FACULTY OF INFORMATION AND MEDIA STUDIES
LIS 9315 – COLLECTION MANAGEMENT
FALL 2019

Room: FNB2230
Fridays, 1:30 – 4:20 pm

Instructor: Asen Ivanov, PhD
Office: …
Office hours: Fridays 11:00 am - 12:00 pm
OWL site: …
Email: aivanov6@uwo.ca

Description:

This course addresses the theory and practice of library collection management. Through lectures and practical assignments, the course allows students to gain the knowledge and skills necessary to develop and manage print and electronic collections in public and academic libraries. The course covers a range of topics of practical concern to librarians including collection policy; selection criteria and tools; copyright and licensing; acquisition; evaluation of print and electronic collections; deselection (weeding); and the preservation of print and digital materials. In addition to these practical topics, classes 1,2, 7 & 8 provide a historical and theoretical context for situating collection management within the framework of librarianship and the publishing industry.

Upon completing the course, students will be able to:

- Understand the role of collection development and management within the framework of librarianship and the publishing industry
- Understand intellectual freedom and intellectual property issues to collection development practices including the management of information in electronic format
- Apply a critical awareness of professional values, standards and ethics in the context of collection management
- Analyze a library's community and develop collections based on this analysis
- Evaluate and apply review sources and tools for developing library collections

Course Policies

Attendance: Students are required to attend all classes and engage closely with the weekly readings and come to class prepared for discussion.

Email: Please email me only from your @uwo.ca email account. I replay to email quickly, but please allow for up to 48 hours to get back to you. If your email requires my immediate attention, type URGENT in the subject line.

Plagiarism: Plagiarism is a serious academic offence. The University's plagiarism policy requires instructors to remind students that, "Students must write their assignments and essays in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt by using quotation marks when quoting directly from another work and by proper referencing such as footnotes or in-text citations. Plagiarism is a major academic offence (see Scholastic Offences Policy in the Western Academic Calendar)." See the MLIS student handbook for more details.

Statement on Academic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/universec/handbook/appeals/scholastic_discipline_grad.pdf

Support Services: Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Special needs: If students require special accommodations of any kind, please do not hesitate to contact the instructor.

Evaluation:

Discussion Post (individual)	**10%**
Publishers' Profile (individual)	**10%**
Managing a collection (group):	**45%**
1**.** Community assessment and collection evaluation (20%)	
2. Managing and Building your collection (15%)	
3. Presentation (10%)	
Managing eResources (individual):	**35%**
2. Electronic licensing (15%)	
3. Journal citation study (20%)	
Total	**100%**

Discussion posts (10%)
Starting from week two (2), for each week during the course three students will act as discussion leaders by posting a short analysis of two or more of the weekly readings to the course OWL site and providing reflections during class discussion. The post and discussion should reflect on issue(s) related to the topic of the class for that week and/or one or more of the weekly discussion questions. The post should be max 500 words and must demonstrate that you have given the weekly topic and readings considerable thought. Submission is 24 hrs prior to the weekly lecture on OWL forum. The class is expected to consult the weekly discussion posts in preparation for the class discussion.

I have randomly assigned everyone a week for completing this assignment. If you want to swap spots with a classmate, this is fine with me as long as it is fine with both of you. However, please inform me about the swap at least three days before the class. Please see instructions, grading rubric, and the weekly schedule on OWL.

Publishers' Profile (10%)
This assignment is designed to allow you to learn more about large mainstream publishers and university presses. In addition, it allows you to practice monograph selection in a specific subject area by classifying selected items and writing annotations. Specifically, for this assignment, you will be provided with a list of mainstream publishers and university presses. You will individually select one (1) mainstream publisher and one (1) university press. You will then, first, develop a profile on each of the two publisher's reflecting on the type and range of books published, readership, history, policies, and reputation. Second, you will choose a non-fiction or fiction subject area that interests you and is covered by both publishers you have selected. Third, within the context of your chosen subject, you will select four (4) titles (two [2] by each publisher) that you would like to add to a library collection and write brief annotations (50-100 words) about each of the four titles justifying their acquisition.

Managing a collection (group) (45%)
This major assignment will involve managing a real collection at a real library and will consist of three parts: (1) Community assessment and collection evaluation (20%); (2) Managing and Building your collection (15%); in-class group presentation (10%). The library can be any type: academic, public, school, corporate, special, government, etc. The size, scope and subject coverage of the collection will vary depending on the size and characteristics of your chosen library.

