

## **INFO 6560 Information Resources Management Fall 2023**

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- **Office Phone:** 902-494-3661
- **Office Hours:** Thursdays, 3:30-4:30 pm, and by appointment, please email me and we can find a time to meet in person, or chat via Microsoft Teams.
- **Email:** [Joyline.Makani@dal.ca](mailto:Joyline.Makani@dal.ca) - This is the preferred method of first contact. Please feel free to email me for assistance with course materials at any reasonable time of the day or evening. I will respond to emails in a timely manner – average response time 2-3 hours during normal working hours.

### **COURSE DESCRIPTION**

Information Resources Management (IRM), as a management function, relates to the efficient management of information resources (IR) collection elements throughout their lifecycle. It encompasses the development and management of information resources collections, including, planning, budgeting, selection, acquisition, application, and dissemination of IR (both electronic and physical information) in organizations. It covers both the information itself and related resources, such as personnel, funds, and technology. In this course, we will examine and discuss IRM theories and methods, including exploration of issues associated with the information marketplace, IR collections evaluation and acquisition methods, budgeting, collection development policies, selection criteria, selector responsibilities, vendor and user relations. We will discuss these components of IR collection development and management in the context of the ongoing changes in publishing and accessing information.

### **COURSE PRE-REQUISITES**

No official prerequisites for the course

### **LEARNING OUTCOMES**

By the end of the course, the student should:

- Have a comprehensive foundation in the principles and practices associated with IRM in the 21st century.
- Have a solid understanding of current and emergent issues and best practices of managing IR.
- Be able to critically analyze and assess strategic relevance of information as a resource in diverse organizational contexts.
- Be able to perform needs assessments of particular and diverse user groups and develop IR collections to meet these needs.
- Be able to demonstrate an understanding of the opportunities and challenges posed by IT and the management of electronic IR.
- Be able to apply conceptual frameworks discussed in class to real-life cases involving managerial decisions on IRM for organizational success.
- Be able to communicate effectively as information resource managers through class discussion, written assignments, and an oral assignment.
- Be able to appraise and use various IR collection selection, acquisition and management tools.

### **TECHNOLOGY REQUIREMENTS**

- Brightspace and various tools available through Brightspace.
- GOBI (Global Online Bibliographic Information) available from EBSCO.
- OASIS (Online Acquisition and Selection Information System) available from ProQuest.

## LEARNING MANAGEMENT SYSTEM SITE INFORMATION

To optimize the learning experience, this course uses the Brightspace Learning Management System.

### Brightspace Access

Click on Brightspace Learning Management System, or visit [www.dal.ca](http://www.dal.ca) and click Brightspace in the top right corner.

Enter your Username (your NetID) and Password: (this would have been setup when you activated your NetID)

### Brightspace Assistance

Brightspace supports the most common operating systems used for PCs and Macs.

Note: Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are no longer supported. Please ensure that you have the most recent Adobe program downloaded to be able to access certain files on Brightspace.

Technical questions can be directed to the Help Desk.



Local: 902-494-2376



Toll free: 1-800-869-3931



[helpdesk@dal.ca](mailto:helpdesk@dal.ca)

Brightspace tutorial videos may be viewed at

<https://www.youtube.com/watch?v=ysM2cc2zIPM&list=PLxHabmZzFY6mtggGZAitZ61kmpS-pMIaM>

## INSTRUCTIONAL METHODS

This blended course incorporates a multimodal approach to teaching and learning. Methods of instruction include weekly lectures by the instructor (synchronously and asynchronously), in-class and online discussions, seminar presentations, assigned readings, and outside speakers. The synchronous lectures, during the scheduled course time by the Registrar's Office, are a more formal "instructional" approach, though students should expect to participate in discussions and activities as well. The basic expectation is that students will have read the assigned readings for each week carefully enough to be able to discuss them intelligently. In addition, a few lectures are designed to be asynchronous (recorded narrated slides) so you can go through them on your own schedule.

The lectures will provide students with an overview of the key concepts, theories and models that managers and IM professionals can consider when faced with the management of information resources collections. Case study discussions, which will be conducted primarily online using the Brightspace Discussions tool, are designed to provide students with an opportunity to engage with the course materials and one another and develop ideas about what one can do as an information manager and leader within an organisation.

## LEARNING MATERIALS

This course has no required textbook. Assigned readings, case studies as well as research tools will be made available on the Brightspace course site. Students are responsible for reading and acting on all announcements made on the class Brightspace site.

