Western University
Faculty of Information and Media Studies
Classroom: University College UC 1110 (WALS)
Schedule: Thursdays, 09:00-11:50

Instructor: Joyce Garnett
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ACADEMIC LIBRARIES (Summer 2024)
GRADLIS 9630
COURSE OUTLINE (2024-04-19)

1. COURSE LEVEL LEARNING OUTCOMES

Upon successful completion of readings, assignments, and class participation, students will be able to fulfill the following program level learning outcomes (PLLOs).

- Demonstrate understanding of social, cultural, and economic contexts related to academic libraries and higher education. (PLLOs 1, 2, 5)

- Demonstrate awareness of, and analyze, current issues, trends, challenges, and opportunities in academic libraries. (PLLOs 1, 2, 5)

- Demonstrate knowledge of user populations of academic libraries and their needs. (PLLOs 2, 5)

- Conduct research and write/communicate professionally. (PLLOs 1, 3, 7)

2. COURSE CONTENT

This course focuses on the changing environment of academic libraries and the evolving roles of academic librarians. Over the thirteen lessons of the course, we will explore these aspects at a necessarily high level. The readings, assignments, and learning activities will offer you the opportunity to explore areas of special interest to you in more depth. Enrolment in this course is limited to graduate students in the Master of Library and Information Science (MLIS) program.

Topics covered include:

- 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: subject specialist, functional specialist, educator, scholar, leader/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 exploration of academic libraries more intensely later in the course.

Lesson 1 – 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 2 – 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 designed with the focus on the user.

Lesson 3 – Understanding User Needs 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, and the emergence of other roles reflecting new directions for academic libraries.

Lesson 4 – Research and Researchers 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. Information-seeking behaviour of researchers 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.

Lesson 5 – 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 6 – 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 7 – Scholarly Communication (Part 1) provides an overview of the very broad topic of scholarly communication, reflecting on the evolving roles that librarians, publishers and researchers play in the process, and elaborates on e-journals, open access (OA), new publishing models and institutional repositories (IRs).

Lessons 8 – Scholarly Communication (Part 2) continues the exploration of scholarly communication, and addresses digital scholarship, research data management (RDM), research metrics, and open educational resources (OER). Lessons 7 and 8 form an appropriate bridge to the next module in that developments in scholarly communication have inspired new roles for academic librarians.

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 – 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 for librarian roles afforded by the academic model. Academic/faculty status influences all academic librarian roles.

Lesson 10 – 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 11 – Librarians as Scholars looks at the librarian as scholar. Increasingly in the academic environment, librarian responsibilities parallel those of disciplinary faculty, with expectations for research and dissemination; this gives rise to both challenges and opportunities of which you should be aware. We also consider evidence-based librarianship, informed by assessment (covered in Lesson 5).

Lesson 12 – 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 a 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.

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. We also look at sources to support your job search for an academic library position.

3. COURSE DELIVERY & SCHEDULE

Classes are scheduled for Thursday mornings in University College, UC 1110, one of Western's Active Learning Spaces (WALS) classrooms. You are encouraged to bring your mobile technology to class.

The course will use a flipped classroom model. Lessons and readings will be posted in OWL Brightspace, Western's learning management system, for students to access before each class; log into OWL Brightspace at https://westernu.brightspace.com. Students are expected to prepare for each week's topic by reading, and reflecting on, posted lesson content and readings, and to participate actively in weekly class discussions and learning activities.

Each week's lesson content and classroom activities are released to students in OWL Brightspace at 00:05 (Eastern time) on Sunday, to allow sufficient time for preparation before the Thursday class. Once released, lessons remain accessible for the balance of the course. Assignment descriptions are viewable throughout the course, posted in OWL Brightspace's *Assignments* tool; assignments can be submitted at any point during the course, respecting stated due dates.

4. COURSE MATERIALS

There is no textbook for the course. Each week's lesson includes a short list of Core Readings that all students should read for background. Core Readings for all lessons are available (full-text) in OWL Brightspace from the start of the course, posted with the relevant lesson.

Additional readings are listed as part of 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 in the published literature or through a Web link will be posted (full-text) in OWL Brightspace with the relevant lesson, labelled as Other Readings.

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. DOIs are appreciated but not required. See Purdue 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. METHODS of EVALUATION

6.1 *SUMMARY of COURSE REQUIREMENTS*

Essays - two (2) at 25 %   50 %
Selected from topics associated with weekly lessons.
1st essay is due by the end of week 4.
2nd essay is due by the end of week 12.

Site Visit Report   20 %
Physical and virtual spaces of an academic library or related institution.
Report is due by the end of week 8.

Journal Club   20%
Critical analysis of peer-reviewed article.
Includes presentation and facilitation of class discussion in OWL Brightspace.
Presenter role once per term in assigned week.

Participation   10 %
Contributions to weekly class discussions and learning activities.
Audience role for Journal Club.

6.2 *GENERAL DIRECTIONS for ALL ASSIGNMENTS*

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 (Eastern time) on **Saturday** of the relevant week; any exceptions will be noted. **Late assignments** will be penalized at 5% per day late (or part thereof) unless prior arrangements have been made with the instructor for submission extensions.

Evaluation criteria for each type of assignment are described in the assignment descriptions posted in OWL Brightspace. 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* posted on the FIMS Graduate Intranet.

Detailed assignment requirements will be posted in the *Assignments* tool in OWL Brightspace. Read assignment requirements carefully and respond to **all** requirements. Not fulfilling **all** requirements will negatively affect your grade for the assignment.

Submission for all assignments must be via the *Assignments* tool within OWL Brightspace; 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 to avoid last minute technical issues.

