

**File =2018 UKY\646 Syllabus Dec 30**

**LIS 646 Academic Libraries Spring 2018 Syllabus  
School of Information Science, University of Kentucky**

**Instructor**

Keith Swigger, Ph.D.

Office Hours: Please email me to make an appointment for a telephone call

Email Address: kswigger@alumni.uchicago.edu

**Format:**

This is an asynchronous online course. There will be no on-campus or synchronous meetings.

**Course Description**

LIS 646 examines historical development of academic libraries and their roles in higher education. Topics considered include the environment of academic libraries, organization and management needs of client groups, information resources and services provided to clients; and issues, trends, and developments in academic libraries. Pre-requisite: LIS 601 or consent of instructor.

**Course Objectives**

By the end of the semester, students will have demonstrated knowledge of the following:

- the information needs and uses of members of the academic community
- the role of academic libraries within institutions of higher education
- trends and issues relating to higher education and academic librarianship
- services provided by academic libraries
- competencies of academic librarians

**Assigned readings** will be available from the University Library or online. There is no textbook to purchase.

## Summary

### Course Modules: Topics and Dates

Module 1	Introductions, The Syllabus, Questions and Comments	January 10-15
Module 2	An Overview of Higher Education	January 16-22
Module 3	Brief Look at the Condition of Academe	January 23-29
Module 4	Academic Culture	January 30-February 5
Module 5	Governance	February 6-12
Module 6	The System of Scholarly Communication	February 13-19
Module 7	Libraries as part of the system	February 20-26
Module 8	Library Users	February 27-March 9
Module 9	Collections	March 20-26
Module 10	Services	March 27-April 2
Module 11	Concerns about the future	April 3-9
Module 12	Library Organization, Management and Facilities	April 10-16
Module 13	Funding and Budgets	April 17-23
Module 14	Personnel	April 24-30
Module 15	Final Exam	May 1-4

### Assignments: Topics and Due Dates

Discussion fact postings	end of modules 5-14
Academic Issue Analysis	February 12
Information Needs/Behaviors of Academic Library Users	March 26
Academic Librarians' Competencies Report	April 30
Final exam	May 4

### Grading Scale

Grading scale for graduate students (no D for Grad Students):

90 - 100% = A

80 - 89% = B

70 - 79% = C

Below 70% = E

## Course Policies and Guidelines

### Attendance

Online attendance is indicated by participation in discussion forums and completion of assignments.

### Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### Academic Integrity

University policy is that students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at

[drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

### **Integration of Syllabus with UK Educator Preparation Unit Themes**

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

### **Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology**

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

### **Technology Information & Resources**

Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. If you need more immediate assistance, please contact UKIT.

#### **Information Technology Customer Service Center (UKIT)**

<http://www.uky.edu/UKIT/>; 859-218-4357

#### **Library Services & Distance Learning Services**

Carla Cantagallo, DL Librarian.

Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6), Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)

DL Interlibrary Loan Service:

[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

For more resources about online classes and student resources, visit  
<http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources at <http://ci.uky.edu/sis/students/techtips>

### **Military Members and Veterans**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

## **Calendar of Classes, Sessions, Activities, Readings, Examinations & Assignments**

### **Course Calendar, Topics, and Readings**

*(Subject to revision as the course progresses)*

The course is organized as 15 Modules, or units, each lasting about a week.

In addition to items presented in this Syllabus, additional readings and tasks may be posted for each Module. Begin each Module by reading instructor comments for that Module. New Modules begin each Tuesday except in the case of holidays.

For most modules, I will post a brief essay. These essays, and my comments in the Discussion, are my intellectual property and are not to be quoted or copied or distributed in any way outside this course. Likewise, what you post to the Discussion is your intellectual property.

### **Module 1: Introductions, The Syllabus, Questions and Comments**

#### **January 10-15**

Participants will introduce themselves; students may pose questions about the Syllabus and the course.

### **Module 2: An Overview of Higher Education**

#### **January 16-22**

Read this week's issues of Insidehighered.com.

Explore *The Chronicle of Higher Education Almanac, 2017*

Explore the *Digest of Educational Statistics* especially chapters 1, 3, and 7,  
[https://nces.ed.gov/programs/digest/2016menu\\_tables.asp](https://nces.ed.gov/programs/digest/2016menu_tables.asp)

Read about education in the US in *Condition of Education* with particular attention to the introductory material and to chapter 4, Postsecondary Education.  
<https://nces.ed.gov/pubs2017/2017144.pdf>

Explore the *Carnegie classification of institutions of higher education*. Follow the links for Definitions and Listings, and experiment with the “lookup” tool.  
<http://carnegieclassifications.iu.edu/index.php>

### **Module 3: Brief Look at the Condition of Academe**

#### **January 23-29**

Read:

This week's issues of Insidehighered.com.

