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

Instructor: Joyce Garnett
Lecturer, FIMS
University Librarian Emeritus, Western
jgarnett@uwo.ca

ACADEMIC LIBRARIES (Distance)
LIS 9630
COURSE OUTLINE
Summer 2020

1. 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.

2. 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 – 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 – 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 – 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 talks about an activity of increasing importance to universities 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 – 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 is the wrap-up lesson, looking at the future of academic libraries, and at your future as academic librarians.

3. COURSE DELIVERY & SCHEDULE

Classes will be conducted asynchronously online using OWL, Western's learning management system; login at https://owl.uwo.ca/portal/. Lessons and core readings will be posted in OWL. Assignments, including participation activities, must be submitted in OWL.

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.

The rhythm of an online course is different from the rhythm of an in-person course. You are essentially "in class" all week. Daily visits to the OWL site to keep in touch are ideal, but if that is not feasible, the key contacts points are Sunday, Wednesday, Saturday.

- Sunday (first day of course week)
  - All students to view the weekly Lesson and decide on action items for the week; this could be delayed until Monday, but no later to allow sufficient time to work on weekly activities.
  - Deadline for presenters to distribute Journal Club article and slides to students and instructor (weeks 3 through 13).
- Wednesday
  - Deadline for all students to contribute their initial posts for learning activities in weekly Forum in OWL.
  - Deadline for audience to provide feedback on Journal Club presentation in Journal Club Forum.
- Saturday (last day of course week)
  - Deadline for all students to contribute follow-up Forum posts.
  - Deadline for presenters to respond to audience feedback on Journal Club presentation.
  - Deadline for presenters to submit Journal Club slides and summary in the assignments tool.

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.

4. COURSE MATERIALS

Each week's lesson includes a short list of Core Readings. PDFs of all Core Readings for all lessons are posted in OWL with the relevant lesson at start of the course,

Additional readings are included within each week's lesson. Most of the additional readings are available online through Western Libraries' licenses for digital resources; some are available freely over the Internet. Readings that would be difficult to retrieve through a Web link or the published literature will be posted in OWL labelled as Other Readings with the relevant lesson.

General course documents are posted in OWL in Lesson 0 (zero), where you will find the *Course Outline* (this document) and the *Journal Club Schedule* (assigned weeks and topics) as well as others that emerge during course.

5. CITATION STYLE

You are free to choose your preferred citation style (e.g., APA, MLA, Chicago), 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. See Purdue's University's OWL (Online Writing Lab) for guidance on writing, organizing your work, and citing sources. https://owl.purdue.edu/owl/purdue_owl.html

6. 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 *Policies & Procedures – 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.

7. 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.

The Writing Support Centre offers seminars and online writing assistance for graduate students. http://writing.uwo.ca/gradspostdocs/index.html

8. 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 – Telephone or video/audio conference meetings can be arranged upon request. Contact info – jgarnett@uwo.ca or 519-868-5793 (voice or text).

9. METHODS of EVALUATION

a) SUMMARY

Essays: two (2) at 25%	50%
Focus selected by student from a choice of topics	
Report on site visit	20%
To an academic library or related institution	
Journal Club: critical analysis of peer-reviewed article	15%
Includes online presentation and facilitating OWL discussion	
Participation	15%
Contributions to weekly OWL group discussions and learning activities	

b) 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. Late assignments will be penalized at 5% per day, unless prior arrangements have been made with the instructor for submission extensions. Assignments that are more than 5 days late will not be accepted.

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

Read assignment requirements carefully and respond to **all** requirements. Not fulfilling **all** requirements will affect your grade for the assignment.

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 section headings within the assignment to facilitate the instructor's reading of the content.

c) 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 13 (end of week 6 of course); the other no later than August 7 (last day of course).

Description: The essays provide an opportunity to explore academic library themes in greater depth. Essay descriptions are found in section 10 of the *Course Outline* (this document); descriptions are also included in each week's lesson posted in the Lesson tool 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; 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.