Managing eResources (35%)
This assignment is designed to allow you to develop a range of electronic collection management skills. The assignment consists of two hands-on exercises: (1) an electronic licensing analysis; (2) a journal citation study tracing the publication of Western university faculty member of your choice.

***Detailed instructions and rubrics for all assignments will be made available on OWL under "Assignment Instructions" in the Resources Folder, in advance of the due date.

Assignments formatting: All assignments are due to me by the dates specified in the table below. There will be NO unscheduled examinations in this course. Assignments should be submitted electronically in **MS Word format, double spaced, 12pt font, and include the name of student, name of course, title, and date submitted on the first page (there is no need for a separate cover page).** All assignments should be formatted with care (as in grad school). **Use APA citation style** (if you are a staunch adherent of another style, I understand; just send me an email)**.** Occasional typos and grammar errors are inconsequential but **work that has not been edited and proofread cannot be eligible for grades in the A range.** I will use Prof. Robert M. Seiler's "Detailed Marking Code" for grading writing, URL: http://people.ucalgary.ca/~rseiler/code.htm If you are including images, tables, or charts, please add them as an appendix to your assignment. Please make sure to re-size all images to avoid excessive file size.

Assignments submission: All assignments should be submitted through the course OWL website**.**

Grade Penalties: Late assignments will be subject to a penalty of 5% per day, unless extension has been granted before the deadline.

Due dates

Assignment	Date Due***	Value
Discussion Post	See the schedule on OWL	10%
Publishers' Profile (individual)	Week 3 (Sep 20, 2019)	10%
Collection management assignment pt. 1	Week 5 (Oct 4, 2019)	20%
Collection management assignment pt. 2	Week 9 (Nov 8, 2019)	15%
Collection management presentation	Week 9 (Nov 8, 2019)	10%
Electronic licensing	Week 11 (Nov 29, 2019)	15%
Journal citation study	Week 13 (Dec 6, 2019)	20%

***By midnight on the day class**

Suggested text books

Peggy Johnson (2014). *Fundamentals of Collection Development*, 3rd Edition, Chicago: American Library Association. *This is a good source to use as a supplement to the course materials and provides clarification for some of the issues and processes discussed in class and in the literature (2 hour loan in GRC). I will also post relevant chapters on the course website.*

Sara Holder (Ed.) (2013). *Library Collection Development for Professional Programs: Trends and Best Practices*. Hershey, PA: Information Science Reference. *This is a selection of articles/chapters focusing on collection development for specific disciplines or professional programs. (In GRC)*

Weekly topics

Week 1 – Introduction: What is Library Collection Management
Week 2 – The Information Landscape and Library Infrastructure
Week 3 – Collection Analysis and Evaluation
Week 4 – Selection Processes: Public Libraries
Week 5 – Selection Processes: Academic Libraries
Week 6 – Deselection (weeding)
------------------/*Reading week* /----------------------
Week 7 – The Political Economy of Scholarly Communication & Intellectual Freedom
Week 8 – Scholarly Communication: Open Access, Institutional Repositories, and Consortia
Week 9 – Collection Management Assignment Presentations
Week 10 – Licensing and Copyright
Week 11 – Serials Management and Evaluation
Week 12 – Digital Curation of e-resources
Week 13 – Library Futures: Interactivity, Makerspaces, and the Digital Humanities

Lectures Schedule and Readings

Week 1—September 6, 2019
Introduction: What is Library Collection Management?

In this class, we discuss the goals, scope, and activities of collection management, and identify the expertise and skills required for professional realization in this field of work. We situate this discussion in the historical development of collection management practice in public and academic libraries in North America up to the present day. The class concludes with an overview of the courses' content, learning objectives, and assignments.

Discussion Questions:
What is collection management?
What is the difference between collections development and management?
What is the relationship between collections management and other library operations and services?

Readings:

Corrall, S. (2012). The concept of collection development in the digital world. In M. Fieldhouse
       & A. Marshall (eds), *Collection development in the digital age.* London: Facet Pub.

Söderholm, J., & Nolin, J. (2015). Collections redux: the public library as a place of community borrowing. *The Library Quarterly*, *85*(3), 244-260.

Wray, C. C. (2016). Learning collection development and management on the job. *Collection Management, 41*(2), 107-114.

