LIS 451 Academic Libraries   **Instructor: Laura Saunders**
Fall 2015   **Office Hours: Monday 12-1, & by appt**
Wednesday 9-11:50   **Office: P204D**
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Course Description

This course offers a survey of the development, current state, and future directions of college and university libraries. The focus will be on broad issues within a context that connects academic libraries, and their infrastructure, with their parent institutions. Such issues include managing change, scholarly communication, publishing, information technology, advocacy, evaluation and assessment, planning, budgeting, and higher education.

Course Outcomes

Building on the SLIS program learning outcomes, students in this course will further:
- Explore current and historical trends in academic libraries and critically analyze their impacts;
- Investigate, plan, and implement academic library services and resources;
- Analyze the role of the library within its parent institution and in relation to its patron communities and stakeholders;
- Practice and refine communication skills in a variety of formats, leadership skills, and critical thinking within and applied to an academic library context.

Course Outline

Date	Topic	Readings/Assignments
Introduction		
9/2	Introduction to Course & Syllabus History of Academic Libraries Intro to Academia	
9/9	Missions, Visions, & Goals ACRL Standards Understanding Audiences Organizational & Institutional Cultures Intro to grant-writing	**Readings:** ACRL Standards for Libraries in Higher Education ACRL Top Trends in Academic Libraries 2014 Weiner, *The History of Academic Libraries* Lazarev, *Mission statement and consolidation* Saunders, *Academic libraries' strategic plans* **Grant-writing:** NIH, *Developing Your Budget* UNC, *Grant proposals (or, give me the money)*
Services to Students & Faculty		
9/16	Understanding Audiences Cont'd Students Faculty	**Readings:** Enis, M. *What Makes Academic Library Patrons Tick* Porter, *Millennial undergraduate* Bell, *Understanding Millennials*

		College Mindset Schonfeld, US Faculty Survey
9/23	Collection Development: Models & Policies Challenges & Issues Information Life Cycle	**Assignments:** 1st Chair Report **Readings:** IFLA. *Guidelines for a Collection Development Policy* Goedeken, *The past, present and future* Esposito, Walker, & Ehling. *The New Supply Chain* Lewis, *From stacks to the Web*
9/30	Collection Development Cont'd Scholarly Communication e-Resources, Vendors & Contracts Open Access Guest Speaker: Ann Erdmann	**Readings:** ARL's Principles for Licensing Electronic Content Strieb & Blixrud. *State of Large-Publisher Bundles* Maron & Smith. *Current Models of Digital Scholarly Communication*.
10/7	User Services Access Research Support/Reference	**Assignment:** Mini-grant Applications Due 2nd Chair Report **Readings:** Chickering & Yang, *Evaluation & Comparison* Wexelbaum & Kille, *The relationship between collection strength* Yang & Dalal, *Delivering virtual reference*
10/14	User Services Cont'd Information Literacy & Instruction	**Assignment:** Review Mini-grants Online **Readings:** ACRL's Information Literacy Framework Julien, *Librarians' experiences* Burgess, *Teaching Students*
Management Issues & Academic Libraries		
10/21	Role of the Director Guest speaker: Daphne Harrington	**Assignment:** 3rd Chair Report **Readings:**