Cite at least five (5) **peer-reviewed** sources used in creating the essay. Be informed about what constitutes a peer-reviewed source. *Ulrich's Periodical Directory* is a straightforward way to check if a journal is peer-reviewed; you can also check the editorial policy of the journal.

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.

d) SITE VISIT REPORT – 20%

Each student is required to complete a site visit to an academic library or related institution 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 27 (end of week 8 of the course). 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 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. Assignment description is found in Section 10 of the *Course Outline* (this document); the description is also included in Lesson 8 posted in the Lessons tool in OWL, and with the assignment in the Assignments tool.

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; 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.

Cite at least five (5) ***peer-reviewed*** works used in preparing your report. Be informed about what constitutes a peer-reviewed source. *Ulrich's Periodical Directory* is a straightforward way to check if a journal is peer-reviewed; you can also check the editorial policy of the journal.

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.

e) 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, and vary with your role (presenter or audience).

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 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 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 7 (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 7 (last day of course).

Audience – Students who are not presenters that week **must** participate as audience; 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. Not contributing each week when you are the audience will affect 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.

f) 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 7 (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.

10. COURSE SCHEDULE – CORE READINGS & WEEKLY ASSIGNMENTS

MODULE A: INTRODUCTION and CONTEXT

Lesson 1 (May 4 - 9)
COURSE OBJECTIVES, CONTENT and EVALUATION
The ACADEMIC LIBRARY in CONTEXT

Core Readings: *Available in OWL Lesson 1.*

Association of College & Research Libraries (ACRL). Research Planning and Review Committee. (2018). 2018 Top Trends in Academic Libraries: A Review of the Trends and Issues Affecting Academic Libraries in Higher Education. *College & Research Libraries News*, 79 (6): 286-293, 300.
   Biennial analysis of trends in higher education related to academic libraries.

Frederick, Jennifer K. & Christine Wolff-Eisenberg. (2020, April 2). *Ithaka S+R US Library Survey 2019*. New York, NY: Ithaka S+R. 87 pp.
   Focus on U.S. academic libraries. All content is relevant for the course; for an overview of methodology and findings, read Preface (pp. 3-4) and Executive Summary (pp. 5-6).

Essay: None for this lesson.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week starting week of May 17-23 – see schedule in OWL.

MODULE B: ACADEMIC LIBRARY USERS

Lesson 2 (May 10 - 16)
USER NEEDS – the STUDENT

Core Readings: *Available in OWL Lesson 2.*

Jaguszewski, Janice M. & Karen Williams. (2013). *New Roles for New Times: Transforming Liaison Roles in Research Libraries*. Washington, DC: Association of Research Libraries. 17 pp. (Liaison Model)

Monroe-Gulick, Amalia & Julie Petr. (2012). Incoming Graduate Students in the Social Sciences: How Much Do They Really Know About Library Research? *portal: Libraries and the Academy*, 12 (3): 315-335. (Graduate Students)

Rose-Wiles, Lisa M. & Melissa A. Hofmann. (2013). Still Desperately Seeking Citations: Undergraduate Research in the Age of Web-Scale Discovery. *Journal of Library Administration*, 53 (2/3): 147-166. (Undergraduates)

Essay: Liaison Librarian Model.

Due Date: 2 essays required during course; one essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: This assignment will provide an opportunity to reflect on the liaison librarian role, and to present arguments both for, and against, the desirability and viability of the model in the future. In other words, is there a need for the liaison librarian role? Is it sustainable? What other roles or models do you see emerging (this could be instead of, or in addition to, the liaison librarian role)?

Explore the literature for points in favour of the continuance of the liaison librarian model. Then do the same for points against. Based on your discoveries, express your personal position and opinion about the future of the liaison librarian role.

Submission: Post your assignment under *Liaison Librarian Model* in the Assignments tool in OWL. Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week starting week of May 17-23 – see schedule in OWL.