Further reading:

Any of Andrew Abbott's papers and talks on library and knowledge, available on his personal website, URL: http://home.uchicago.edu/~aabbott/library.html

Havens, B. & Rosenfeld, J. (2016). Integrating Services: Instant information for the end user. In Newton Lee, ed. *Google It: Total Information Awareness*, pp. 326-332.

Peggy Johnson, Chapter 1, pp. 1-33.

Week 2—September 13, 2019
The Information Landscape and Library Infrastructure

Building on the previous class, we continue the discussion of the modern library and the place of collection management within it. We discuss the sociological, technological, and cultural forces that have changed the nature of library infrastructure, and subsequently the remit and objectives of collection management, throughout the 20th century. We also take a philosophical perspective to think about how collection management practices mediate the relationship between data, information, knowledge, understanding, and possibly even wisdom.

Discussion Questions:

How library infrastructure in general, and collection management in particular, mediate the relationship between data, information, knowledge, understanding and possibly even wisdom? How sociological, technological, and cultural factors change library use and users in public and academic libraries?
Are public libraries prepared for the born-digital generation?
Are academic libraries ready for e-science?

Readings:

Abbott, A. (2011). Library research infrastructure in for humanistic and social scientific research scholarship in the twentieth century." In Camic, C., Gross, N., and Lamont, M, (Eds.) *Social Knowledge in the Making* (pp. 43–89) Chicago, IL: The University of Chicago Press.

Allison, D.A. (2013). A Culture of Technology, in *The Patron Driven Library*, (pp 23-37). Oxford Cambridge New Delhi: Chandos Publishing.

Birger, H., and Albrechtsen, H. (1995). Toward a new horizon in information-science—Domain-analysis. *Journal of the American Society for Information Science, 46*(6), 400–425.

Heidorn, P. B (2011) "The emerging role of libraries in data curation and e-science." *Journal of Library Administration, 51*(7-8), 662-672.

Further reading:

Aronova, E., Oertzen, C. V., & Sepkoski, D. (2017). Historicizing big data. *Osiris*, *32*(1), 1-17.

Baron, N. (2016, July). Why digital reading is no substitute for print. *New Republic,* URL: https://newrepublic.com/article/135326/digital-reading-no-substitute-print

Breeding, M. (2017). The complicated story of ebooks in libraries. *Computers in Libraries*, *37*(5), 16-18.

Buckland, Michael K. (1994) "What will collection developers do?" *Information Technology and Libraries, 14*(3), 155-159. URL: https://escholarship.org/uc/item/2v2258mk

DIKW pyramid. Wikipedia. URL: https://en.wikipedia.org/wiki/DIKW_pyramid

Gold, A. (2010). *Data Curation and Libraries: Short-Term Developments, Long-Term Prospects*. California Polytechnic State University, San Luis Obispo, CA. URL: http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1027&context=lib_dean

Palmer, C L., and Cragin, H., M. (2008). Scholarship and disciplinary practices. *Annual Review of Information Science and Technology, 42*,163-212.

The book publishing industry confronts the twenty-first century's challenges, in Greco, A.N., Milliot, J. & Wharton, R.M. (2014). The Book Publishing Industry, 3rd Edition, Chapter 8, pp. 283 – 297. New York and London: Routledge, Taylor and Francis group.

Week 3—September 20, 2019
Collection Analysis and Evaluation

In this class, we review the process of collection analysis and evaluation. We begin by discussing the function of the collection policy as an anchor of collection analysis and evaluation. We examine the characteristics of key indicators including, usage, subjects, and formats, as well as,

quantitative and qualitative approaches for their evaluation. We identify and discuss standards, tools, and best practices.

Case study discussion in class: Discuss the evaluation of your collection based on the table in the lecture powerpoint and chapter 7 in Johnson. Explain which approach (user-centered, collection-centered or both) is best for your collection and why and the methods you would use to evaluate the collection.

Readings:

Peggy Johnson, Chapter 7 & Chapter 3 (pp. 98-112, only).

Bushing, M. (2005). Collection mapping: An evolving tool for better resources and better access. *Signum 39*(3), 9-19.

Horava, T. & Levine-Clark, M. (2016). Current trends in collection development policies and practices. *Collection Building, 35*(4), 97-102.

Linton, J. & Ducas, A. (2017). A new tool for collection assessment: One library's response to the Calls to Action issued by Canada's Truth and Reconciliation Commission. *Collection Management, 42*(3/4), 256-279.