	Mini-grant In-class Review	Bergman, S. S. *Building Relationships* Morrison, *Environmental Scanning* Rogers, *Reaching New Horizons* Browse: Schonfeld, *Ithaka S+R US*
10/28	Workforce & Staffing Issues Hiring Training/Professional Development HR Issues	**Assignment:** Mini-grant Decisions & Feedback Due **Readings:** Kelsey, M. J. *How to Help Your Job Hunt*. Wheeler, Johnson, & Manion. *Choosing the Top Candidate*
11/4	Budgets Fundraising & Development Guest Speaker: Jeannie Patch	**Assignment:** Issue Paper Due 4th Chair Report **Readings:** Lorenzen, *Perceptions of Academic Library Development*. Rauf, *Art and Science* Woodward, *Building a donor base*
11/11	**Veteran's Day**	
11/18	Facilities Management Technology Infrastructure Guest Speaker: Aliza Levanthal	**Readings:** Cha & Kim, *What Matters for Students* Browndorf, *Student Library Ownership* Nitecki. *Space Assessment* Shill & Tonner. *Creating a Better Place*. **Suggested:** O'Kelly Library, *Goals & Planning*
11/25	**Thanksgiving Break**	
Wrap-up		
12/2	Assessment & Evaluation Future Trends, Opportunities, & Challenges	**Readings:** Gorran Farkas, *Bridges & barriers* Kelly, *Applying Return on Investment* Neal, *Still "choosing our futures"* Oakleaf, *The value of academic libraries* Stofle, *Choosing our future*
12/9	Academic Library Careers Wrap-up	**Assignment:** Committee Reports & Presentations Readings: Green, A. *What Does it Mean to be Professional?*

		Hodge & Spoor, *Congratulations! You've landed*

Grading Chart

Score	Grade
96-100	A
91-95	A-
86-90	B+
81-85	B
76-80	B-
71-75	C+
66-70	C
61-65	C-
Below 60	F

Meaning of Grades

B grade means that the work handed in is satisfactory and meets the requirements of the assignment. **B+** means that you have done more than meet the minimum requirements. An **A** grade means that the assignment is excellent. Anything below a **B** means that there were problems with the assignment meeting the minimum requirements. To view the grading system at GSLIS, go to: http://my.simmons.edu/gslis/resources/forms/policies/shtml#grades

Assignments
Please note that ALL citations for all papers should follow standard APA format for in-text citations and bibliography.

PARTICIPATION   10%
This is a seminar-style course, meaning the bulk of the course will consist of in-class discussions and activities. In order for such a course to work properly and for you to get the most out of the course, everyone needs to participate actively in every class. Complete all assigned readings and come to class ready to discuss them. Questions and debate (civil, of course) are highly encouraged.

ISSUE PAPER   15%
Goals/Purpose:
The purpose of this issue paper is to delve deeply into an academic library issue of interest to the student. Students can choose any issue or aspect of an issue that is broadly related to academic libraries. The paper will give the student a chance to explore the topic in-depth and from various perspectives, and develop a high level of familiarity/expertise in the area. The ability to locate, evaluate,

and synthesize literature, and the ability to write academic papers are both important for librarians in college and university settings. Learning outcomes for the assignment are to:

1. Identify and analyze an issue impacting academic libraries
2. Critically evaluate library literature on the issue
3. Apply problem-solving/critical thinking to present original recommendations on the topic

Guidelines:

Choose an issue that is important in academic libraries right now. This could be a topic covered in class, perhaps related to the ACRL standards, accreditation standards, *Value of Academic Libraries* report, etc., or any issue of interest to you. Review the relevant literature, browse through relevant listserv conversations, blogs, twitter feeds, etc and present a **succinct but thorough** overview of the issue. Identify the topic and its relevance/importance to academic libraries. Synthesize important positions, ideas, and theories on the topic, describe the possible impact of the issue on the field, and, if applicable, make some recommendations for how academic libraries can position themselves to deal successfully with the issue.

This paper should include your own analysis/opinion as well as a well-synthesized overview of existing thought on the topic. Writing is very important and will count toward the grade.

This paper should be about 2,000-3,000 words.

MINI-GRANT APPLICATION   **15%**

Purpose/Goals:

External funding, including grants, is an important aspect of higher education and academic librarians are increasingly expected to generate grant funding. In order to be successful grantwriters, librarians must be able to identify appropriate projects, follow the grant requirements and guidelines, and justify projects and budgets. The purpose of this assignment is to give students practical experience with the grant application process. Learning outcomes for this assignment are to:

1. Identify and develop a project proposal that meets the grant requirements
2. Develop an appropriate budget
3. Explore the grant development process

Guidelines:

You will be provided with a set of guidelines for submitting a grant proposal. You must identify an area of research or development for a library (for instance, a grant to develop a text-a-librarian service; implement surveys, focus groups, etc. to evaluate a service; create or augment a particular collection; etc.) and create a proposal for submission that meets the relevant guidelines. If you want, you can source a different grant and create a proposal based on that grant's criteria, but you must approve the grant/funding source with me at least two weeks prior to the assignment due date.

