Public Libraries." Library & Archival Security, 23 no. 2 (July/December 2010): 79-103. <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. How does resource sharing differ from bibliographic access, from coordinated collection development and management? 2. What arguments are made in favor of cooperative collection development? Opposed to it?

8 August	<p>Collection Management in School Media Centers</p> <p>Due: Selection project final report</p> <p>Read:</p> <ul style="list-style-type: none"> • Haynes, Elizabeth. "Getting Started with Graphic Novels in School Libraries." <i>Library Media Connection</i> 27 (January/February 2009): 10-12. • Yang, Gene. "Graphic Novels in the Classroom." <i>Language Arts</i> 85, no. 3 (January 2008): 185-192. • Von Drasek, Lisa. "It Begins with a Question." <i>Knowledge Quest</i> 36 (November/December 2007): 66-68. <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. How do objectives of school media centers affect collection development and management? Are these objectives significantly different from those of other types of libraries? 2. In planning for collection development and management, what are the major responsibilities of school media specialists? 3. What skills, knowledge, and educational background do school media specialists need as preparation for collection development and management?
10 August	<p>Collection Management in Public Libraries</p> <p>Read:</p> <ul style="list-style-type: none"> • Dilevko, Juris, and Lisa Gottlieb. "The Politics of Standard Guides: The Case of the Public Library Catalog." <i>Library Quarterly</i> 73 (July 2003): 289-337. • Rawlinson, Nora. "Give 'Em What They Want." <i>Library Journal</i> 106 (November 15, 1981): 2188-2190. • Bob, Murray C. "The Case for Quality Book Selection." <i>Library Journal</i> 107 (September 15, 1982): 1707-1710. • Evans, G. Edward. "Needs Analysis and Collection Development Policies for Culturally Diverse Populations." <i>Collection Building</i> 11, no. 4 (1992): 16-27. <p>Questions for consideration and discussion:</p> <ol style="list-style-type: none"> 1. It has been said that planning for collection development and management in public libraries is more difficult, more uncertain, than planning in other types of libraries. Do you agree? Why? 2. Why is it especially difficult to develop objectives for public libraries? 3. The issue of demand vs. quality (Bob and Rawlinson articles) is an ongoing concern in public libraries. What is your position on this issue? 4. Why is community analysis important for public libraries? What methods can be used for community analysis? What type of information would you want?

Choice of Library for Selection Project

Due June 22, 2011

This is the first step toward your final project, selecting materials for a library. The library may be real, may be based on a real library, or may be fictional. You will need to know (or invent) information about the library's user population and staffing.

Selecting a real world library gives you a chance to see how a modest budget (\$2500 in this case) might make a difference. Some collection managers are developing their collections quite well, however, so students sometimes find it hard to identify enough new items to add to the collection. An imaginary library "similar to Library X but in a university that is just starting to collect to support a new program in this area" or "in a community similar to Y that has just received funding to develop its holdings in this area" can be a way to work around this complication.

You will also select the subject area in which you will collect materials. The subject should be appropriate to your library and there should be enough available for purchase (with this budget) to force you to make some educated choices. Finding the "just right" combination is difficult; it is useful to have a topic that can be expanded (say, from "music" to "the arts") or contracted ("music" to "jazz and rock") if needed. Here are a few examples of topics S502 students have used in previous semesters:

- College library - updating the photography collection to support a new professor's teaching and research
- Community college library - urban development
- Elementary school - astronomy and applied sciences
- Public library - sustainable living
- Public library - young adult fiction
- University library - medieval and renaissance Italian history

For this assignment, send an e-mail to amzoss@indiana.edu with:

1. Your name
2. Your choice of library
3. The subject area for the collection
4. Ideas on how you could expand or contract the topic if needed
5. (optional) any questions or comments

Background for Selection Project

Due July 13, 2011

Your report should be typed, double spaced, and its pages should be numbered. Please submit the report (in Word document format) via Oncourse.

When discussing a source (see item 2) give the full bibliographic citation in either APA (<http://www.indiana.edu/~citing/APA.pdf>) or MLA (<http://www.indiana.edu/~citing/MLA.pdf>) format. Your report should include the following sections. Please use headers to indicate where each section begins:

Cover Sheet:

- *Your Name*
- *Subject Area of the Proposed Collection*
- *Name of Library*
- S502 Collection Development and Management
- Selection Project Background
- *Date*

1. The library and its users (approximately 2 pages)
 - A. Name and type of library (academic, public, school, special)
 - B. Statement of the library's mission and that of its parent institution (if it has a parent)
 - C. Library's service population: Who are your library's users? What are their interests in your subject area? (You may need to imagine some of these needs.) For example:
 - academic - types of students and faculty (for example, undergraduate students plus master's programs in business and education; faculty focus on instruction rather than research)
 - public - demographics of community (income, education, any cultural groups deserving special attention or the focus of this selection project)
 - school - grades/ages served, community demographics
 - special - subject background, education level, reasons for using library (for example, business planning in a corporate library, patient care in a medical library, scholarly research in a rare books library - you may have more than one type of user)
 - D. In what area will you be collecting? Describe:
 - the current strength of holdings
 - the level of desired collecting activity
 - selection/deselection criteria for this subject
 - policies for retrospective acquisitions, formats, and gifts
 - criteria for links to useful websites in your subject area
 - E. What is the position/title of the person/people who select materials for this collection?
2. Background literature (approximately 2 pages)

Give full citations for each item used.