<div align="center">

Lesson 3 (May 17- 23)
USER NEEDS – the RESEARCHER

</div>

Core Readings: *Available in OWL Lesson 3.*

Blankstein, Melissa & Wolff-Eisenberg, Christine. (2019, April 12). *Ithaka S+R US Faculty Survey 2018*. New York, NY: Ithaka. 69 pp. (Faculty)
  Recommended for this lesson: pp. 4-6 (Introduction with Executive Summary), pp. 7-20 (Discovery & Access), pp. 21-33 (Research Practices), pp. 34-44 (Research Dissemination)

Rod-Welch, Leila June. (2018). Understanding Graduate Students: Examining the Nature of Their Distinct Library Needs. *In* Crystal Renfro and Cheryl Stiles. (Eds.), *Transforming Libraries to Serve Graduate Students (*pp. 3-15)*. Chicago, IL: Association of College & Research Libraries. (Graduate Students)
  Chapter (13 pp.) available in OWL. Book available online from Western Libraries' catalogue.

Essay: Information-Seeking Behaviour.

Due Date: 2 essays required during course; one essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: Interview a researcher (faculty member or doctoral student) about his/her information-seeking behaviour and research process, giving particular attention to sources of information, formal and informal, including libraries. The researcher can be at Western or another research institution but please select someone outside the field of library and information science. Identify the specific area of research, but be sure to anonymize the researcher. Conduct the interview while respecting physical distancing; e g., use communications technology (phone, email, video/audio app) unless you share living space with a willing researcher.

Before the interview, consult the literature to learn about information-seeking behaviour in the relevant discipline to help shape your interview questions and prompts, and to inform your subsequent analysis. If you cannot locate literature in the specific discipline, go to the next (more general) level. You should also take a close look at the Ithaka faculty survey (core reading for Lesson 3) for insight into faculty research preferences and information-seeking behavior.

Include a synopsis (not a transcript) of the interview as well as an analysis of how closely the researcher matches the profile of scholars in his/her discipline based on your findings in the scholarly and professional literature.

Submission: Post your assignment under *Information-Seeking Behaviour* in the Assignments tool in OWL. Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week starting week of May 17-23 (this week) – see schedule in OWL.

<div align="center">

MODULE C: ENVIRONMENT and INFRASTRUCTURE

</div>

<div align="center">

Lesson 4 (May 24 – May 30)
SCHOLARLY COMMUNICATION – Part 1 (Open Access &Institutional Repositories)

</div>

Core Readings: *Available in OWL Lesson 4.*

Suber, Peter. (2015). *Open Access Overview*.
  Introduction to basic concepts. Suber is internationally recognized for his expertise and advocacy for open access.

Whitehead, Martha & Brian Owen. (2016). *Canadian Universities and Sustainable Publishing (CUSP): A White Paper.* Ottawa, ON: Canadian Association of Research Libraries. 15 pp.
Canadian content.

Essay: Promoting Open Access.

Due Date: 2 essays required during course; one essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: Open access is defined as access to scholarly work that is free of cost and permission barriers; the concept includes open access journals and open access archives. Open access has its supporters and its skeptics within the academic community.

Note: This assignment has two parts; please read the following description carefully.

Part 1: Imagine you have been recently appointed to an academic librarian position at a university where dissemination of research results is highly valued. Prepare a promotional piece to persuade faculty and graduate student researchers to publish in open access journals.

Assume that only a low percentage of the researchers are already "converts" to open access and that, among those, an even smaller number could be considered "champions" of open access. (In other words, you have "a hard sell").

Hint: Develop arguments that will be persuasive to the researcher who is motivated by the need to be recognized and rewarded for scholarly work, and/or motivated by the public good.

You decide on the appropriate format for your promotional piece (newsletter, poster, video, website, etc.). Feel free to use diagrams, charts, mind maps, citation clusters, and other visuals to reinforce your arguments. You can cite sources in Part 1 if appropriate to your message to researchers but you may wish to list all sources in Part 2.

Part 2: Present your personal reflections on Open Access. Provide references to sources consulted for Part 1 and Part 2.

Submission: Post your assignment under *Promoting Open Access* in the Assignments tool in OWL. Check Section 9 in the *Course Outline* for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week – see schedule in OWL.