MINI-GRANT REVIEW   **10%**

Purpose/Goals

The purpose of this assignment is two-fold: first, it will give students additional experience with the grant proposal process. Reviewing peer proposals will allow students to see how their classmates identified, explained, and justified projects and give students an opportunity to learn from each other. Secondly, this review will offer students an opportunity to become even more familiar with the grant process by applying the grant guidelines and requirements to critically evaluate proposals. By choosing a grant to fund and providing feedback, students will learn more about how and why grant-makers

choose projects to fund, which can inform and strengthen any grant applications they might develop in future. Learning outcomes for this assignment are to:
1. Apply grant requirements to critically evaluate peer applications
2. Explore criteria that strengthen or hinder grant applications

Guidelines:
Students will be divided into small groups. Each group will receive 4-5 grant applications to review. Each committee must choose ONE grant to fund, with an accompanying explanation of why that grant was chosen. Each committee must also provide feedback to all applicants on why their grant was/was not funded and how they could improve their submission for next time.

COMMITTEE ASSIGNMENTS   **40% TOTAL**
Purpose/Goals:
A significant amount of work in academic libraries (and higher education in general) is done in committees. In order to be successful, committees must manage their time efficiently, develop project management skills, and work together as a team. This assignment will model academic library practice by having students work as a committee on a semester long-project. Students will be assigned a committee at the beginning of the semester. Each committee will receive a charge and will work together throughout the semester to fill their charge. At the end of the semester, each committee will submit a written and oral report detailing their activities in response to their charges. Learning outcomes for this assignment are to:
1. Develop teamwork, leadership, and project management skills in the execution of a semester long project
2. Apply professional standards and best practices in executing committee charge
3. Gain experience with budget development

Time will be allotted during each class meeting for committees to meet, but additional time outside of class will also be necessary to complete the committee charges. Committees do not necessarily need to meet in person outside of class—consider using Skype, Moodle discussion boards, chat, Facebook, etc. to facilitate meetings.

Guidelines:
Written Report   **20%**
Each committee will submit a single written report detailing how they executed their charge and met their goals for the semester. Reports might differ depending on the particular focus and charge of the committee, but all reports should include the following information:
1. Briefly describe your committee's charge
2. Detail how you carried out your charge—what decisions were made and how were they reached, what activities were carried out. For example, the space planning committee will explain how they went about evaluating existing space; how they reached a decision on what changes to make, including why those changes are important; detail what steps were taken to carry out the changes including any research (focus groups for input, research into furniture choices, literature reviews, etc.).
3. Any documentation, mock-ups, policies, etc. developed. For instance, the web development group might create a mock-up of a new web page, or the marketing group might include sample fliers or other promotional items. The search committee will include the job description for the position.
4. A detailed budget.

5. Conclusion—how will the committee assess their work/how will they know if they were successful?

Oral Presentation   **20%**

Each group will give an oral report on their committee work for the semester. This report should be approached as though you are reporting back to the library director and your colleagues at an end-of-the-year meeting or retreat. Each committee should summarize the work they did over the semester, including reviewing their goals and how they were met. Any documentation that was created during the semester should be reviewed as well. Oral reports must be *no longer* than 12 minutes with 3 minutes for Q & A.

