Western University
Faculty of Information and Media Studies
Venue: FNB 2210 (WALS classroom)
Schedule: Tuesdays 1:30 – 4:20 p.m.

Instructor: Joyce Garnett
Lecturer, FIMS
University Librarian Emeritus, Western
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ACADEMIC LIBRARIES
LIS 9630
COURSE OUTLINE
Winter 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 organizations 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, I hope that you will 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 what programming should happen, how funding is allocated, where the library fits).

MODULE B – ACADEMIC LIBRARY USERS addresses the 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 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: assessment, scholarly communication, space, and fund raising.

Lesson 4 – 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.

Lessons 5 & 6 – 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 7 – 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).

Lesson 8 – Fund Raising for Universities and Libraries talks about an activity of increasing importance to public institutions and to libraries: fund raising. It helps us to understand what might motivate a donor and the process followed in successful fund raising. We also consider challenges specific to friend-raising and fund raising for academic libraries.

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 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 administrative 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 use a flipped classroom model. Lesson content will be posted to OWL, Western's learning management system, for students to access before each class; login at https://owl.uwo.ca/portal/.

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

Classes are scheduled for Tuesday afternoons in FNB 2210, one of Western's Active Learning Space (WALS) classrooms. You are encouraged to bring your portable technology to class.

D. COURSE MATERIALS

Each week's lesson includes a short list of core readings that all students should read for background, plus a longer list for students seeking additional readings. Core readings for *all* lessons are posted (full-text) at the start of the course; the longer list is found with each week's lesson.

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 the statement on *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/, maintained 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. EVALUATION

All course assignments will be graded based on the guidelines in the *MLIS Grading System* posted on the FIMS Graduate Intranet.

- *50% - ESSAYS* – Two (2) @ 25% each

  Two (2) essays from a choice of topics associated with weekly themes.

- *20% - REPORT on SITE VISIT*

  Written report on site visit to an academic library or another research/learning site.

- *15% - JOURNAL CLUB*

  Critical analysis of a peer-reviewed article on a topic aligned with weekly class themes.

- *15% - PARTICIPATION*

  Contributions to weekly group discussions and learning activities.

H. 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.

I. OFFICE HOURS & COMMUNICATION

Virtual office hours
Normal practice – communicate with the instructor using the Messages tool within OWL.
Urgent or exceptional cases – call or text 519.868.5793 (Joyce's cell).
Alternatively, use Western email jgarnett@uwo.ca. Include the course number (LIS 9630) in the subject line on all messages to the instructor's email account.

In-person office hours
Meetings on campus or telephone meetings can be arranged upon request. Communicate using Messages tool in OWL, email jgarnett@uwo.ca, call or text 519.868.5793.

LIS 9630 (Winter 2019) – COURSE SCHEDULE

Week	Module	Lesson	Requirements
Week 1 January 8	Module A Introduction and Context	Lesson 1 Course Objectives, Content and Evaluation The Academic Library in Context	Class Learning Activities
Week 2 January 15	Module B Academic Library Users	Lesson 2 Understanding User Needs – the Student	Class Learning Activities Elective Essay (due Jan 22)
Week 3 January 22		Lesson 3 Understanding User Needs – the Researcher	Class Learning Activities Journal Club Elective Essay (due Jan 22)
Week 4 January 29	Module C Environment and Infrastructure	Lesson 4 Creating a Culture of Assessment	Class Learning Activities Journal Club Elective Essay (due Jan 29)
Week 5 February 5		Lesson 5 Scholarly Communication – Part 1	Class Learning Activities Journal Club Elective Essay (due Feb 5)
Week 6 February 12		Lesson 6 Scholarly Communication – Part 2	Class Learning Activities Journal Club Elective Essay (due Feb 12)
MLIS Research Week (February 18 – 22)			
Week 7 February 26		Lesson 7 Physical and Virtual Library Space	Class Learning Activities Journal Club Report on Site Visit (due Feb 26)
Week 8 March 5		Lesson 8 Fund Raising for Universities and Libraries	Class Learning Activities Journal Club Elective Essay (due Mar 5)
Week 9 March 12	Module D Roles for Academic Librarians	Lesson 9 Librarians as Educators	Class Learning Activities Journal Club Elective Essay (due Mar 12)
Week 10 March 19		Lesson 10 Librarians as Scholars	Class Learning Activities Journal Club Elective Essay (due Mar 19)
Week 11 March 26		Lesson 11 Librarians as Leaders and Managers	Class Learning Activities Journal Club Elective Essay (due Mar 26)
Week 12 April 2		Lesson 12 Academic Status and Faculty Status	Class Learning Activities Journal Club Elective Essay (due Apr 2)
Week 13 April 9	Module E Conclusion	Lesson 13 The Future of Academic Libraries and Academic Librarians	Class Learning Activities Journal Club Elective Essay (due Apr 9)