Lesson 5 (May 31 – June 6)
SCHOLARLY COMMUNICATION – Part 2 (Research Data Management & e-Scholarship)

Core Readings: *Available in OWL Lesson 5.*

Humphrey, Chuck, Kathleen Shearer & Martha Whitehead. (2016). Towards a Collaborative Research Data Management Network. *International Journal of Digital Curation*, 11 (1): 195-207.
Research data management in Canada (Portage network).

Lapinski, Scott, Heather Piwowar, & Jason Priem. (2013). Riding the Crest of the Altmetrics Wave: How Librarians Can Help Prepare Faculty for the Next Generation of Research Impact Metrics. *College & Research Libraries News*, 74 (6): 292-294, 300.

Essay: Research Metrics.

Due Date: 2 essays required during course; one essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: Research Metrics is an area that is under rapid development, accompanied by divergent views of the validity and effectiveness of the various tools. Researchers need guidance in selecting and implementing one or more of the research metrics applications.

Note: This assignment has two parts; please read the following description carefully.

Part 1:   Prepare a brief guide for researchers covering a selection of research metrics tools; include your choice(s) of author metrics, article metrics, journal metrics, altmetrics and any other approaches that you deem appropriate. Your objective is to help researchers make an informed decision related to their choice and application of research metrics. The guide should simulate one that would be created by an academic librarian practitioner. You can cite sources in Part 1 if appropriate to your message to researchers but you may wish to list all sources in Part 2.

Part 2: Discuss the advantages and disadvantages of various research metrics options, based on a review of the literature. Indicate your preferred choice(s) based on your discovery and analysis. Provide references to sources consulted for Part 1 and Part 2.

Submission: Post your assignment under *Research Metrics* in the Assignments tool in OWL. Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week – see schedule in OWL.

Lesson 6 (June 7 - 13)
ASSESSMENT

Core Readings: *Available in OWL Lesson 6.*

Association of College & Research Libraries (ACRL). (2017). *Academic Library Impact: Improving Practice and Essential Areas to Research.* Prepared by Lynn Silipgni Connaway, William Harvey, Vanessa Kitzie, & Stephanie Mikitish of OCLC Research. Chicago, IL: ACRL. 124 pp.

Association of College & Research Libraries (ACRL). (2010). *Value of Academic Libraries: A Comprehensive Research Review and Report.* Researched by Megan Oakleaf for the Association of College & Research Libraries (ACRL). Chicago, IL: ACRL.
  Executive Summary (15 pp.) available in OWL
  Full Report (182 pp.) and related content - [*http://www.acrl.ala.org/value*](http://www.acrl.ala.org/value)/

Essay; Library Surveys.

Due Date: 2 essays required during course; one essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: Examine the library indicators used in the *Maclean's* university rankings for the medical/doctoral sector (the category where Western is included). Discuss the validity and usefulness of these indicators for measuring the quality and effectiveness of academic libraries. Propose additional or alternate performance measures and indicators to capture changing practices and patterns in library collections, access and services.

Hint: To express this assignment in another way: starting with Maclean's as a not-so-great example of telling the academic library story, you are then given the opportunity to explore more relevant and meaningful approaches to assessment. Look at the work of ARL and CARL. You may also want to explore the very different approach of the Globe and Mail's annual Canadian University Report. The surveys from Maclean's and Globe and Mail are available online but you may find it easier to browse and evaluate using print copies. You can use print issues from your personal collection or borrow print issues from the instructor.

Submission: Post your assignment under *Library Surveys* in the Assignments tool in OWL. Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week – see schedule in OWL.

Lesson 7 (June 14 - 20)
FUNDRAISING

Core Readings: *Available in OWL Lesson 7.*

Griffith, Andrew S. & Ceire Kealty. (2018). Are Academic Libraries Utilized to Produce Engaged Alumni? *Library Management*, 39 (3/4): 200-206.

Huang, Samuel T. (2006). Where There's a Will, There's A Way: Fundraising for the Academic Library. *The Bottom Line: Managing Library Finances*, 19 (3): 146-151.

Essay: University Campaign Analysis.

Due Date: 2 essays required during course; one essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: Seek out the publicly available statements of fundraising campaign priorities for academic libraries in Canada or the US. Select one academic library's fundraising campaign for analysis, and then pick one or more projects or initiatives to explore further for this assignment.