CHAIR REPORTS   **10%**

Purpose/Goals:

As noted above, time management and team work are essential to successful committee work. Committee chairs are responsible for setting meetings and agendas, facilitating meetings, and keeping the group on task. Part of each meeting should include identifying action steps or specific activities that group members will carry out before the next meeting. Keeping minutes of each meeting is also important as it provides a record of the committee activities, and it is a way to keep administrators and other non-committee members apprised of activities. Learning outcomes for this assignment are to:

1. Practice leadership skills in facilitating a group meeting, including setting an agenda, identifying action steps, and delegating tasks
2. Help the committee move toward the achievement of charge/goals.

Guidelines:

Every two weeks, each committee must post an update of their work. During that time, students will rotate being chair of the committee. During their time as chair, each student will arrange and facilitate a meeting (in person, or online via chat, Skype, Google Groups, etc.) set an agenda, and then post a blog update including the agenda, and meeting minutes which should address the committee's activities and progress, as well as action steps for the next two-week period. **Each student** will submit **ONE** chair report.

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COMMITTEES

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Search Committee

Your library is searching for a new Assistant Director. Your committee is charged with spearheading the search and overseeing the selection from a pool of qualified candidates.

- Develop a job description
- Identify a salary range and justify
- Identify at least four outlets for advertising your job
- Source three potential candidates for your position. Explain how you found these candidates, list their major qualifications, and briefly explain why you would want to interview them.
- Create an interview itinerary: have a list of at least 15 interview questions and briefly describe why you chose each. Create a schedule showing who the applicant will meet with. Establish topic and guidelines for a presentation.
- Create a budget for search, including money to bring three candidates onto campus for interviews, (this might include money for lunches/dinners, travel, accommodations, etc).

- Committee budget is $2000

Marketing Committee

Your committee is charged with planning an outreach campaign to raise awareness/use of a specific resource or service for a target audience.

- In groups, choose a library and a resource, service, or collection within that library that you wish to highlight and a target audience you want to reach.
- Identify the goals of the marketing plan
- Identify and describe your target audience
- Identify a marketing strategy and justify that strategy for that audience
- Create the marketing tool
- Create a detailed budget
- Identify how you will assess the success of the marketing plan/tool.
- Committee budget is $3000

Space Planning Committee

Your committee is charged with assessing the current use of first floor space (or a subset of that space such as periodicals/circ, reference, etc.), and making specific recommendations for improvement.

- Thoroughly review the area, including attention to layout, furniture, space designation (what staff, resources are assigned there? Is it group or individual space? Collaborative or quiet?)
- Analyze current strengths and weaknesses of the space
- Develop at least two methods for assessing space effectiveness with patrons and/or staff
    - Include an outline proposal for implementing these methods
    - Offer a draft instrument for collecting data (i.e., survey questions, focus group questions, observation/think aloud protocols etc)
    - Develop a budget for carrying out these studies
- Develop a list of 5-10 specific suggestions for space improvement, and explain their importance/significance
- Develop a detailed budget for carrying the improvements
- Committee budget $10,000

Staff Development Committee

Your committee is charged with assessing the needs of staff to update skills or acquire training in a specific area, and making recommendations for implementing a professional development plan.

- Identify an area of training that you would like to address for your staff (specific technologies, pedagogies, customer services, policy, etc)
- Explain why this area is important to academic librarians in general and/or Beatley staff in particular
- Explain how you would assess staff needs and learning
- Identify at least two external sources of training- experts in the field who could run workshops, online trainings, conferences, etc. List these with a very brief (2-3 sentence) explanation of your choice and its appropriateness to the topic.
- Develop one in-house training to be run by the committee- this must include learning goals, an outline of the instruction module. Be sure to include:
    - An outline of topics to be addressed and goals for session
    - An outline of lecture/demonstration and/or list of

- o   An assessment tool for evaluating learning after the session
- Develop a budget for staff development
- Committee budget: $5000