Further reading:

Monroe-Gulick, Amalia & Currie, Lea (2011). Using the Worldcat Collection Analysis Tool: Experiences from the University of Kansas Libraries. *Collection Management, 36*(4), 203-216.

Arizona State Library and Archives, Collection Assessment and Mapping, URL: https://www.azlibrary.gov/libdev/continuing-education/cdt/collection-assessment-mapping

Greiner & Cooper (2007). Analyzing Library Collection Use with Excel. Available in GRC and course website.

Finch, J.L., & Flenner, A.R. (2016). Using data visualization to examine an academic library collection. *College and Research Libraries, 77*(6), 765-778.

Week 4—September 27, 2019
 Selection Processes: Public Libraries

This class introduces the selection of library materials for public libraries. To this end, we discuss selection philosophies and theories; the function of selection; selection criteria; organizational roles in selection; factors affecting selection choices; and selection aids.

Discussion question in class: Listen to this contestation between Prof. Catherine Johnson (FIMS) and David McCord (Collection Management Coordinator, London Public Library) https://youtu.be/ZY9D_uB2ipA and reflect on the question: What are the major issues public libraries are facing with increased digital collections?

Readings:

Johnson, Chapter 4.

Rawlinson, N. (1981). Give 'em what they want. *Library Journal, 6* (November 15, 1981), 2189-2190. ******

Bob, Murray C. (1982). The case for quality book selection. *Library Journal, 107* (September 15, 1982), 1707-1710. ****read these two articles together.**

Bartlett, Wendy K. (2014). The History of Floating Collections. Chapter one in *Floating Collections: A Collection Development Model for Long-Term Success.* Santa Barbara, CA: Libraries Unlimited. pp. 1- 14.

Further reading:

Albright, Meagan (2006). The public library's responsibilities to LGBT communities: recognizing, representing and serving, *Public Libraries, 45*(5), 52-56.

Special Issue on Indigenous collections/collecting. *Collection Management* 2017, Vo. 42, Issue 3/4. **[browse the issue and read as many articles as possible]**

Gray, R. & Howard, V. (2017). Young adult use of e-books: An analysis of public library services and resources. *Public Library Quarterly, 36*(3), 199-212.

Week 5—October 4, 2019
 Selection Processes: Academic Libraries

This class introduces the selection of library materials for academic libraries. To this end, we discuss the function of selection; roles and responsibilities of collection librarians; role of

university faculty in the selection process; factors affecting selection choices; selection aids and approval plans; acquisition; as well as, the negotiations and transactions among libraries, vendor, and publishers.

Discussion questions in class:
What are some of the major trends in collection development in academic libraries?
What are the implications of these trends?

Readings:

Mueller, S. (2005). Approval plans and faculty selection: Are they compatible? *Library Collections, Acquisitions & Technical Services, 29*(1), 61-70.

Fischer et al 2012. Give 'em what they want: A one-year study of unmediated patron driven acquisition *College & Research Libraries, 3*(5), 469-492.

Walters, W.H. (2013) Ebooks in academic libraries: Challenges for discovery and access. *Serials Review 39*(2), 97-104.

Further reading:

Bales, S. & Gee, C. (2013). Critical interpretive synthesis for informing collection decisions. *Collection Building 32*(2), 51-56.

Caminita, Cristina (2014). E-Books and Patron-Driven Acquisitions in Academic Libraries. In Karl Bridges (ed). Customer-based Collection Development: An overview. (Chapter 1, pp. 1-12), Chicago: ALA Editions.

Ke, I., Gao, W. & Bronicki, J. (2017). Does title by title selection make a difference? A usage analysis on print monograph purchasing. *Collection Management 42*(1), 34-47.

Muir, L. & Hawes, G. (2013). The case for ebook literacy: Undergraduate students' experience with ebooks for course work. *The Journal of Academic Librarianship 39*(3), 260-274.

Week 6—October 11, 2019
 Deselection (weeding)

This class introduces the deselection of library materials (also known as *weeding*). We discuss criteria and approaches for weeding and consider how contextual factors (e.g., the type and size of a library and the availability of materials online) influence weeding decisions. We also discuss the practical and ethical challenges of weeding.

Discussion questions in class:

What criteria would you use for weeding ebooks in either academic or public libraries?
What are the challenges of weeding?
Can librarians ensure that weeding is objective and warranted?