 - A. Summarize findings from two or three sources about the information/recreational needs of your clientele or likely users of your collection. (It is unlikely that your specific library has been studied extensively, so material about similar users from other settings is also appropriate.)
 - B. Describe (in one or two sentences each) three books, journal articles, and/or relevant websites that discuss current developments in publishing or other means of providing information to your likely clientele.
 - C. Describe (one or two sentences) five books, journal articles, and/or websites that discuss useful selection tools for developing the collection your area. See Appendix B in the textbook for a list of standard library selection tools.
3. Information about collection needs (approximately 4-5 pages)
 - A. What are your overall collection development objectives? How strong or weak is the current collection in your area? Discuss:
 - Types of publications collected
 - Subject coverage
 - Geographical coverage
 - Chronological coverage
 - Languages collected
 - B. Outline your spending plan covering all the items listed below (approximately what percentage of the budget should go to each area). This may be a combination of narrative and a bulleted outline, but be sure to address all the types of materials listed. If they don't apply to your situation, explain why.
 - Monographs
 - Serials
 - Reference materials
 - Media/audio-video materials
 - Databases
 - E-books
 - Maps
 - Microforms
 - Archival materials

Do you plan to identify Open Access/Internet Resources (available at no cost on the web)?

- C. Discuss any policies (or explain why none are needed) on:
- Translations
 - Multiple copies
 - Government publications
 - Interdisciplinary relationships (selector's cooperative relations with other fund managers or other libraries)
 - Gifts
 - Any other special considerations (e.g., approval plan)

Selection Project

Due August 8, 2011

Using appropriate selection tools and staying within your budget of \$2500, select items you will add to your collection. Use online retailers (e.g., Amazon.com, AbeBooks.com), publishers' catalogs or websites, Books in Print, or other reliable sources for pricing. Your library would probably purchase materials at a discount through a book jobber, so these prices will be rough estimates. You do not need to budget for shipping.

Prepare a report with the following information on your process for selecting material and the items you selected. Your report should be typed, double spaced, and its pages should be numbered. Please submit the report (in Word document format) via Oncourse. Your report should include the following sections:

Cover Sheet:

- *Your Name*
 - *Subject Area of the Proposed Collection*
 - *Name of Library*
 - S502 Collection Development and Management
 - Selection Project
 - *Date*
1. Your process for selecting materials (at least 4 pages)
 - A. What selection aids did you use? Include sources such as general and specialized review sources, comprehensive bibliographies, Internet sites, and subject journals. List at least eight selection aids that you consider important for your project.
For each selection aid, discuss why it is appropriate for your purposes and compare it to other potentially useful aids. Are some more helpful than others for selecting materials in different formats? Are some more helpful for retrospective, rather than current publications? Be as specific as possible; give examples.
 - B. Imagine that you will be doing this job for only a few years and will need to pass along a collection development strategy to another librarian. Explain your collection development strategy: Where should one go to select books, journals, videos, etc.? Where would you recommend starting, going next, and so on?
 2. Analysis of your selections (at least 2 pages)
 - A. How has your plan altered from the allocation you described in the background assignment? Why were these changes appropriate?
 - B. Look at your selections qualitatively.
Overall, how do your selections fulfill the goals you set for yourself and your library in the project background assignment?
Is there anything you were unable to accomplish with your \$2500? Why or why not?

- C. Look at your selections quantitatively. Use your spreadsheet to answer the following questions:
- a. How many titles did you select?
 - b. What was the average price? The highest? The lowest?
 - c. How many titles did you select in each format?
 - d. What percentage of your budget is devoted to current materials (according to the Acquisitions Department's definition: published, released, or reviewed in 2009 or 2010; retrospective materials as those published before 2009)?
 - e. How many free titles did you select?
 - f. How many different languages are represented in your collection? How many items in each language?
 - g. Prepare one graphic display (chart) showing a useful comparison of the items selected (e.g., the number of items in each format, the distribution of publication dates, the percentage of prices found in different sources).
3. Evaluation: Formulate three specific questions you would like to ask about the collection itself or its usage. Describe and compare two ways you could find answers to each question.
4. Prepare a spreadsheet listing of the materials you selected. For each item selected, include:
- author
 - title
 - language
 - publisher
 - date of publication
 - format
 - selection aid(s) through which the item was located
 - price
 - source for the price

(Optional) Add a list or spreadsheet with desiderata – items you would like to have been able to purchase for the collection.