The authority on the history of higher education is Professor John R. Thelin, UK College of Education. His book, *History of American Higher Education* (2d edition, Johns Hopkins Press, 2011), is the standard work. Academic librarians should read the book at some point.

For this module, read an article to which Professor Thelin contributed, "Higher Education in the US - Historical Development, System," at <http://education.stateuniversity.com/pages/2044/Higher-Education-in-United-States.html>

A useful time line is available online from James Forest & Kevin Kinser, *Higher Education in the United States: An Encyclopedia*. New York: ABC-CLIO Publishers, 2002, [http://www.higher-ed.org/HEUS/Important\\_Events.pdf](http://www.higher-ed.org/HEUS/Important_Events.pdf). An internet search will retrieve other time lines. Through their selection of important events, you can see the various authors' foci and perspectives on the history of higher education.

US Government Accounting Office, *Contingent Workforce*. October 2017. <http://www.gao.gov/assets/690/687871.pdf>

## **Module 4: Academic Culture**

### **January 30-February 5**

Read:

This week's issues of Insidehighered.com.

Visit the website of the American Association of University Professors ([www.aaup.org](http://www.aaup.org)). Click on the "Issues" link and read descriptions of issues of concern to AAUP, in particular <https://www.aaup.org/issues/faculty-work-workload/what-do-faculty-do>

Also read (with a critical eye) "Higher Education in the US" in wikipedia, [https://en.wikipedia.org/wiki/Higher\\_education\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Higher_education_in_the_United_States)

Read the Southern Association of Colleges and Schools, *Principles of Accreditation: Foundation for Quality Enhancement*, <http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf> .

A proposed revision is at <http://www.sacscoc.org/2017ProposedPrinciples.asp> along with an implementation plan for the new standards.

Assignment: Select a specialized accrediting agency (see a list at [http://www.ed.gov/admins/finaid/accred/accreditation\\_pg8.html](http://www.ed.gov/admins/finaid/accred/accreditation_pg8.html) or a regional accrediting agency (see a list at the Council for Higher Education Accreditation (CHEA), [www.chea.org/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=38&MenuKey=main](http://www.chea.org/4DCGI/cms/review.html?Action=CMS_Document&DocID=38&MenuKey=main)

Locate the agency's standards for accreditation and within the standards find the standard(s) relating to the library. Summarize and post the relevant information to the Threaded Discussion on Accreditation in this Module. Please summarize; do not copy/paste the whole section. Also post your comments about the perceived role and functions of the library and of librarians which are implicit in the standard. Please do not duplicate information about an agency that has already been posted by another student. But please do feel free to make comparative comments and to ask questions about one another's postings.

## **Module 5: Governance**

### **February 6-12**

Read:

This week's issues of Insidehighered.com.

Read descriptions of state models of governance of higher education at <https://www.ecs.org/postsecondary-governance-structures/> Select two states of interest to you and post for the group your comments on what you see as critical similarities and critical differences between the states.

Look at some college and university organization charts (google that phrase). Note the position of the library in the organizational structures. Post your comments to the Discussion.

## **Module 6: The System of Scholarly Communication**

### **February 13-19**

Read:

This week's issues of Insidehighered.com.

Christine Wolff, Alisa B. Rod, Roger C. Schonfeld, *Faculty Survey 2015*.  
[http://www.sr.ithaka.org/wp-content/uploads/2016/03/SR\\_Report\\_US\\_Faculty\\_Survey\\_2015040416.pdf](http://www.sr.ithaka.org/wp-content/uploads/2016/03/SR_Report_US_Faculty_Survey_2015040416.pdf)

Christine Wolff, *Ithaka S-R US Library Survey 2016*.  
[http://www.sr.ithaka.org/wp-content/uploads/2017/03/SR\\_Report\\_Library\\_Survey\\_2016\\_04032017.pdf](http://www.sr.ithaka.org/wp-content/uploads/2017/03/SR_Report_Library_Survey_2016_04032017.pdf)

## **Module 7: Libraries as part of the system**

### **February 20-26**

Read:

This week's issues of Insidehighered.com

“Best College Libraries.”

<https://www.princetonreview.com/college-rankings?rankings=best-college-library>

Association of Research Libraries. “About” <http://www.arl.org/about#.WhS4xyZX3IU>  
ARL is a subset of academic libraries, but an influential one. Exploration of its website is fruitful.

