

Western University
Faculty of Information and Media Studies
Course Venue: OWL
Course Week: Sunday through Saturday

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**ACADEMIC LIBRARIES (Distance)
LIS 9630
COURSE OUTLINE
Summer 2019**

A. COURSE OBJECTIVES

- To explore strategic issues, trends, challenges and opportunities for the academic library of today and tomorrow.
- To understand the various roles and responsibilities of the academic librarian, and thus enable students to make an informed decision about a future career in academic librarianship.

Academic libraries are complex organizations, reflecting the nature and variety of the institutions and society in which they exist. ***This course focuses on the changing environment of academic libraries and the evolving role of academic librarians.*** Over the thirteen lessons of the course, we will explore these two aspects at a necessarily high level. It is hoped that the readings, assignments and learning activities will offer you the opportunity to explore areas of special interest to you in more depth as you prepare to move forward in your career.

Please feel free to pose questions and make comments as we progress through the course. By the end of the course, you should be able to make an informed decision about a future career (or not) in academic librarianship, having gained an understanding of the trends, challenges and opportunities for the academic library of today and tomorrow, as well as an appreciation of the various roles and responsibilities of the academic librarian.

B. COURSE CONTENT

- Strategic issues: scholarly communication and publishing; funding and access models; physical and digital library spaces and communities; performance measures and assessment.
- Academic community: libraries in the context of institutions of higher learning; mandates of academic libraries; understanding user needs; research and scholarship; teaching and learning.
- Roles for academic librarians: information specialist, educator, scholar, leader and manager; academic/faculty status for librarians.

The course is organized into five modules (broad themes) – Introduction and Context, Academic Library Users, Environment and Infrastructure, Roles for Academic Librarians, and Conclusion – with one or more weekly lessons (specific topics) associated with each module.

MODULE A – INTRODUCTION and CONTEXT provides an introduction to, and context for, the examination of academic libraries more intensely later in the course.

Lesson 1A – Course Objectives, Content and Evaluation is devoted to introductions – to the course content and process, and to your colleagues. The lesson also provides guidelines about expectations for the course in terms of your contributions and participation.

Lesson 1B – The Academic Library in Context provides contextual background for libraries in institutions of higher education. It explores the nature of different academic settings (in terms of research, teaching, and academic intensity), as well as organizational governance (who decides on programming, how funding is allocated, where the library fits).

MODULE B – ACADEMIC LIBRARY USERS addresses academic library users: who they are, their goals, how we librarians work with them. As with many other modern organizations, academic library services are conceived with the focus on the user, whether that be a current or future user.

Lesson 2 – Understanding User Needs (the Student) is about understanding users and user needs. What are the commonalities and differences between faculty and student, researcher and learner, undergraduate and graduate student? We look at research and survey results to gain an objective picture of the current environment. We examine the role (current and future) of the liaison librarian, a role focused on the provision of a wide variety of services, including collection development, to a defined clientele.

Lesson 3 – Understanding User Needs (the Researcher) delves more deeply into the research process. We talk about motivation for being a researcher, how funding is obtained in the Canadian context, and the research cycle. The behaviour of researchers in information-seeking is explored and some of the distinctions among disciplines are discussed.

MODULE C – ENVIRONMENT and INFRASTRUCTURE covers an eclectic mix of topics linked by the common theme of environment and infrastructure: scholarly communication, assessment, fundraising, and space.

Lessons 4 & 5 – Scholarly Communication Parts 1 & 2 provide an overview of the very broad topic of scholarly communication, reflecting on the evolving roles that libraries, publishers and researchers play in the process, and touching on open access publishing, digital scholarship and research data management. This unit is an appropriate bridge to the next module in that developments in scholarly communication have inspired new roles for academic librarians.

Lesson 6 – Creating a Culture of Assessment looks at why assessment and performance indicators are important for planning and decision-making. We also consider examples of surveys and other measures that are developed and used in the higher education institution and academic library environments.

Lesson 7 – Fundraising for Universities and Libraries talks about an activity of increasing importance to public institutions and to libraries – fundraising. It helps us to understand what might motivate a donor and the process followed in successful fundraising. We also consider challenges specific to friend-raising and fundraising for academic libraries.