Readings:

Johnson, Chapter 5

Crosetto, A. (2012). Weeding e-books. In Polanka, Sue (ed.) *No Shelf Required 2: Use and management of electronic books*, Chicago: ALA. On OWL website.

Dubicki, E. (2008). Weeding: facing the fears. *Collection Building 27*(4), 132-135.

Ferguson, C. L. (2015). In favor of weeding. *Serials Review 41*(4), 221-223.

McAllister, A.D. & Scherlen, A. (2017). Weeding with wisdom: Tuning deselection of print monographs in book-reliant disciplines. *Collection Management 42*(2), 76-91.

Further reading:

Hightower, B. E. & Gantt, J. T. (2012). Weeding nursing ebooks in an academic library. *Library Collections, Acquisitions & Technical Services 36*(1-2), 53-57.

Martin, J., Kamada, H. & Feeney, M. (2013). A systematic plan for managing physical collections at the University of Arizona Libraries. *Collection Management 38*(3), 226-242.

The Practical Librarian's Guide to Collection Development, 2014. American Libraries Magazine
http://americanlibrariesmagazine.org/2014/05/20/the-practical-librarians-guide-to-collection-development

Suggested Weeding Resources:
Crew Weeding guidelines. Available from OWL.

October 18, 2019 – No class; READING WEEK

Week 7—October 25, 2019
The Political Economy of Scholarly Communication & Intellectual Freedom

In this class, we consider additional factors that shape the context of collection management. These are the political economy of scholarly communication and the commercialization of academic publishing, as well as, libraries obligation to promote intellectual freedom while balancing community interests.

Discussion questions in class:
What factors contribute to what among librarians is known as *the serials crisis*?
   How could the current model of academic publishing be made more equitable for authors, publishers, and users?

Readings:

Beverungen, A., Bohem, S. & Land, C. (2012). The poverty of journal publishing. *Organization 19*(6), 929-938.

Curry, A. (1994). American Psycho: A collection management survey in Canadian public libraries. *Library & Information Science Research 16*(3)*,* 201-217.

Lariviere, V., Haustein, S., & Mongeon, P. (2015). The Oligopoly of Academic Publishing in the Digital Era*. PLoS ONE 10*(6). pp. 1-15.

Oltmann, S. M. (2016). Public librarians' views on collection development and censorship. *Collection Management 41*(1), 23-44.

Further reading:

Budd, J. (2006/07). Politics and Public Library Collections. *Progressive Librarian 28*. On course website

Budd, J. (2014). Scholarly Information as a political economy. *The Journal of Academic Librarianship 40* (1)*,* 3-9.

Didegah, F.& Gazni, A. (2011). The extent of concentration in journal publishing. *Learned Publishing 24*(4), 303-310.

Library Bill of Rights: http://www.ala.org/advocacy/intfreedom/librarybill/

Monbiot, G. (2011). Academic Publishers make Murdoch look like a Socialist. *The Guardian* 23 August 2011: http://www.theguardian.com/commentisfree/2011/aug/29/academic-publishers-murdoch-socialist

Whelan, D. L. (2009). A dirty little secret. *School Library Journal 55*(2), 27-30. Available at: http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=10&hid=12&sid=54b62ae9-74bb-4408-a208-508c1834be56%40sessionmgr15

Week 8—November 1, 2019
Scholarly Communication: Open Access, Institutional Repositories, and Consortia

This class focuses on the actors, politics, and dynamics of scholarly communication. We discuss the emergence of open access publishing; the organizational and technological strategies librarians use for taking ownership of digital resources; as well as, strategies for cooperative collections development and cooperative bargaining through library consortia.

Discussion questions in class:
Why is open access considered by some as a *failed experiment*?
Why are scholars reluctant to publish in open access journals?
What role consortia play in mediating the business interactions between publishers and libraries?

Readings:

Johnson, Chapter 9.

Bjork, B. C. (2012). The hybrid model for Open Access publication of scholarly articles: A failed experiment? *Journal of the American Society for Information Science and Technology*, *63*(8), 1496-1504.

Bostick, S. L. (2001). The history and development of academic library consortia in the United States: An overview. *Journal of Academic Librarianship*, 27(2), 128-30.

Horava, Tony (2013). Today and in perpetuity: A Canadian consortial strategy for owning and hosting ebooks. *The Journal of Academic Librarianship 39*, 423-428.

