The role and management of libraries in colleges and universities, including history, mission and objectives, standards, trends, organizational patterns, personnel, collections, services, facilities, and finances.
Instructional Methods
This course is a graduate seminar. Seminars teach through creative investigation and problem-solving rather than information provision and memorization. A seminar, generally speaking, takes place in small groups during recurring sessions. Relatively informal, each session is usually devoted to discussion about a particular subject with the instructor acting as a guide as opposed to lecturing. During research seminars, students learn the processes/methodologies of their subject and come to deal with the practical and intellectual limitations of those methodologies while becoming more familiar with subject content. As a result, research seminars are exercises in developing deep knowledge about a relatively narrow portion of a subject area. They require the active participation of students, often ask that students take a lead in presenting, and ask that students complete at least one research or demonstration project during the course. These individual course projects provide the set of experiences, which inform the individual class discussions. Seminars work when all participants are “teachers,” providing engaging examples, solid subject content, helpful suggestions, and thoughtful, positive feedback. This seminar will require peer review.

Required Text

In addition to the textbook and readings, another course requirement is to subscribe to either COLLIB-L, the official Discussion List of the College Libraries Section of ACRL (a division of the American Library Association) or to ULS-L, the official Discussion List of the University Libraries Section of ACRL (or both!). You do not need to be an ACRL/ALA member to subscribe to either list. Follow the directions for subscribing at: http://www.ala.org/ala/mgrps/divs/acrl/about/sections/cls/collibldisc/collibldiscussion.cfm (COLLIB-L) or http://www.ala.org/ala/mgrps/divs/acrl/about/sections/uls/ulsrelevantdiscussion.cfm (ULS-L)
Please scan the daily messages and keep up with the news (although a lot of it of course can be deleted quickly). If you would like to discuss a particularly interesting topic further, bring it to class.

A list of reading materials, web materials, etc., with full citations is presented in the class calendar section of the syllabus.

Course Goals
The purpose of this course is to introduce students to the roles libraries play in academia, while emphasizing some current issues and trends which are rapidly changing these roles. Among some of the issues to be explored will be the instructional role of academic librarians, library support of distance learning and the impact of digital technologies, research data management, the changing role of physical space, library response to the diversification of the student body, library workforce, and the increasing importance of special collection (unique and rare) materials in the academic library.

Goals for Student Learning
At the conclusion of the course, the student will be able to communicate (in both writing and oral, professional presentation form) knowledge of some roles played by academic libraries, as well as some major issues facing academic libraries. They will also be able to develop and present a basic library instructional session.
Course Requirements

1) **Classroom participation 25% of grade**
   Students are expected to have read the assignments and come to class prepared to share their ideas on those readings, to question each other, and to present their own analysis of the materials and ideas explored. As a part of the discussion preparation, all students will be asked to monitor one or two professional listervs, blogs, etc. and report as appropriate in class. STUDENTS WILL MEET AT LEAST ONCE WITH THE INSTRUCTOR OUTSIDE OF CLASS BEFORE JUNE 2nd for one-on-one consultation about issues paper and other class activities.

2) **Online Resource Comparison 10% of grade**
   Due June 2nd
   Each student will visit and compare the online presence of three different, academic libraries dispersed geographically and by type (community college, liberal arts college, academic research library). Based upon what you can determine from the library Web sites, what are the unique features of each library? How does the library communicate with users? How does it support users at a distance? What is the nature of its electronic resources? What do you know about the strengths of its collection? Can you determine anything about the staff or their expertise? If the library offers online reference service, use it to ask a “sample” reference question. Describe this interaction. Students will compare these initial findings regarding the three institutions’ Web presence in a brief, three- to four-page paper. This paper will be shared with the class listserv and each student will informally present their findings to the class via class discussion.

3) **Issues paper 30%**
   **Identify Topic by May 24th**
   **Due June 9th**
   Each student will select some current major issue, trend, challenge, etc., facing academic libraries and write a 10-page paper on this topic. Resembling a literature review, the paper does not have to include original research but it should hold evidence of the student’s own analysis of the issue at hand. Students may draw information from conference proceedings/presentations, the Chronicle of Higher Education and other pieces of journalism, scholarly and professional journals, library/librarian blogs, etc.

4) **Issues presentation 10%**
   **June 14th**
   Using the “Issues Paper” for content, each student will take on the role of a librarian presenting an overview of the issue investigated in the “Issues Paper” at a hypothetical library staff meeting. The student will then note the potential impact, etc. on the hypothetical library where this staff works. (Length of presentation will depend upon number of students in course.)