Lesson 8 – Physical and Virtual Library Space covers physical and digital space, and looks at the ways they intersect and integrate. We touch on how physical space can be designed to support services and how technology can be used in a similar way; in other words, we consider how to create community in the physical library (library-as-place) and the digital library (place-as-library).

MODULE D – ROLES for ACADEMIC LIBRARIANS looks at roles for academic librarians, present and future, exploring three dimensions: librarian as educator, librarian as scholar and librarian as leader/manager, the three most likely librarian futures in the academy.

Lesson 9 – Librarians as Educators considers the academic librarian as educator, in the classroom and online. We explore information literacy and the impact of library instruction programs on student success and graduate competencies. We consider integrated and embedded information literacy programming, and reflect on the impact of the Association of College & Research Libraries (ACRL) on library instruction and information literacy.

Lesson 10 – Librarians as Scholars looks at the librarian as scholar. Increasingly in the academic environment, librarian responsibilities parallel those of faculty, with expectations for research and publication. This gives rise to both challenges and opportunities of which you should be aware.

Lesson 11 – Librarians as Leaders and Managers focuses on librarian as leader and manager in a complex and rapidly changing environment. While you may not be seeking an leadership or management appointment upon graduation, the opportunity may arise in the (not so distant) future. We will explore the complementary nature of leadership and management in an academic library context.

Lesson 12 – Academic Status and Faculty Status looks at the long-debated issue of academic status and faculty status for librarians, and examines the challenges and opportunities afforded by the academic model.

MODULE E – CONCLUSION provides the opportunity to reflect on course content and how it relates to you and your future.

Lesson 13 – The Future of Academic Libraries and Academic Librarians is the wrap-up lesson, looking at the future of academic libraries, and at your future as academic librarians.

C. COURSE DELIVERY & SCHEDULE

Classes will be conducted asynchronously online using OWL, Western's learning management system; login at <https://owl.uwo.ca/portal/>. While the course is mainly asynchronous, some synchronous sessions may be scheduled, depending on students' availability.

Students are expected to prepare for each week's topic by reading, and reflecting on, posted content and recommended literature, and to participate actively in weekly group discussions and other learning activities through OWL.

Each course week runs from Sunday 00:05 EDT (London time) to Saturday 23:55 EDT (London time). Exceptions are the first and last weeks that start on a Monday and end on a Friday, respectively.

Each week's lesson is released to students at 00:05 EDT on the first day of the course week. Once released, lessons remain accessible for the balance of the course.

Each week's discussion forums are opened for posting by students at 00:05 EDT on the first day of the course week. Once released, discussion forums remain open for reading and posts for the balance of the course.

Assignment descriptions are viewable throughout the course; assignments can be posted at any point during the course.

D. COURSE MATERIALS

Each week's lesson includes a short list of core readings (core readings for all lessons are posted at start of course), plus a longer list for students seeking additional readings (included within each week's lesson). Students are encouraged to discover additional sources in print and electronic format, and to share new and unusual items with other students in the course; these contributions count towards your participation grade. Most of the readings are available online through Western Libraries' licenses for digital resources; some are available freely over the Internet. All core readings are posted in OWL (full-text) with the relevant lesson.

General course documents are posted in OWL (Lesson 0), where you will find the *Course Outline* (this document), *Core Readings & Assignments* (weekly details), and the *Journal Club Schedule* (assigned weeks and topics).

E. CITATION STYLE

You are free to choose your preferred citation style, but please be consistent in its use. Include sufficient bibliographic detail to allow the referenced material to be retrieved by the instructor and course colleagues. DOIs are appreciated but not required.

F. 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 Website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.

See also *Academic Offences* posted on the FIMS Graduate Intranet. For guidance in using copyrighted materials in an informed and responsible manner, see Western's copyright site <http://copyright.uwo.ca/>, managed by Western Libraries.

Students are expected to analyze and synthesize the literature, and present their own ideas, observations and opinions on assignment topics. Students must write essays in their own words. Whenever students take an idea, or a passage, from another author, they must acknowledge the source both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism (the unacknowledged use of another's work) is one of the most serious academic offences, as it involves fraud and misrepresentation.