### **Please NOTE:**

These course materials are designed for use as part of the MI program at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have been licensed either for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying or recording course materials for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

## METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

<b>COMPONENT</b>	<b>DETAILS</b>	<b>DUE DATE</b>	<b>VALUE/WEIGHT</b>
Assignment 1	IRM Research paper	October 22	25%
Assignment 2	IR Selection & Acquisition Systems Assessment Report	November 26	20%
Assignment 3	Group Consulting Project (Presentation & Report)	Throughout term & December 10	35%
Participation	Attendance and contributions to in-class and Conversation Forum (online) discussions	Throughout term	20%

### **PARTICIPATION EVALUATION RUBRIC**

<b>CRITERIA</b>	<b>WEIGHTING</b>	<b>INDICATORS</b>
Preparation	40%	The student demonstrates consistent preparation for class; readings are always completed and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	40%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	10%	The student is actively engaged in the class and/or discussions at all times.
Attendance/Punctuality	10%	The student is always punctual and no unexcused absences.

## INTEGRATION OF MI COMPETENCIES

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Adaptation	4, 5, & 6.	Assignment 3 & 4: Consulting Project Online discussions
Collaboration	3, 4, 5, & 6	Assignment 3 & 4: Consulting Project Online discussions
Commitment to equity, diversity, inclusion, accessibility, and decolonization	1, 2, 3, 4, 5, & 6	Assignment 1: Research Paper Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions
Communication	3, 5, 6, & 7	Assignment 1: Research Paper Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions
Digital and technological literacy	2, 5, & 8	Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions
Evidence-based practices	3, 4, & 6	Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions
Leadership	1, 2, 3, 4, 5, & 6	Assignment 1: Research Paper Assignment 3 & 4: Consulting Project
Learning	1, 2, 3, 4 & 6.	Assignment 1: Research Paper Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions
Management	3, 4, & 6	Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project
User-centred design	3, 4, & 6	Assignment 2: IR Selection & Acquisition Systems Assessment Report Assignment 3 & 4: Consulting Project Online discussions

## CLASS POLICIES

### Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

## Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. More information on APA style can be found [here](#).

## Use of AI-driven Tools

Feel free to use AI-driven tools to assist you in learning but remember that the objective is for you to acquire the competencies and outcomes in this course. You are responsible for all work that you produce, whether assisted by an AI-driven tool or not. You must acknowledge all tools used to assist you. If applicable, you must provide links to chat logs. If the work that you produce is suspected to misrepresent your own competencies, you may be asked to complete a supplemental assessment to evaluate your mastery of course outcomes. More information on citing Artificial Intelligence (AI) can be found [here](#).

## Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

## Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

## SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

## ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit [https://www.dal.ca/campus\\_life/academic-support/accessibility/accommodations-/classroom-accommodation.html](https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html) for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

## ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So, when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the [Policy on Academic Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [ManagementIntegrity@dal.ca](mailto:ManagementIntegrity@dal.ca) which is read only by the Assistant Academic Integrity Officer.

### **Faculty of Management clarification on plagiarism versus collaboration:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

### **UNIVERSITY STATEMENTS**

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

### **ACCESSIBILITY**

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties.

### **STUDENT CODE OF CONDUCT**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

### **DIVERSITY AND INCLUSION**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

### **INTERNATIONALIZATION**

At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

### **RECOGNITION OF MI'KMAQ TERRITORY**

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

## FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

## COURSE SCHEDULE

Date of Class	Topics & Assignments	Required Readings
05/09/23	Course Introduction - Defining the key concepts - Managing the Information Resource -Theoretical Foundations	Evans, G., & Saponaro, M. Z., (2019) <a href="#"><i>Collection management basics</i></a> (7 <sup>th</sup> ed.) Ch. 1 Johnson, P. (2018) <a href="#"><i>Fundamentals of collection development and management</i></a> . Ch(s). 1 & 2
12/09/23	Understanding information as a valuable resource: - the Marketplace, the changing landscape; new business models; ICT & Industry Dynamics; Disruptive Innovation Strategy theory Information Economics: - Information value volatility; Influence of time on info value; Influence of exclusivity on value Pricing Strategies: Articles & subscriptions; Versioning; Lock-in; Bundling & Site Licensing	Patra, N. (2017) <a href="#"><i>Digital Disruption and Electronic Resource Management in Libraries</i></a> . Ch. 1
19/09/23	Planning, Policy & Budgets  Introduction to online case study discussions  <b>Guest Speaker:</b> ProQuest  <b>Consulting project group sign-up deadline Sept. 19 @ 11:59 pm</b>	Evans, G., & Saponaro, M. Z., (2019) <a href="#"><i>Collection management basics</i></a> (7 <sup>th</sup> ed., Ch(s). 3 & 4  Johnson, Peggy (2018). <a href="#"><i>Fundamentals of collection development and management</i></a> . Ch. 3
26/09/23	Developing Collections: selection theory, selection criteria, selection strategies, reviews and reviewing tools.  <b>Guest Speaker:</b> EBSCO  <b>1<sup>st</sup> Case opens for online discussion</b>	Evans, G., & Saponaro, M. Z., (2019) <a href="#"><i>Collection management basics</i></a> (7 <sup>th</sup> ed.) Ch(s). 8 & 13  Johnson, Peggy (2018). <a href="#"><i>Fundamentals of collection development and management</i></a> . Ch(s). 4 & 5