Association of College and Research Libraries. “About ACRL”  
<http://www.ala.org/acrl/aboutacrl> ACRL is a Division of the American Library Association.  
Exploration of its website is fruitful.

Sharon Gray Weiner, “The History of Academic Libraries in the United States: a Review of the Literature,” *Library Philosophy and Practice* 7:2 (Spring 2005).  
<http://www.webpages.uidaho.edu/~mbolin/weiner.htm>.

Patricia A. Frade, “The University Library: The Center of a University Education?” *Portal: Libraries and the Academy* 6:3 (2006): 327-346.

Christopher J. Shaffer, 2013. “The Role of the Library in the Research Enterprise,” *Journal of eScience Librarianship* 2:1 (2013): e1043. <http://dx.doi.org/10.7191/jeslib.2013.1043>

ACRL, *Standards for Libraries in Higher Education*.  
<http://www.ala.org/acrl/standards/standardslibraries>

For data collection, see <https://nces.ed.gov/ipeds/Section/Alscenter>

## **Module 8: Library Users**

### **February 27-March 9**

Read:

This week's issues of Insidehighered.com.

Karen Rupp-Serrano and Sarah Robbins, “Information-Seeking Habits of Education Faculty,” *C&RL* 74:2 (March 2013): 131-141.

D. Christopher Brooks. *ECAR Study of Undergraduate Students and Information Technology, 2016*. Research report. Louisville, CO: ECAR, October 2016.  
<https://er.educause.edu/~media/files/library/2016/10/ers1605.pdf?la=en>

Lars Christiansen, Mindy Stompler and Lyn Thaxton, “A Report on Librarian-Faculty Relations from a Sociological Perspective,” *Journal of Academic Librarianship* 30:2, 116-121.

Judy Arendt and Megan Lotts, “What Liaisons Say about Themselves and What Faculty Say about Their Liaisons, a U.S. Survey,” *Portal: Libraries and the Academy* 12:2 (April 2012).

MLA Office of Research. *Employment Trends in the Higher Education Workforce: IPEDS Data on Growth in Administrators, Other Nonteaching Professionals, and the Faculty*. <https://mlaresearch.mla.hcommons.org/2016/11/17/employment-trends-in-the-higher-education-workforce-ipeds-data-on-growth-in-administrators-other-nonteaching-professionals-and-the-faculty/>

## **Module 9: Collections**

### **March 20-26**

Read:

This week's issues of Insidehighered.com.

David W. Lewis, "From Stacks to the Web: The Transformation of Academic Library Collecting," *C&RL*, 74:2 (March 2013): 159-176.

David W. Lewis, "The History and Future of Academic Library Collecting." September 2013. [http://www.ub.umu.se/sites/default/files/dokument/Vi\\_koper\\_allt\\_Lewis\\_2.pdf](http://www.ub.umu.se/sites/default/files/dokument/Vi_koper_allt_Lewis_2.pdf)

Tony Horava, Michael Levine-Clark, (2016) "Current trends in Collection Development Practices and Policies," *Collection Building*, 35:4 (2016): 97-102.

<https://doi.org/10.1108/CB-09-2016-0025> Permanent link to this document:  
<https://doi.org/10.1108/CB-09-2016-0025>

The annual Charleston Library Conference is an excellent venue for state of the art discussions about acquisitions and collections in academic libraries. Purdue University hosts the papers presented. At the web site, select the 2016 presentations (2017 papers are not posted as I write this) then browse/read the papers on collection topics of most interest to you.

<http://docs.lib.purdue.edu/charleston/> I recommend "An Infographic Is Worth a Thousand Words: Using Data Visualization to Engage Faculty in Collection Strategies," by Beth D. Bohstedt, <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1841&context=charleston> (or follow the links, 2016 to Analysis and Assessment to the third paper)

## **Module 10: Services**

### **March 27-April 2**

Read:

This week's issues of Insidehighered.com.

ACRL. Guidelines for University Library Services to Undergraduate Students  
<http://www.ala.org/acrl/standards/ulsundergraduate>

ARL. *New Roles for New Times: Research Library Services for Graduate Students*.

<http://www.arl.org/storage/documents/publications/nrnt-grad-roles-20dec12.pdf>

ARL. Service Trends in ARL Libraries.

<http://www.arl.org/storage/documents/service-trends.pdf>

2015 *Bridging the Librarian-Faculty Gap in the Academic Library Survey*.

<http://lj.libraryjournal.com/downloads/2015-bridging-the-librarian-faculty-gap-in-the-academic-library/>

## **Module 11: Concerns about the future**

### **April 3-9**

Read:

This week's issues of Insidehighered.com.