Further reading:

Commentary on Open Access from the *Journal of Academic Librarianship* editors. Vol. 39, pp. 20-22, and 445-446.

Little, G. (2011). Solutions in search of problems? The challenges and opportunities of Institutional Repositories. *The Journal of Academic Librarianship 38*(1), 65-67.

Lynch, C. (2017). Updating the agenda for academic libraries and scholarly communication. *College and Research Libraries, 78*(2), 126-130.

McCabe, M. J., Snyder, C.M., & Fagin, A. (2013). Open Access versus traditional journal pricing: Using a simple "Platform Market" model to understand which will win (and which should). *The Journal of Academic Librarianship 39*(1), 11-19.

Kranich, N. (2000). A question of balance: The role of libraries in providing alternatives to mainstream media. *Collection Building, 19*(3), 85-90.

Finch, Janet (2012). *Accessibility, sustainability, excellence: how to expand access to research publications*. Report of the Working Group on Expanding Access to Published Research Findings. Executive Summary, pp. 4-12. On OWL website.

Tenopir, C. (2017). Imagining a Gold Open Access Future: Attitudes, Behaviors, and Funding scenarios among authors of academic scholarship. *College and Research Libraries, 78*(6), 824-843.

Week 9—November 8, 2019
Collection Management Assignment Presentations

Collection management assignment group presentations. . .

Week 10—November 15, 2019
Licensing and Copyright

In this class we discuss key aspects of the contractual obligations between libraries, vendors, and publishers.

Discussion questions in class:
What do you consider the most important access provisions that should be included in an e-resource license?

Should librarians seek legal advice regarding licensing and copyright, or perhaps these issues could be handled safely (and inexpensively) in-house?

Readings:

Cross, W.M. (2012). Restoring the public library ethos: Copyright, e-licensing and the future of librarianship. *Law Library Journal 104*(2), 195-2017.

Eschenfelder, K.R. , Tsai, T-I., Zhu, X. & Stewart, B. (2013). How institutionalized are model license terms? An analysis of e-journal license use rights clauses from 2000-2009. *College & Research Libraries 74*(4), 326-355.

Harris, Lesley Ellen. 2015. Lawyer or librarian? Who will answer your copyright question? *Intellectual Property Journal 28* (1), 33-38.

Marshall, D., & Bulock, C. (2014). You Call That Perpetual? Issues in Perpetual Access. *Serials Librarian, 67*(1), 72–75.

Further reading:

Trosow, Sam (2010). Bill C-32 and the educational sector: Overcoming the impediments to fair dealing. In Geist, Michael (ed.) From 'Radical Extremism' to "Balanced copyright': Canadian Copyright and the Digital Agenda. Irwin Law. Available at: http://ossguy.com/ccda/CCDA_18_Trosow.pdf

Week 11—November 22, 2019
Serials Management and Evaluation

This class focuses on the management and evaluation of electronic journals (e-serials). We examine the process of serials management. We also examine the strengths and limitations of quantitative and qualitative approaches for journal evaluation, highlighting known measurement validity and reliability issues with both types of approaches. We identify and discuss standards and tools for evaluation.

Discussion questions in class:

Are citation metrics sufficient to make decisions on whether to select or deselect journals? What other factors should be considered?
What are the strengths and limitation of qualitative approaches for journal evaluation?
What are the strengths and limitation of quantitative approaches for journal evaluation?
How could bias and error can influence evaluation?
Is the Big Deal a good deal?

Readings:

Powell, A. (2012). Navigating the new norm: Vendor, Publisher, and Librarian strategies to cope with the changing information industry. *Journal of Library Administration 52*(2), 370-395.

Van Ballegooie, M. & J. Borie (2015). Facing our e-demons: The challenges of e-serial management in a large academic library. *The Serials Librarian 68*(1-4), 342-352.

Baum, J. A. (2011). Free-riding on power laws: Questioning the validity of the impact factor as a measure of research quality in organization studies. *Organization*, *18*(4), 449-466.

Osterloh, M. and Frey, B.S. (2014). Ranking Games. *Evaluation Review*, *39*(1), 102-129.