5) **Partner or Group Project Instruction Demonstration 25%**
   **June 21st or June 23rd**
   Students will partner (or form a group depending upon the number of students) to use the resources of Catholic University’s library to develop model instructional material for a hypothetical freshman class being introduced to library resources. The instructional material should strive to meet ACRL’s Information Literacy Competency Standards for Higher Education (http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm), by designing the materials, instructional event, and method of assessment to address one of the performance indicators for one of the standards. The partners/group will then “hold an instructional event” based upon these materials in the class.

Overall in this course, you must earn 90 points for an A, 80-89 for a B, and 70-79 points for a C. Fewer than 70 points earned will result in failure for the course. There is no final exam for this class.
**Requirements for Written Work**

Excellent written communication skills are essential to the provision of information in professional contexts. Written work will therefore be graded on the quality of writing as well as on its content and evidence of critical analysis. The mark for work that is not well written, clearly organized, and grammatically correct will be reduced accordingly.

**Formatting**
- Double space, in Times New Roman 12 point type, with 1 inch margins all around.
- Include a list of sources consulted.
- Cite sources in conformity with the most recent edition of Turabian, using either notes-bibliography style or in-text citations–reference list style. See examples at [http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html).
- Number the pages, and staple them together. Please do not submit your assignments in a binder or folder.
- Limit headers or footers to page numbers only. Please do not include headers or footers that include your name or the title of the assignment.
- Identify the document with your name, date, and title, either in the upper left-hand corner of the first page or as a separate cover page (which is not counted in the paging).

**Expectations and Policies**

**Academic honesty**: Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from [http://policies.cua.edu/academicundergrad/integrityprocedures.cfm](http://policies.cua.edu/academicundergrad/integrityprocedures.cfm)): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm) and [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm).

**Attendance**

Attendance in class is expected. If you are unable to attend class for reasons of illness, religious observance, participation in University activities at the request of University authorities, or compelling absences beyond the student’s control, please let the instructor know (prior to class for non-emergencies).

**Classroom Environment**

The classroom environment should be professional and respectful.
Punctual arrival at classes contributes to the smooth operation of the class and the quality of the learning experience. Late arrivals, early departures, and wandering in and out of the classroom are disruptive and distracting. If you know you will be unavoidably detained or must leave early, please let the instructor know in advance. Please turn off or mute all phones and other communication devices during each class session. If you use your laptop in the classroom, limit the usage of the computer to course-related reasons (i.e., taking notes).

**Campus Resources for student support:**

- Information about Catholic University of America’s libraries may be found at [http://libraries.cua.edu/](http://libraries.cua.edu/)
- Information about Catholic University of America’s Center for Academic Success may be found here: [http://success.cua.edu/tutoring/index.cfm](http://success.cua.edu/tutoring/index.cfm)
- Information about Catholic University of America’s Writing Center may be found here: [http://english.cua.edu/wc/](http://english.cua.edu/wc/)

**Accommodations for students with disabilities**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: [http://disabilitysupport.cua.edu](http://disabilitysupport.cua.edu).

**Assessment**

Scoring rubrics for each assignment will be provided following class discussions.

Students will have an opportunity to evaluate the course and instructor near the beginning of the semester and at the end of the course. In addition, *your suggestions and feedback throughout the semester are welcomed, especially in regard to things that can be adjusted in time to be helpful to you.*

**University grades:**

The University grading system is available at [http://policies.cua.edu/academicundergrad//gradesfull.cfm#II](http://policies.cua.edu/academicundergrad//gradesfull.cfm#II) for undergraduates and [http://policies.cua.edu/academicgrad//gradesfull.cfm#iii](http://policies.cua.edu/academicgrad//gradesfull.cfm#iii) for graduate students. Reports of grades in courses are available at the end of each term on [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu).
Course Calendar

Class 1) May 17  Getting Oriented: Who, What, When, and Where?  
And Maybe a Bit of Why and How.

Introduction of Course, Instructor, and Students
Review of Assignments and course expectations

Why academic libraries? Thought experiment: If academic libraries didn’t exist, would we create them now from scratch? If we were to create them fresh now, what audiences would they serve? What would they be/do?

Assignment for next class: chapters in Atkins’ The Academic Library in the American University (2003)

Class 2) May 19th  History and Context for Academic Libraries

- Budd text, Chapters 1, 2
  Library Philosophy and Practice 7 (Spring 2005) at 
  http://www.webpages.uidaho.edu/~mbolin/weiner.htm
- Students will be assigned sections of Atkins, Stephen E. The Academic Library in the American University (2003) to quickly summarize in class. Full text available at
  http://digicoll.library.wisc.edu/cgi-bin/History/History-idx?type=header&id=History.AcadLib
  (six chapters and conclusion)
- Noodle Around on the following sites:
  
  ACRL (Association of College and Research Libraries).
  http://www.ala.org/ala/mgrps/divs/acrl/index.cfm?Section=acrl

  ARL (Association of Research Libraries)
  http://www.arl.org/

  “The Oberlin Group” of Libraries
  http://www.oberlingroup.org/

  HBCU Library Alliance
  http://www.hbculibraries.org/

  Students will be assigned to reading groups A or B.