EDUCAUSE Horizon Report 2017 Higher Education Edition.

<http://cdn.nmc.org/media/2017-nmc-horizon-report-he-EN.pdf>

ACRL Research Planning and Review Committee. 2016 top trends in academic libraries: A review of the trends and issues affecting academic libraries in higher education. *College & Research Libraries News*, 77:6 (June 2016).

<http://crln.acrl.org/index.php/crlnews/article/view/9505/10798>

doi:<https://doi.org/10.5860/crln.77.6.9505>.

ACRL Research Planning and Review Committee. Environmental Scan 2017.

<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/EnvironmentalScan2017.pdf>

Scott Jaschik and Doug Lederman, *The 2017 Inside Higher Ed Survey of Faculty Attitudes on Technology*. Available at

<https://www.insidehighered.com/booklet/2017-survey-faculty-attitudes-technology>

Association of Research Libraries. *ARL Statistical Trends*.

<http://www.arl.org/focus-areas/statistics-assessment/statistical-trends#.WhS3oyZX3IU>

## **Module 12: Academic Library Organization and Management and Facilities**

### **April 10-16**

Read:

This week's issues of Insidehighered.com.

Read the presentations relating to management at the 2013 and 2015 Charleston Conference, <http://docs.lib.purdue.edu/charleston>

National Institute of Building Sciences. *Whole Building Design Guide, Academic*

*Libraries* [http://www.wbdg.org/design/academic\\_library.php](http://www.wbdg.org/design/academic_library.php) Follow each link to at least one level, then explore as your interests guide you.

Read topics at ACRL Academic Library Building Design  
<http://acrl.libguides.com/buildingresources>

Library Leadership and Management Association (LLAMA). *Leadership and Management Competencies*. <http://www.ala.org/llama/leadership-and-management-competencies>

University of Kentucky Library Dean Search. <https://ukjobs.uky.edu/postings/166846>

### **Module 13: Funding and Budgets**

**April 17-23**

Read:

This week's issues of Insidehighered.com.

Ginder, Scott A., et al. *Enrollment and Employees in Postsecondary Institutions, Fall 2014; and Financial Statistics and Academic Libraries, Fiscal Year 2014: First Look (Provisional Data)*. US Department of Education, National Center for Education Statistics, 25 Nov. 2015, <http://nces.ed.gov/pubs2016/2016005.pdf>.

Go to the NCES Library Statistics Program at <http://nces.ed.gov/surveys/libraries/academic.asp>, and become familiar with the Data Tool for Comparing Academic Libraries (click on Data Tools and follow the instructions). The data used are from 2012 survey but they are still useful to compare libraries, keeping the date of data in mind as a caution. One hopes that eventually the Department of Education will restore this tool to full usability and currency.

ARL Statistical Trends.  
<http://www.arl.org/focus-areas/statistics-assessment/statistical-trends#.WhS6MyZX3IU>  
Examine the links to various tables and graphics.

### **Module 14: Personnel**

**April 24-30**

Read:

This week's issues of Insidehighered.com.

Rachel A. Fleming-May and Kimberly Douglass, "Framing Librarianship in the Academy: An Analysis Using Bolman and Deal's Model of Organizations," *College & Research Libraries*, 75:3 (May 2014): 389-415. <http://crl.acrl.org/index.php/crl/article/view/16368> DOI: <https://doi.org/10.5860/cr113-432>

Melanie Clark, Kimberly Vardeman, and Shelley Barba, "Perceived Inadequacy: A Study

of the Imposter Phenomenon among College and Research Librarians,” *C&RL* 75:3 (May 2014): 255-271. DOI: <https://doi.org/10.5860/crl12-423>

The ACRL “standards and guidelines” web site lists a number of ACRL documents relating to preparation, employment, and competencies of academic librarians. Explore these documents at <http://www.ala.org/acrl/standards> . In particular, read the following:

Academic Librarian Employment and Governance Systems, Framework for (DRAFT - June 2017)

Appointment, Promotion and Tenure of Academic Librarians, A Guideline for (June 2010)

Assessment Librarians and Coordinators, Proficiencies for (January 2017)

Certification & Licensing of Academic Librarians, Statement on the (May 2011)

Competencies for Special Collections Professionals (March 2017)

Faculty Status of College and University Librarians, Joint Statement on (October 2012)

Recruiting Academic Librarians, Guidelines for (June 2017)

For salary data relating to various positions in academe, including librarians, see the web site for College and University Professional Association for Human Resources, <http://www.cupahr.org/surveys/publications/professionals-higher-education/>

At the website, click on “select data” to see 2016 median salaries. Compare librarians’ salaries to those of other professionals in academe.