Discuss your views of how "attractive" the project(s) or initiative(s) might be to potential donors. How would different constituencies – s3udents, faculty, members of the general community - react differently to the priorities? (You needn't address all these groups; they are listed as examples and there may be others that occur to you, e.g., corporate donors.)

Hint: In the assignment, I used the word "seek" because you are on a quest to find information on academic library fundraising campaigns; it can be challenging and time-consuming to do so. Fundraising supports a library's strategic plan and priorities, but details of the fundraising campaign itself and specific projects are rarely embedded in the strategic plan. I advise you to start with the parent institution, find the fundraising site and then drill down to discover library projects.

Complete your assignment by creating a one-minute "elevator speech" of approximately 100 words (included in the total word count) about the project(s) that would engage a potential donor and encourage that individual to want to hear more. (An "elevator speech" is a concise, exciting description about the library that leaves your audience wanting to know more; it can be communicated quickly, literally in the time it takes to ride in an elevator between floors.)

Submission: Post your assignment under *University Campaign Analysis* in the Assignments tool on OWL. Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week – see schedule in OWL.

Lesson 8 (June 21 - 27)
LIBRARY SPACE

Core Readings: *Available in OWL Lesson 8.*

Oliveira, Silas M. (2018). Trends in Academic Library Space: From Book Boxes to Learning Commons. *Open Information Science*, 2 (1): 59-74.

Spencer, Mary Ellen & Sarah Barbara Watstein. (2017). Academic Library Spaces: Advancing Student Success and Helping Students Thrive. *portal: Libraries and the Academy*, 17 (2): 389-402.

Report: Site Visit.

Due Date: 2020-06-27 (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: Complete a site visit to an academic library or related institution and submit a written report on the experience. The site chosen can be an academic library or related institution (e.g., another research or teaching environment). If you select a very large site, you may want to consider a focus for your report (looking at a particular function or service) in order to keep the assignment manageable.

The site visit is intended as a "reality check" on course content, and should lead to an appreciation of the physical and the 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. As you are unable to actually visit a physical library during the pandemic, be creative about gathering information about the physical space, e.g., explore library websites, find articles about the space, speak to librarians and other library staff about their experience, and/or draw upon your personal experience in the space. Observe and comment on the commonalities and differences between the two modes. You should be analytical and critical, as well as descriptive.

Because the 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 the 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 visit, see the document from the University of Melbourne posted in the Assignments tool in OWL.

Submission: Post your assignment under *Site Visit Report* in the Assignments tool in OWL. Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week – see schedule in OWL.

MODULE D: ROLES FOR ACADEMIC LIBRARIANS

Lesson 9 (July 5 - 11)
LIBRARIANS as EDUCATORS

Core Readings: *Available in OWL Lesson 9.*

Association of College & Research Libraries (ACRL). (2016). *Framework for Information Literacy for Higher Education.* Chicago, IL: ACRL. 36 pp.

Julien, Heidi & Shelagh K. Genuis. (2011). Librarians' Experiences of the Teaching Role: A National Survey of Librarians. *Library & Information Science Research*, 33 (2):103-111.

Essay: Information Literacy Program.

Due Date: 2 essays required during course; one essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: As discussed in Lesson 2 (User Needs), there are different categories of library users with varying needs. There are also many ways to provide library instruction. An effective information literacy program considers the needs of the users and attempts to provide them with the most appropriate and effective design and delivery.

Consider the following scenario: You have been appointed as liaison librarian (also covered in Lesson 2) for Department of X (your choice of discipline). Design an information literacy program for this department to address the needs of both undergraduate and graduate students. Explain how you will plan a program and whom you will consult, which types of orientation and information literacy activities you will include, and how you will develop, deliver and promote these activities. Examine some of the pros and cons of various types of information literacy techniques and programs. Finally, describe how you will determine the effectiveness of the programs you decide to offer.

Submission: Post your assignment under *Information Literacy Program* in the Assignments tool in OWL. Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week – see schedule in OWL.