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

6.3 *ESSAYS – 50% of Course Requirements* (two (2) essays at 25 % per essay)

Each student is required to complete two (2) essays from a choice of ten (10) topics associated with weekly lessons from week 3 through week 13; there is no essay topic associated with week 6 when the site visit report is the required assignment. 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 23:55 (Eastern time) on Saturday of week 4; the other no later than 23:55 (Eastern time) on Saturday of week 12. You can submit the essays earlier than the due dates if you choose, but not later (except with prior permission of the instructor).

Description: The essays provide an opportunity to explore academic library themes in greater depth. Detailed essay descriptions and essay requirements are posted for each essay in the relevant week in the *Assignments* tool in OWL Brightspace. If you would like to propose a variation on the essay topic, reach out to the instructor to discuss your options.

6.4 SITE VISIT REPORT – 20% of Course Requirements

Students are 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 (Eastern time) on Saturday 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 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. Detailed description and requirements for the site visit report are posted in the relevant week (week 6) in the *Assignments* tool in OWL Brightspace.

6.5 JOURNAL CLUB – 20% of Course Requirements

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. Presentation and interaction with colleagues will happen in OWL Brightspace.

Due Dates: Due dates are detailed within the assignment description in OWL Brightspace, and vary with role (presenter or audience), but are always on a Saturday.

Description: This assignment encourages students to discover new readings and learn more about academic libraries. Each student is required to present a *critical* review of a peer-reviewed article. Students serve as presenters *once* per course and as the audience *multiple* times per course. Detailed description and requirements for the Journal Club assignment are posted in the *Assignments* tool in OWL Brightspace.

6.6 PARTICIPATION – 10% of Course Requirements

Participation has several components:
- Class attendance (Lesson 1 through Lesson 13).
- Classroom learning activities (Lesson 1 through Lesson 13).
- OWL Brightspace *Discussions* in selected weeks (assigned by instructor).
- Journal Club *Discussions* as audience member (assigned by instructor).

Due Dates: Classes are held Thursday mornings, with a class agenda sent out weekly in advance. Classroom learning activities are completed during class time and may include an OWL Brightspace component. OWL Brightspace *Discussions* posts (if required) are due by 23:55 on Saturday of the relevant week.

Description: Engaged, sustained and substantive participation is expected for all required participation activities. Detailed description and requirements for participation are posted in the *Assignments* tool in OWL Brightspace.

7. 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 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 assignments 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.

8. SUPPORT SERVICES

Health/Wellness Services

Students who are in emotional or mental distress should refer to *Mental Health @ Western* https://www.uwo.ca/health/psych/index.html for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate programs.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic programs. With the appropriate documentation, the student will work with both AEW and their graduate program (normally their Graduate Chair and/or course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

9. OFFICE HOURS & COMMUNICATION

There are no fixed office hours. Consult instructor before or after class (spontaneously or by prior arrangement). Individual telephone or video meetings can be arranged upon request. To communicate with the instructor, use Western email jgarnett@uwo.ca. Include the course number (9630) in the subject line on all email to the instructor to facilitate its being retrieved. Responses will be provided within 24 hours.

Week	Module	Lesson	Requirements
Week 1 May 9	Module A Introduction and Context	Lesson 1 Course Objectives, Content, Evaluation Introductions	Classroom Learning Activities Learning Activities in OWL Brightspace
Week 2 May 16		Lesson 2 The Academic Library in Context Scholarly and Professional Literature	Classroom Learning Activities Learning Activities in OWL Brightspace
Week 3 May 23	Module B Academic Library Users	Lesson 3 Understanding User Needs Liaison Librarian Model	Classroom Learning Activities Journal Club Elective Essay Topic
Week 4 May 30		Lesson 4 Research and Researchers Information-Seeking Behaviour	Classroom Learning Activities Journal Club Elective Essay Topic 1st Essay due end of week 4 (Jun 1)
Week 5 June 6	Module C Environment and Infrastructure	Lesson 5 Assessment Performance Measures & Surveys	Classroom Learning Activities Journal Club Elective Essay Topic
Week 6 June 13		Lesson 6 Library Space Library-as-Place & Place-as-Library	Classroom Learning Activities Journal Club Site Visit Report due end of week 8 (Jun 29)
Week 7 June 20		Lesson 7 Scholarly Communication – Part 1 Open Access & Institutional Repositories	Classroom Learning Activities Journal Club Elective Essay Topic
Week 8 June 27		Lesson 8 Scholarly Communication – Part 2 Research Data Mgmt & Digital Scholarship	Classroom Learning Activities Journal Club Elective Essay Topic
MLIS Research Week (July 1 - 5) - No Class.			
Week 9 July 11	Module D Roles for Academic Librarians	Lesson 9 Academic Status & Faculty Status Academic Rights & Responsibilities	Classroom Learning Activities Journal Club Elective Essay Topic
Week 10 July 18		Lesson10 Librarians as Educators Information Literacy	Classroom Learning Activities Journal Club Elective Essay Topic
Week 11 July 25		Lesson 11 Librarians as Scholars Evidence-based Librarianship	Classroom Learning Activities Journal Club Elective Essay Topic
Week 12 August 1		Lesson 12 Librarians as Leaders & Managers Professional Development	Classroom Learning Activities Journal Club Elective Essay Topic 2nd Essay due end of week 12 (Aug 3)
Week 13 August 8	Module E Conclusion	Lesson 13 The Future of Academic Libraries/Librarians Preparing for the Job Search	Classroom Learning Activities Elective Essay Topic