Three (3) Credit Hours
No Prerequisites Required.

Classroom
The class will meet in Aquinas Hall Room 102
5:00pm-8:20pm, Tuesdays and Thursdays from May 14 - Jun. 23rd

Instructor contact information:

Kevin Cherry, PhD  Adjunct Instructor
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Office Hours: By appointment.

I am a senior program officer at the Institute of Museum and Library Services (IMLS). One of the three, federal, cultural grant-funding agencies, IMLS is the chief source of federal support for the nation’s libraries and museums. At IMLS, I help coordinate the 21st Century Librarian Grant Program, which provides funds to eligible “library entities,” supporting education and continuing education activities (scholarships, workshops, etc.). Before coming to IMLS, I taught “foundations” and “special topics” in a college of education’s school library media program (as a non-school library person). Before that I was the consultant for special collections at the State Library of North Carolina (N.C. Department of Cultural Resources). As consultant for special collections, it was my job to serve the many small and often volunteer-run libraries, archives, and (sometimes) museums in the state through professional development programming consulting. In this position, I also served as the first project manager for NC ECHO, the statewide digitization program. I came to North Carolina’s state library agency after having worked as Local History and Genealogy Librarian (also known as the “county historian”) at Rowan Public Library in Salisbury, NC. There, I ran a medium-sized local history collection containing manuscripts, rare books, and reference materials. We also maintained an active oral history program. In addition to these positions, I have also worked as a manuscripts processing supervisor at the Southern Historical Collection at the University of North Carolina at Chapel Hill and as a reference librarian at a community college learning resource center. My experience with academic libraries has revolved around their special collection and information literacy instruction functions.

Course Catalog Description:
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.

Also, bookmark and regularly skim ACRLog—the blog of ACRL. It is located at http://acrlog.org/categories/information-literacy/

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 May 31st
   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 7th
   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 12th
   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
   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](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. One tool that might help you: Jenny Dale and Amy Harris Houk’s “The Teaching Librarians toolkit” available at [http://www.loexconference.org/program/presentation_files/teachinglibrarian toolkit.pdf](http://www.loexconference.org/program/presentation_files/teachinglibrarian toolkit.pdf)
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.
- 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): “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 and 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 15  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 17th  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 22  Academic Libraries: The Mission (If you choose to accept it . . .)

• Budd text, Chapters 6


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

Class drafts a mission statement. . . for a large academic research library, a community college library, a liberal arts college library

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

**Class 4) May 24**  
**Scholarly Communication, Data Management Plan Mandates, and Institutional Repositories**

• Budd text, Chapter 4


• Read Peter Suber, “Open Access Over” on the Open Access blog, Available at [http://www.earlham.edu/~peters/fos/overview.htm](http://www.earlham.edu/~peters/fos/overview.htm) Explore some of the other resources on this blog.

• 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)


Class 5) May 29  The Academic Library as Place

- Group B. read: Joan Lippincott, Linking the Information Commons to Learning, Available at http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume41/ChangingaCulturalIconTheAcademy/158029
- 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) May 31  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.)
- Group B read: 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


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 5  The People In The Stacks: The Evolving Library Staff, Students, Star Professors, and Other Stakeholders

- Budd text, Chapters 10 and 11

In-class activity: Exploration and discussion of academic job ads. Who are the libraries looking for?

Class 8) June 7  Telling the Story and Gettin’ it Done: An Exploration of a Couple of Practical Skills

Skill 1: Project Management in an Academic Library Setting


Skill 2: 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=th66xgr8d7Y


Issues Paper Due

Class 9) June 12 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/IixRNCYISKU

In-class activity: “Issues” presentations #1

**Class 10) June 14  Instructional Roles and Information Literacy**

- Explore the Website of North Carolina State University’s Instruction toolkit for textiles and Engineering Services. Available at [http://www.lib.ncsu.edu/instructiontoolkit/](http://www.lib.ncsu.edu/instructiontoolkit/)
  Especially read the brief philosophy behind the program located at [http://www.lib.ncsu.edu/instructiontoolkit/aboutprogram.html](http://www.lib.ncsu.edu/instructiontoolkit/aboutprogram.html)
  A project directed by megan Oakleaf at Syracuse University
- Look over the Web site of the Instruction Section of ACRL [http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/index.cfm](http://www.ala.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 11) June 19th  Academic Library Special Collections**

- Explore the Web site of the Rare Books and Manuscripts Section (RBMS) of ACRL located at [http://www.rbms.info/](http://www.rbms.info/)
  Look at lasts issue of newsletter posted online: [http://www.rbms.info/publications/newsletters/index.shtml](http://www.rbms.info/publications/newsletters/index.shtml)
- Look over quickly Celebrating Research: Rare and Special Collections from the Membership of Association of Research Libraries. Available at [http://www.celebratingresearch.org/](http://www.celebratingresearch.org/)
- Group A: Watch introductory video to special collections at East Carolina University. Available at [http://media.lib.ecu.edu/spclcoll/quiz/sctutorials.cfm](http://media.lib.ecu.edu/spclcoll/quiz/sctutorials.cfm)
- Group B: watch video about special collections at University of Denver’s Penrose Library. Available at [http://library.du.edu/penrosepen/video-about-special-collections-archives](http://library.du.edu/penrosepen/video-about-special-collections-archives)
- If you like those, watch one on the Southwest Collection at Texas tech: [http://www.youtube.com/watch?v=0TXgr8fgo4k](http://www.youtube.com/watch?v=0TXgr8fgo4k) or UC Davis
Each student will use the Web to find and read two special collection development policies. Print them out and bring to class for discussion.

- Look at RBMS bibliography on Digitization in Special Collections: [http://www.rbms.info/committees/task_force/digitization/discbiblio.shtml](http://www.rbms.info/committees/task_force/digitization/discbiblio.shtml)

In-class activity: exploration of online special collection materials.

**Class 12) June 21st Class presentations**

- Student Library Instruction Demonstration

**Bibliography**

ALA ALA’s John Cotton Dana Award winner information


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)


Cervone, H. Frank. ‘Good project Managers are ‘Cluefull’ rather than Clueless,” OCLC Systems & Services, 24(2007): 30-34


Educause Review; journal available at http://www.educause.edu/pub/er


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


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

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


Suber, Peter. “Open Access Over” on the Open Access blog. Available at http://www.earlham.edu/~peters/fos/overview.htm


*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.