Lesson 10 (July 12 - 18)
LIBRARIANS as SCHOLARS

Core Readings: *Available in OWL Lesson 10.*

Doucette, Lise & Kristin Hoffmann. (2019). Conceptions of Research among Research Librarians and Archivists. *Canadian Journal of Academic Librarianship*, 5:1-25.

Jacobs, Heidi L. M. & Selinda Adelle Berg. (2013). By Librarians, For Librarians: Building a Strengths-Based Institute to Develop Librarians' Research Culture in Canadian Academic Libraries. *The Journal of Academic Librarianship*, 39 (3): 227-231.

Essay: Research Project.

Due Date: 2 essays required during course; one essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: Consider the following scenario: You are an academic librarian and you are looking for a research topic that both requires investigation and excites your curiosity. To help you decide, you will reflect on the opportunities for research in academic librarianship.

Read the Canadian Association of Research Libraries (CARL) publication *Librarians as Researchers and Writers,* and ACRL's *2018 Top Trends in Academic libraries*. Reflect on your observations about trends in academic libraries gained so far in this course, and explore the journals identified during Lesson 1. Based on that input and your own personal experience and curiosity, identify an area of academic librarianship where you would like to do research. Elaborate on the "research question" and why it is worth pursuing.

Submission: Post your assignment under *Research Project* in the Assignments tool in OWL. Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week – see schedule in OWL.

Lesson 11 (July 19 - 25)
LIBRARIANS as LEADERS and MANAGERS

Core Readings: *Available in OWL Lesson 11.*

Kotter, John P. (2001). What Leaders Really Do. *Harvard Business Review*, 79 (11): 85-96.

Marcum, Deanna. (2016). *Library Leadership for the Digital Age* (Libraries & Scholarly Communication Issue Brief). New York, NY: Ithaka S+R. 8 pp.

Essay: Leadership Reflections.

Due Date: 2 essays required during course; One essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: Consider the following scenario: In your long-term plans, you aspire to a leader/manager position in an academic library, and you want to explore the opportunities and challenges associated with that future, including how to develop your portfolio of relevant skills and experiences.

Share your perspective on leadership and management in academic libraries, and reflect on your potential future in those roles in that environment. Discuss your leadership philosophy and management style. Include any experiences and/or professional development that you have had or hope to have that will prepare you for a future as a leader/manager. Consider that academic libraries have experienced, and will continue to experience, significant change.

Read the Kotter article carefully and use his differentiated definitions for leadership and management to respond to the assignment. This assignment is somewhat more open-ended and self-directed than others in this course. However, the essay should be grounded in the literature and provide a complete list of sources consulted.

Submission: Post your assignment under *Leadership Reflections* in the Assignments tool in OWL. Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week – see schedule in OWL.

> ### Lesson 12 (July 26 - August 1)
> ### ACADEMIC STATUS and FACULTY STATUS

Core Readings: *Available in OWL Lesson 12.*

Association of College & Research Libraries. (2012). *Standards for Faculty Status for Academic Librarians* (approved by the ACRL Board of Directors, June 2007, revised October 2011), and *Guidelines for Academic Librarians without Faculty Status* (approved by the ACRL Board of Directors, October 2011). *College & Research Libraries News*, 73 (3): 160-162.

Leckie, Gloria J. & Jim Brett. (1995). Academic Status for Canadian University Librarians: An Examination of Key Terms and Conditions. *Canadian Journal of Information and Library Science*, 20 (1): 1-28.
   Canadian content. Do not be discouraged by the vintage date; the points in the article are still valid 25 years after publication.

Essay: Faculty Status and Academic Status for Librarians.

Due Date: 2 essays required during course; one essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: Most university librarians in Canada and the United States have academic or faculty status at their institutions, although local circumstances for librarians can differ from one institution to another: some are considered to be faculty members, some not; some are unionized, some not.

Discuss the key components of faculty status, and explain why librarians have lobbied for it. Do the same for academic status. Be sure to identify the distinctions between faculty status and academic status.

Reflect on why the topic of faculty status/academic status for librarians been so hotly debated over the years. Based on your discoveries, express your personal opinion about faculty status and academic status for librarians.