Class 3) May 24  Academic Libraries: The Mission (If you choose to accept it . . . )

- Budd text, Chapters 6
- Look over the “Selected Findings” from the NCES Academic Libraries Survey 2008. Available at
  http://nces.ed.gov/pubs2010/2010348/findings.asp

In-class activity: mission statements, goals, and organizational charts. A comparison and reflection.

*Deadline for students to identify the issue that they will be writing their 10-page paper about.*

**Class 4) May 26**  
**Scholarly Communication, Data Management Plan Mandates, and Institutional Repositories**

• Budd text, Chapter 4
• Review the SPARC Web site closely. Especially pay attention to ‘‘Right to Research’’ materials at the resources for students made available at [http://www.righttoresearch.org/](http://www.righttoresearch.org/)
• Skim the Open Access Directory available at [http://oad.simmons.edu/oadwiki/Main_Page](http://oad.simmons.edu/oadwiki/Main_Page)
• Reading Group A: Watch ARL’s Webcast: Tyler Walters and Katherine Skinner, ‘‘Digital Curation for Preservation,’’ at [http://www.youtube.com/user/arladmin#p/f/6/mrys17cfg](http://www.youtube.com/user/arladmin#p/f/6/mrys17cfg)

Class visitor: Chuck Thomas, Lead Senior Program Officer, Institute of Museum and Library Services

**Class 5) May 31**  
**The Academic Library as Place**

Library as Place: Rethinking Roles, Rethinking Space (CLIR, 2005)

Joan Lippincott, Linking the Information Commons to Learning, Available at
http://www.educause.edu/learngspacesch7

Watch the TED lecture by Liz Coleman on Reinventing Liberal Arts Education
http://www.ted.com/talks/lang/eng/liz_coleman_s_call_to_reinvent_liberal_arts_education.html

Students will find one article in the professional/scholarly literature concerning
learning/information commons in academic libraries and come to class prepared to summarize.

Class activity: Group design of library learning spaces and discussion.

Class 6) June 2  Academic Libraries in Support of Distant Education/Virtual Services

- Budd text, Chapters 8 and 9
- Each student will use online resources provided by Catholic University’s library to find
and informally (and briefly) summarize in class one article/blog posting, etc. on virtual
reference in an academic library setting (video conferencing, chat, instant messaging, etc.)
- Jake Carlson and Ruth Kneale, “Embedded Librarianship in the Research Context:
Navigating New Waters,” College and Research Library News (March 2011). Available at
http://crln.acrl.org/content/72/3/167.full
- Carol Tenopir, Use and Users of Electronic Library Resources: An Overview and Analysis
of Recent Research Studies (CLIR, 2003) available at
http://www.clir.org/pubs/reports/pub120/contents.html Read only the conclusions section
- View the Community College of Vermont’s 3-minute video regarding its embedded
librarian program on Youtube. Available at
http://www.youtube.com/watch?v=UxImgeQTOwQ
- View ARL’s archived Webcast, “Transformative Issues for Special Collections in ARL
Libraries (July 7, 2009) Available at http://www.youtube.com/user/arldadmin#p/f/22/fdS6-RKuNBY

Library Online Presence Paper due.

In-class Activity: Students will share the findings regarding from their library online presence analysis via
informal class discussion.

Class 7) June 7  The People In The Stacks: The Evolving Library Staff, Students, Star
Professors, and Other Stakeholders

- Budd text, Chapters 10 and 11
- Skim through slides for Meredith Wolnick’s Powerpoint slides: “You Don’t Say; Students
at the University of Virginia Come Clean When Asked, ‘What are You Doing and How


- Faculty Expectations Article


Class 8) June 9 Telling the Story and Getting’ it Done: An Exploration of a Couple of Practical Skills

Skill 1: Outreach and Public Relations in an Academic Library Setting


- Listen to the podcast: Jason Kramer talks about the most important thing academic libraries can do to make their lobbying successful (Audio file opens in Windows Media) Elsevier Connect podcasts. Available at http://www.elsevier.com/wps/find/librariansinfo.librarians/libr_multimedia


- Skim ALA’s John Cotton Dana Award winner information http://www.hwwilson.com/jcdawards/nw_jcd.cfm