Further reading:

Carroll, J. D. (2014). The big deal and the future of journal licensing in Academic libraries. In Albitz, Avery and Zabel (Edd.) Rethinking collection development and management. Santa Barbara, CA: Libraries Unlimited. Chapter 11, pp. 135-147

Delgado-Lopez-Cozar, E. & Cabezas-Clavijo, A. (2013). Ranking Journals: Could Google Scholar metrics be an alternative to Journal Citation Reports and Scimago Journal Rank? *Learned Publishing 26*, 101-114.

Ke, I. & Bronicki, J. (2015). Using Scopus to study researchers citing behaviour for local collection decisions: A focus on Psychology. *Journal of Library Administration 55*(3), 165-178.

Moisil, I. (2015). Renew or cancel: Applying a model for objective journal evaluation. *Serials Review 41*(3), 160-164.

Pedersen, W.A. , Arcand, J. & Forbis, M. (2014). The Big Deal, Interlibrary Loan, and building the user-centered journal collection: A case study. *Serials Review 40*(4), 242-250.

Ragazzi, J.J. & Aytac, S. (2008). Author perceptions of journal quality, *Learned Publishing 21* (3), pp. 225-235.

Tucker, C. (2013). Analyzing faculty citations for effective collection management decisions. *Library Collections, Acquisitions, & Technical Services 37*, 19-33.

Williamson, J., Fernandez, P. & Dixon, L. (2014). Factors in science journal cancellation projects: The roles of faculty consultations and data. Issues in Science and Technology Librarianship. Fall. URL: http://www.istl.org/14-fall/refereed4.html

Journal ranking sources

SJR ScImago Journal rankings: http://www.scimagojr.com/journalrank.php

Journal Citation Reports: available from Databases at Western Libraries

Google Scholar Metrics (available from Google Scholar, under Metrics)
Faculty citations - Scopus allows you to search for UWO faculty authored papers.

Week 12—November 29, 2019
 Digital Curation of e-resources

This class introduces the theory and practice of digital curation (i.e., a holistic approach for the stewardship and preservation of digital resources). We will review digital curation practices (ingest, preservation, storage, and access) as well as leading proprietary and open-source systems for digital curation in large or small libraries.

Discussion Questions:
What are the threads to the longevity of digital resources?
What does digital curation entail in practice?

Readings:

Colbridge, A. (2010). "Technical overview." In *Building Digital Repository with Limited Resources,* pp. 37-61. Oxford: Chandos Publishing.

Harvey, D. R, (2010). "Conceptual Models" In *Digital Curation: A How-To-Do-It Manual*, pp. 33-43. New York: Facet.

Schumacher, J., Thomas, L., VandeCreek, D., Erdman, S., Hancks, J., Haykal, A., ... & Spalenka, D. (2014). From Theory to Action: "Good Enough" Digital Preservation Solutions for Under-Resourced Cultural Heritage Institutions. White Paper, URL: http://commons.lib.niu.edu/bitstream/10843/13610/1/FromTheoryToAction_POWRR_WhitePaper.pdf

Waters, D., & Garrett, J. (1996). *Preserving Digital Information. Report of the Task Force on Archiving of Digital Information.* The Commission on Preservation and Access CLIR, Washington, DC. **[read pp. 1-21]** URL: https://www.clir.org/pubs/reports/pub63/

Further reading:

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Week 13—December 6, 2019
Library Futures: Interactivity, Makerspaces, and the Digital Humanities

In this class we cast our gaze on the future of libraries by discussing current trends within public and academic libraries. We will also take time to reflect on our learning experience for this course and consider how what we have learned can advanced our future studies and careers.

Class Guest: Chris J. Young (Coordinator, Digital Scholarship & Librarian, Hazel Mccallion Academic Learning Centre and Library, University of Toronto Mississauga).
Personal website: http://sites.utm.utoronto.ca/chrisyoung/ **twitter:** @ludicpress

Readings:

Cun, A., Abramovich, S., & Smith, J. M. (2019). An assessment matrix for library makerspaces. *Library & Information Science Research*, *41*(1), 39-47.

Cuong Nguyen, L., Partridge, H., & Edwards, S. L. (2012). Towards an understanding of the participatory library. *Library Hi Tech*, *30*(2), 335-346.

Sula, C. A. (2013). Digital humanities and libraries: A conceptual model. *Journal of Library Administration*, *53*(1), 10-26.

Further reading:

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A Librarian's Guide to Makerspaces: 16 Resources (OEDB), URL: https://oedb.org/ilibrarian/a-librarians-guide-to-makerspaces/

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