Note that extensive use of quotations (more than 20% of word count) that artificially inflates the word count is considered "insufficiently original" and will be judged accordingly.

G. SUPPORT SERVICES

Students who are in emotional or mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of help options.

H. OFFICE HOURS & COMMUNICATION

Virtual office hours – Communicate with the instructor using the Messages tool within OWL (normal practice) or Western email jgarnett@uwo.ca (in urgent or exceptional cases). Include the course number (LIS 9630) in the subject line on all messages to the instructor's email account. Responses will be provided within 24 hours.

In-person office hours – Meetings on campus or telephone meetings can be arranged upon request. Contact info – jgarnett@uwo.ca or 519-868-5793 (voice or text).

I. METHODS of EVALUATION

a) GENERAL DIRECTIONS

Due dates are described for each type of assignment in the sections below. As a general rule, submissions are due no later than 23:55 EDT on Saturday of the relevant week; however, Journal Club and Participation activities have multiple due dates during the week. Prior arrangements must be made with the instructor for submission extensions. Late penalties may be imposed; these will be discussed when extensions are requested. A **zero** mark will be given to assignments handed in after the due date without prior permission.

Evaluation criteria for each type of assignment are described in the section below. All course requirements – essays, site visit report, journal club and participation – will be graded based on the guidelines in the *MLIS Grading System* posted on the FIMS Graduate Intranet.

Submissions are to be submitted via the Assignments tool within OWL; documents sent by email will **not** be accepted. Assignments should be submitted as attachments (not cut-and-pasted) in the formats specified in the assignment descriptions; no other file formats will be accepted, unless a specific exception is approved by the instructor. Be sure to review the procedures for submitting your work before the due date.

Assignments submitted as attachments do not include any author identification when opened. Therefore, “brand” written submissions. At a minimum, include your name, the course number, the assignment topic and the date, using a cover page or header/footer. Please include an assignment title and section headings within the assignment to facilitate the instructor's reading of the content.

b) ESSAYS – 50% (Two @ 25% each)

Each student is required to complete two (2) essays from a choice of eleven (11) topics associated with weekly themes from week 2 through week 13; there is no essay topic for week 8 when the site visit report is required. You can choose to submit **any** topic at **any** point in the course, with the caveat that you meet the due dates specified below.

Due Dates: One essay is due no later than June 15 (end of week 6); the other no later than August 9 (last day of course).

Description: The essays provide an opportunity to explore academic library themes in greater depth. Essay descriptions are found in the course document *Core Readings & Assignments* posted with other general course documents in OWL (Lesson 0); descriptions are also included in each week's Lesson posted in OWL, and with each assignment in the Assignments tool.

Essays should be 2000-2500 words in length (minimum 2000 words, maximum 2500 words) and include a short bibliography of sources consulted, with at least five (5) **peer-reviewed** works; the bibliography is not considered part of the word count. Background sources can include, but are not limited to, articles, books, websites, interviews, and promotional materials. Visuals are not mandatory but are encouraged if they enhance or reinforce the message in your essay.

Evaluation: Each essay represents 25 percent of course requirements. Evaluation will be based on essay content – fulfilling all assignment requirements, coverage of the topic, originality of approach, quality and relevance of reflections and observations, clarity of expression, strength of arguments, and appropriateness of background sources – and on essay “packaging” – appropriate use of illustrative materials, writing style, format, vocabulary, grammar and punctuation. Your writing is expected to be at a level appropriate to a graduate course.

Submission: Submit your assignment as an attachment in Word format under the relevant assignment name in the Assignments tool in OWL.

c) SITE VISIT REPORT – 20%

Each student is required to complete a site visit (self-selected site) and to submit a written report on the experience.

Due Date: The site visit report is due no later than 23:55 EDT on Saturday, June 29 (end of week 8). You can submit the report earlier than the due date if you choose, but not later (except with prior permission of the instructor).

Description: The site chosen can be an academic library or related institution (another research and/or learning environment). If you select a very large site, you should consider a focus for your report (looking at a particular service or function) in order to keep the assignment manageable. You could focus on one or more elements that interest you, possibly drawing upon the themes from the course lessons for inspiration.