- View two academic library publicity videos on Youtube: A suggestion: Barton College Library’s “Welcome to the Library” Part 1 and Part 2 http://www.youtube.com/watch?v=wqgNm1vY2kk and http://www.youtube.com/watch?v=rh66xgr8d7Y

Skill 2: Project Management in an Academic Library Setting


- Readings to be determined: according to Dr. Ball
Class Visitor: Mary Alice Ball, Senior Program Officer, IMLS

Issues Paper Due

Class 9) June 14  Measuring What We Do: Assessment and Evaluation

- Carol Tenopir, “University Investment in the Library: What’s The Return? A Cas Study at the University of Illinois, urbana-Champaign,” Available at http://libraryconnect.elsevier.com/whitepapers/0108/lcwp010801.html
- ARL (2011) Statistics & Assessment. http://www.arl.org/stats/annualsurveys/arlstats/. Browse this site, to get a feel for the purpose. Focus mainly on looking at the most recent annual releases of ARL statistics. Also look at the ARL “New Measures & Assessment Initiatives” to learn about the extent of efforts to move away from “input” measures to “output” measures and other measures of quality and productivity (http://www.arl.org/stats/initiatives/index.shtml)
- Look at the recent topics covered by the library assessment blog: http://www.libraryassessment.info/
- Explore the LibQual Website http://www.libqual.org/home
- Watch the video on the ARL Balanced Scorecard Webcast at http://www.youtube.com/user/arladmin#p/f/0/IixRNcNYSKU

In-class activity: “Issues” presentations #1

Class 10) June 16  Instructional Roles and Information Literacy

- Explore the Rubric Assessment of Information Literacy web Site. Available at http://railsontrack.info/rubrics.aspx?catid=14 A project directed by megan Oakleaf at Syracuse University
- Look over the Web site of the Instruction Section of ACRL http://www.al.org/ala/mgrps/divs/acrl/about/sections/is/index.cfm
- Other readings to be determined by class visitor

In-class activity: “Issues presentations #2

Class visitor: Linda Blake, Science and E-journals Librarian, West Virginia University

Class 11) June 21st  Class presentations

- Student Library Instruction Demonstration
Class 12) June 23rd Class presentations

- Student Library Instruction Demonstration

Bibliography

ALA ALA’s John Cotton Dana Award winner information
http://www.hw wilson.com/jcdawards/nw_jcd.cfm

http://www.ala.org/al a/mgrps/divs/acrl/index.cfm?Section=acrl


ARL “New Measures & Assessment Initiatives” to learn about the extent of efforts to move away from “input” measures to “output” measures and other measures of quality and productivity (http://www.arl.org/stats/initiatives/index.shtml)


*Educause Review*; journal available at [http://www.educause.edu/pub/er](http://www.educause.edu/pub/er)


Hallmark, Elizabeth Kennedy, Laura Schwartz, Loriene Roy, “Developing a Long-range and Outreach Plan for your Academic Library: The Need for a marketing Outreach plan,” College and Research Libraries News (February 2007) available at [http://crln.acrl.org/content/68/2/92.full.pdf+html?sid=9048e2b7-9c5e-4998-b9c4-345026ae86426](http://crln.acrl.org/content/68/2/92.full.pdf+html?sid=9048e2b7-9c5e-4998-b9c4-345026ae86426)


Jason Kramer talks about the most important thing academic libraries can do to make their lobbying successful (Audio file opens in Windows Media) Elsevier Connect podcasts. Available at [http://www.elsevier.com/wps/find/librariansinfo.librarians/libr_multimedia](http://www.elsevier.com/wps/find/librariansinfo.librarians/libr_multimedia)
Lippincott, Joan Lippincott. *Linking the Information Commons to Learning*, Available at http://www.educause.edu/learningspacesch7


Open Access Directory http://oad.simmons.edu/oadwiki/Main_Page


*University Business; e-journal available at http://www.universitybusiness.com/


Wolnick, Meredith. “You Don’t say; Students at the University of Virginia Come Clean When Asked, ‘What are you doing and how can we help,’” Presentation at Library Assessment Conference 2010. Available at http://libraryassessment.org/bm~doc/ball_matt.pdf

* For courses in which both graduate and undergraduate students are permitted to enroll, two separate syllabi are required that should reflect the additional requirements for students taking a course for graduate credit.
This course is based upon syllabi created by Julia Gelfand, School of Information Resources and Library Science at the University of Arizona; Trudi Hahn, College of Information, University of Maryland at College Park; William C. Robinson, School of Information Sciences, University of Tennessee; Yunfei Du, School of Library and Information Sciences, University of North Texas; John B. Hall, iSchool, Drexel University; Ravonne Green, Dept. of Library Science, Valdosta State University; and Bruce Hulse, School of Library and Information Science, Catholic University of America.