Note: Faculty status is more common in the U.S. than in Canada where academic status is the normal model.

Submission: Post your assignment under *Faculty Status and Academic Status* in the Assignments tool in OWL. Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week – see schedule in OWL.

MODULE E: CONCLUSION

Core Readings: *Available in OWL Lesson 13.*

Adams Becker, Samantha et al. (2017). *NMC Horizon Report: 2017 Library Edition.* Austin, TX: The New Media Consortium. 60 pp.
> *Report highlights 6 trends, 6 challenges and 6 developments in technology or practice that will likely impact the core missions of academic libraries over the next 5 years.*

Meier, John J. (2016). The Future of Academic Libraries: Conversations with Today's Leaders about Tomorrow. *portal: Libraries and the Academy*, 16 (2): 263-288.

Essay: My Preferred Future as an Academic Librarian.

Due Date: 2 essays required during course; one essay is due no later than June 13 (end of week 6); the other no later than August 7 (last day of course).

Description: What is your preferred future as an academic librarian – subject specialist, functional specialist, scholar, educator, leader, manager, some combination of these roles, or another role altogether?

Discuss why you would choose one particular future and not another, expanding on your choice based on what you have learned in this course and from the scholarly and professional literature, and your qualifications relevant to the role. Comment on how well Western's MLIS program has prepared you for that future.

While this essay is in large part an opinion piece, support your presentation with references to the scholarly and professional literature; you can also include interviews with practicing academic librarians and/or current job postings.

Note: If you submitted the assignment on leadership associated with Lesson 11, you cannot select leader and/or manager for this assignment.

Submission: Post your assignment under *My Preferred Future* in the Assignments tool In OWL Check Section 9 in the *Course Outline* (this document) for assignment requirements. Be sure to review the procedures for submission *before* the due date.

Learning Activities: Required weekly – see Lesson in OWL for details.

Journal Club: Required in assigned week – see schedule in OWL.

Week	Module	Lesson	Requirements
Week 1 May4-May9	Module A Introduction and Context	Lesson 1 Course Objectives, Content and Evaluation The Academic Library in Context	Learning Activity
Week 2 May10-May16	Module B Academic Library Users	Lesson 2 User Needs – the Student	Learning Activity Elective Essay (1st due by Jun 13)
Week 3 May17-May23		Lesson 3 User Needs – the Researcher	Learning Activity Journal Club Elective Essay (1st due by Jun 13)
Week 4 May24-May 30	Module C Environment and Infrastructure	Lesson 4 Scholarly Communication – Part 1	Learning Activity Journal Club Elective Essay (1st due by Jun 13)
Week 5 May31-Jun6		Lesson 5 Scholarly Communication – Part 2	Learning Activity Journal Club Elective Essay (1st due by Jun 13)
Week 6 Jun7-Jun13		Lesson 6 Assessment	Learning Activity Journal Club Elective Essay (1st due by Jun 13)
Week 7 Jun14-Jun20		Lesson 7 Fundraising	Learning Activity Journal Club Elective Essay (2nd due by Aug 7)
Week 8 Jun21-Jun27		Lesson 8 Library Space	Learning Activity Journal Club Site Visit Report (due Jun 27)
MLIS Research Week (June 29 - July 3)			
Week 9 Jul5-Jul11	Module D Roles for Academic Librarians	Lesson 9 Librarians as Educators	Learning Activity Journal Club Elective Essay (2nd due by Aug 7)
Week 10 Jul12-Jul18		Lesson 10 Librarians as Scholars	Learning Activity Journal Club Elective Essay (2nd due by Aug 7)
Week 11 Jul19-Jul25		Lesson 11 Librarians as Leaders and Managers	Learning Activity Journal Club Elective Essay (2nd due by Aug 7)
Week 12 Jul26-Aug1		Lesson 12 Academic Status and Faculty Status	Learning Activity Journal Club Elective Essay (2nd due by Aug 7)
Week 13 Aug2-Aug7	Module E Conclusion	Lesson 13 The Future	Learning Activity Journal Club Elective Essay (2nd due by Aug 7)