The site visit is intended as a “reality check” on course content and should lead to an appreciation of the physical and digital library as they are in practice, to complement the theory covered in the course. Explore the library’s digital presence **and** visit the physical library. Observe and comment upon the commonalities and differences between the two modes. You should be analytical and critical as well as descriptive.

Because this assignment is designed by the student within the broad parameters given above, you are invited (but not required) to consult the course instructor about your plans – for the site and focus for the report – before doing extensive work on this assignment.

It is important to provide a context for your report by consulting and applying relevant background sources. You should include your own thoughts and opinions, but do ground them with reference to the scholarly literature. For hints on site visits, see the document from the University of Melbourne posted in the Assignments tool in OWL.

The report should be 1500-2000 words in length (minimum 1500 words, maximum 2000 words) and include a short bibliography of sources consulted, that helped you to prepare for (and debrief from) the visit, with at least five (5) **peer-reviewed** works; the bibliography is not considered part of the word count. Background sources can include, but are not limited to, articles, books, websites, interviews, and promotional materials. Visuals are not mandatory but are encouraged if they enhance or reinforce the messages in your report.

Evaluation: The site visit report represents 20 percent of course requirements. Evaluation will be based on content – fulfilling all assignment requirements, coverage of the topic, originality of approach, quality and relevance of observations and reflections, clarity of expression, strength of arguments, and appropriateness of background sources – and on “packaging” – appropriate use of illustrative materials, writing style, format, vocabulary, grammar, and punctuation. Your writing is expected to be at a level appropriate to a graduate course.

Submission: Submit your work as an attachment in Word format under the relevant assignment name in the Assignments tool in OWL.

d) JOURNAL CLUB – 15%

This assignment provides an opportunity to discover and explore the peer-reviewed scholarly literature on academic librarianship, and to present a critical analysis of an article to course colleagues.

Due Dates: Multiple due dates are detailed within the assignment description.

Description: This assignment encourages students to discover new readings and learn more about academic libraries. The journal club model is widely used in the medical sciences and other disciplines, and is being adopted among academic librarians as a form of professional development. See examples of journal club experiences from the University of Alberta and UBC attached with the assignment’s description in OWL.

Each student is required to present a **critical** review of a peer-reviewed article selected by the student on a topic aligned with weekly class themes. If you are not confident in your choice, feel free to consult the instructor. Articles must be **peer-reviewed**; be prepared to justify your choice. You cannot select an article from the **core** readings.

One or more articles (depending on class size) will be presented each week from week 3 through week 13 of the course. Students serve as presenters once per course and as the audience weekly. You will use OWL’s sign-up tool to select your preferred topic, with the final schedule posted in OWL (Lesson 0).

Each student will make a 10-minute **narrated** presentation in OWL, facilitate a Q&A with colleagues using the Forums tool, and submit a written summary (1-2 pages in narrative or point form) of their discoveries and reflections.

The presentation and written summary should include the following:

- A brief background of the research covered in the article: Why was it undertaken? What prior work has been done on this topic?
- Description of the research: hypothesis, methodology, findings, conclusion.
- **Critical** reflections on the research process and results: What is the significance of the results? Are there alternative conclusions from the findings? What would you have done differently? What further research is needed?

Presenters – Students who are responsible for the journal club in their assigned week.

- No later than 23:55 EDT on Sunday (first day of the relevant course week), share your article and presentation with the class and instructor. The best way to do so is to send a message in OWL to all course participants with the documents as attachments.
- No later than 23:55 EDT on Saturday (last day of the course week), respond to comments and questions from course colleagues posted in the relevant discussion forum. Exception is week 13 when the deadline is 23:55 EDT on Friday, August 9 (last day of course).

- No later than 23:55 EDT on Saturday (last day of the course week), submit your presentation and written summary to the course instructor in the Assignments tool. Exception is week 13 when the deadline is 23:55 EDT on Friday, August 9 (last day of course).

Audience – Students who are not presenters that week **must** participate; presenters **may** participate, if they choose to do so, by commenting on other presentations.