03/10/23	<p>Intellectual freedom and censorship:</p> <ul style="list-style-type: none"> <li>- Theoretical principles</li> <li>- Selection vs. censorship</li> <li>- Internet filtering</li> </ul> <p><b>2<sup>nd</sup> Case opens for online discussion</b></p>	<p>Evans, G., &amp; Saponaro, M. Z., (2019) <a href="#"><i>Collection management basics</i></a> (7<sup>th</sup> ed.) Ch. 2</p> <p>Johnson, Peggy (2018) <a href="#"><i>Fundamentals of collection development and management</i></a>. Ch. 7</p> <p>Rawlinson, N. (1990) Give 'Em What They Want! <i>Library Journal</i>, 115(11), 77-79.</p> <p>Bob, Murray C. (1982) <a href="#"><i>The Case for Quality Book Selection</i></a>. <i>Library Journal</i>, 107(September 15), 1707-1710</p>
10/10/23	Collection analysis, accountability & demonstrating value	<p>Evans, G., &amp; Saponaro, M. Z. (2019) <a href="#"><i>Collection management basics</i></a> (7<sup>th</sup> ed.) Ch. 9</p> <p>Johnson, P. (2018). <a href="#"><i>Fundamentals of collection development and management</i></a>. Ch. 8</p>
17/10/23	<p>The changing nature of scholarly communication</p> <ul style="list-style-type: none"> <li>- Scholar-based publishing initiatives</li> </ul> <p><b>IRM Research paper due Oct. 22 @ 11:59 pm</b></p> <p><b>Guest Speaker:</b> Halifax Public Libraries</p>	<p>Schimmer, R., Dér, Á., Campbell, C. (2021). <a href="#"><i>The DEAL Cost Modeling Tool: A practical contribution for evaluating the impact and costs of transformative open access publishing agreements</i></a>.</p> <p>Piwowar H, Priem J, Larivière V, Alperin JP, Matthias L, Norlander B, Farley A, West J, Haustein S. (2018) The <a href="#"><i>State of OA: A large-scale analysis of the prevalence and impact of Open Access articles</i></a></p>
24/10/23	<p>Marketing, Liaison and outreach activities Vendor Relations, Negotiations &amp; Contracts</p> <p><b>3rd Case opens for online discussion</b></p> <p><b>Consulting project presentations – peer feedback</b></p>	<p>Emery, J., Stone, G., &amp; McCracken, P. (2019) <a href="#"><i>Techniques for Electronic Resource Management: TERMS and the Transition to Open</i></a>– Ch(s). 3 &amp; 4</p>
31/10/23	<p>Collaboration, Networking, Partnerships, Social capital building Collection access, Cooperative collection development &amp; resource sharing: dynamics &amp; economics</p> <p><b>Guest Speaker:</b> Council of Atlantic Academic Libraries (CAAL-CBPA)</p> <p><b>4<sup>th</sup> Case opens for online discussion</b></p> <p><b>Consulting project presentations - peer feedback</b></p>	<p>Evans, G., &amp; Saponaro, M. Z. (2019) <a href="#"><i>Collection management basics</i></a> (7<sup>th</sup> ed.), Ch. 10</p> <p>Johnson, P. (2018) <a href="#"><i>Fundamentals of collection development and management</i></a>., Ch. 9</p>

07/11/23	Managing IR collections: -Special Collections, -Weeding, and Renewal - Storage - Review and Cancellation of Continuing Resources  <b>Consulting project presentations - peer feedback</b>	Evans, G., & Saponaro, M. Z. (2019). <a href="#"><i>Collection management basics</i></a> (7 <sup>th</sup> ed.) Ch. 14
14/11/23	<b>FALL STUDY BREAK – NO CLASS</b>	
21/11/23	Preservation Issues Legal Issues & IR Management  <b>Consulting project presentations – peer feedback</b>  <b>IRM System Assessment Report due on Nov. 26<sup>th</sup> @ 11:59 p.m.</b>	Evans, G., & Saponaro, M. Z. (2019) <a href="#"><i>Collection management basics</i></a> (7 <sup>th</sup> ed.). Ch. 15  Johnson, P. (2018) <a href="#"><i>Fundamentals of collection development and management.</i></a> Ch. 6
28/11/23	What is next for IRM? Course Review  <b>Consulting project presentations – peer feedback</b>  <b>Group Consulting Project Written Report due December 10<sup>th</sup> @ 11:59 pm</b>	