See the AAUP report *Economic Status of the Profession* at <https://www.aaup.org/report/visualizing-change-annual-report-economic-status-profession-2016-17>

Explore the ALA Joblist for academic libraries at <http://joblist.ala.org/>

## **Module 15: Final Exam**

### **May 1-4**

Final must be submitted by 5:00 p.m. May 4

## Assignments

646 Academic Libraries

### Academic Issue Analysis

Assignment: Identify a current issue concerning academia. An issue is a matter whose resolution is in dispute. Search relevant databases to find articles and other sources of information on the topic. Write an analysis of the issue. Your analysis must address these points: what is the source of the issue? what are the conflicting positions? what arguments or evidence are cited to support conflicting positions? who has stakes in the resolution of the issue (or its non-resolution)? What is at stake for each stakeholder? what events, decision, or actions will lead to resolution? Be analytical. Cite your sources. And do not take a position on the issue – analyze, don't argue. Minimum 1000 words.

### Information Needs and Behaviors of Academic Library Users

#### Due March 26

Identify a group of academic library users and write a review of professional literature about that group's information needs and/or information seeking behaviors. A review of literature identifies a topic (for example, the information needs of professors of biology) and then collects and discusses the relevant literature. You may establish the limits on the kind of literature you will select, but typically reviews include either the research literature, the policy discussion literature, or both. The relevant literature is organized according to some principle you select. For example, you might decide to organize the literature on biology professors' needs by the kinds of methodologies used in the studies, or by whether it is research or policy literature, or by the kinds of issues that arise as you read it all. Remember that you are to write a paper about information needs, not a paper about libraries.

An example of a review is Melissa Karas and Ravonne Green, "The Information Needs and Information Seeking Behaviors of Community College and Lower-Division Undergraduate Students," *Community & Junior College Libraries*, 14, number 2 (2007): 103-109. The article is not perfect, but neither is it bad – it is just an example. It is not necessarily a model you must follow. You can find some guidance about writing reviews of literature at <http://web.pdx.edu/~dbls/HowtoWriteLiteratureReview.htm>. "Information needs" and "Information seeking behavior" may be useful search terms – try them in Google Scholar, for example.

After you select a group, you may find that the literature is too large to handle (e.g., if

you select “students”) or that there isn’t much to review (e.g., if you select biology professors at small liberal arts colleges in the Midwest). If either happens, reconsider the way you identify a group. Remember that your task is to review literature, not to conduct original research.

DO NOT interview a librarian or anyone else in order to complete this task. Support your report with citations to appropriate professional literature and data sources. Minimum 1000 words, plus charts and graphics. Grade: 0 to 100 points, 20 % of final grade.

### **Academic Librarians’ Competencies**

#### **Due April 30**

The development of professional competencies has become a focus of higher education in recent years. Many professional associations have developed statements of competencies professionals should master. ACRL has not published a single comprehensive list of competencies, as some ALA divisions have, but it has published some competency statements relating to aspects of academic librarianship, and the statements published in some other divisions of ALA are relevant.

For this assignment, identify a **job** that exists in academic libraries. Keep in mind the distinction between a job and a position. A job is a work task which leads to the accomplishment of some function; the same job may exist in many organizations which have similar missions. Answering reference questions, for example, is a job. A position is a defined role in a particular organization which may include responsibility for one or more jobs; a position as “reference librarian” at a university might call upon the occupant of the position to perform the jobs of answering reference questions, providing information literacy instruction, and serving as collection development liaison to a set of academic departments.

Your report will have five parts: 1, identification of a job; 2, description of the job; 3, description of the competencies required to perform the job; 4, discussion of the methods by which the competencies are acquired in the course of professional education and by which they are continually improved after graduation from a professional school; 5, discussion of the positions within which the job is normally embedded in academic libraries, including the kinds of other jobs with which it is commonly associated within a position.

Use your research skills to explore published and public sources of information relevant to this assignment. DO NOT interview a librarian in order to complete this task. Support your report with citations to appropriate professional literature and data sources. Minimum 1000 words, plus charts and graphics. Grade: 0 to 100 points, 20 % of final grade.

### **Final Exam**

#### **Due Dec 10**

There will be a final test, which will cover the assigned materials. The test will be an “open book” test. **The exam will be open in Canvas from May 1 to May 4.** Test questions will be posted in Module 15 Final Exam. Look at the test questions, prepare your answers, then submit them. Grade: 0 to 100 points, 20% of final grade.