- No later than 23:55 EDT on Wednesday, read the article, review the presentation and post feedback (comments and questions) to the relevant discussion forum. You can continue to interact during the rest of the week.
- This activity is considered in determining your participation grade.

Evaluation: This activity represents 15 percent of course requirements. Evaluation will be based on content – fulfilling all assignment requirements, originality of observations and conclusions, evidence of reflection and understanding, quality of analysis and reasoning – and on delivery – effective communication of key points, appropriate use of illustrative materials, timekeeping, ability to engage the audience, and respond to questions and comments from the audience.

Submission: Submit your presentation in PowerPoint format and your summary in Word format as attachments under *Journal Club* in the Assignments tool in OWL.

e) **PARTICIPATION – 15%**

Due Dates: Each course week runs from Sunday at 00:05 EDT to Saturday at 23:55 EDT.

- *Initial submissions* – are due no later than 23:55 EDT on Wednesday.
- *Responses and comments* on the posts of other students – are due no later than 23:55 EDT on Saturday (last day of course week). Exception is week 13 when the deadline is 23:55 EDT on Friday, August 9 (last day of course).

Description: Engaged, sustained and substantive participation is required for all group discussion forums and other learning activities scheduled for week 1 through week 13, as well as for Journal Club for week 3 through week 13. Full descriptions will be provided for each weekly forum and activity in OWL in the relevant weekly lesson. Contributing to the weekly discussion forums and other learning activities is required for **all** students during **all** weeks of the course.

Evaluation will be based on fulfilling all discussion forum and learning activity requirements, quantity and quality of contributions to group discussions and other learning activities, and collegial engagement and interaction with other students in the course.

Submission: Post your contributions to group discussions in the appropriate discussion forum within OWL no later than the due dates/times specified above. Note that posts to the forums are flagged with your name and email address, and therefore no additional branding is needed.

LIS 9630 (Distance)
Summer 2019 – COURSE SCHEDULE

Week	Module	Lesson	Requirements
Week 1 May6-May11	Module A Introduction and Context	Lesson 1 Course Objectives, Content and Evaluation The Academic Library in Context	Learning Activity
Week 2 May12-May18	Module B Academic Library Users	Lesson 2 Understanding User Needs – the Student	Learning Activity Elective Essay (1 st due by Jun 15)
Week 3 May19-May25		Lesson 3 Understanding User Needs – the Researcher	Learning Activity Journal Club Elective Essay (1 st due by Jun 15)
Week 4 May26-Jun1	Module C Environment and Infrastructure	Lesson 4 Scholarly Communication – Part 1	Learning Activity Journal Club Elective Essay (1 st due by Jun 15)
Week 5 Jun2-Jun8		Lesson 5 Scholarly Communication – Part 2	Learning Activity Journal Club Elective Essay (1 st due by Jun 15)
Week 6 Jun9-Jun15		Lesson 6 Creating a Culture of Assessment	Learning Activity Journal Club Elective Essay (1 st due by Jun 15)
Week 7 Jun16-Jun22		Lesson 7 Fundraising for Universities and Libraries	Learning Activity Journal Club Elective Essay (2 nd due by Aug 9)
Week 8 Jun23-Jun29		Lesson 8 Physical and Virtual Library Space	Learning Activity Journal Club Site Visit Report (due Jun 29)
MLIS Research Week (July 1-July 5)			
Week 9 Jul7-Jul13	Module D Roles for Academic Librarians	Lesson 9 Librarians as Educators	Learning Activity Journal Club Elective Essay (2 nd due by Aug 9)
Week 10 Jul14-Jul20		Lesson 10 Librarians as Scholars	Learning Activity Journal Club Elective Essay (2 nd due by Aug 9)
Week 11 Jul21-Jul27		Lesson 11 Librarians as Leaders and Managers	Learning Activity Journal Club Elective Essay (2 nd due by Aug 9)
Week 12 Jul28-Aug3		Lesson 12 Academic Status and Faculty Status	Learning Activity Journal Club Elective Essay (2 nd due by Aug 9)
Week 13 Aug4-Aug9	Module E Conclusion	Lesson 13 The Future of Academic Libraries / Librarians	Learning Activity Journal Club Elective Essay (2 nd due by Aug 9)