Web Committee:
Your committee is charged with assessing the usability of the current web site and making recommendations for updating/change.
- Conduct a thorough review of the website and highlight strengths and weaknesses
- Be sure to address:
  - o   Overall design
  - o   Usability/navigation features
  - o   Appropriateness of content
  - o   Accessibility
- Develop at least two methods for assessing the web site and its usability with patrons
  - o   Include an outline proposal for the study
  - o   Offer a draft instrument for collecting data (i.e., survey questions, tasks for a usability test, cards for a sorting activity, etc)
  - o   Develop a budget for carrying out these studies
- Create a list of at least 5-10 specific suggestions for improving the web site, and explain their importance/significance
- Create a detailed budget
- Committee budget: $3000

Program Committee
Your committee is responsible for arranging all programming and events for the Beatley library, in support of Simmons College. This could include invited speakers, keynotes, temporary exhibits, and social events. Your charge for this year is to plan two events—they could be any sort of event, but you might consider doing one "scholarly" and one "artistic" or "social" event.
- Detail the two proposed events.
  - o   Identify the intended audience
  - o   Offer a justification for each of the events (who will it serve, what are the benefits, why should the community be interested?).
  - o   Identify any speakers/contributors, including any associated fees.
- Arrange the facilities
  - o   Where will the event be held (this includes considering how large the event is expected to be)? How will the room be arranged?
  - o   Plan the catering (note that Simmons Dining must be used for any on-campus food that totals more than $200).
- Identify at least *two* ways of marketing each event
  - o   Prepare some copy for *one* of the marketing outlets for each event.
- Create a detailed budget
- Committee Budget: $6000

Late Policy

All assignments are to be turned in on time. Late submissions are strongly discouraged. If late submission is unavoidable, arrangements should be made with me **in advance**. Without prior arrangement, late assignments will lose one point per day.

Honor Code

Simmons GSLIS expects each of its students to uphold the Honor System (http://internal.simmons.edu/students/slis/current/honor-code) and does not tolerate academic or scholastic dishonesty, such as plagiarism, cheating, or academic fraud. Penalties range from failure on the assignment, failure in the course, or dismissal from the program.

Definition of plagiarism: Intentionally or unintentionally using someone else's words, works, thoughts, or expression of ideas without giving proper credit. When a source is not cited, it is assumed that the words, works, thoughts, or ideas are the sole product of the author, i.e., the student. Plagiarism includes handing in as one's own work a paper on which a student has received extensive aid in substance and/or structure without acknowledging that help, as well as using one paper for more than one course without authorization to do so. Material used from outside readings, references, or the like, must be noted using footnotes, endnotes, or whatever notation devices are appropriate for the field of study. Direct quotations must be differentiated from text using quotation marks or by indenting or single spacing.

Academic Support

If you have a documented disability and anticipate needing accommodations in this course, it is your responsibility to register with the Disability Services office as soon as possible to ensure that requested accommodations may be implemented in a timely fashion. For more information or to request academic accommodations, contact the Disability Services Office located in Room E-108 of the Main College Building. They are available by phone at 617-521-2474 or you may email Tim Rogers at timothy.Rogers@simmons.edu.

Title IX and the Simmons College Gender-Based Misconduct Policy

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a 'Gender-Based Misconduct Policy' which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources.

Simmons College encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

Simmons College Title IX Coordinator, Regina Sherwood (for faculty/staff concerns):
Office Location: THCS Office, Room C-210 / Phone Number: (617) 521-2082
Simmons College Deputy Title IX Coordinator, Sarah Neill (for student concerns):
Office Location: Provost's Suite, in room C-219 / Phone Number: (617) 521-212

Associate Dean of Student Life and Title IX Representative, Raymond Ou:
        Office Location: Student Life in room C-211 / Phone Number: (617) 521-2125
Coordinator of Simmons Violence Prevention and Educational Outreach Program, Gina Capra:
        Office Location: Room W-003 / Phone Number: (617) 521-2118
Simmons College Public Safety
        Office Location: Lobby of the Palace Road Building
        Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the College, teacher's assistants, and supervisors at internship/field placement sites.

To view the full Simmons College Gender-Based Misconduct Policy, please go to:
https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors

Readings

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

ACRL Information Literacy Framework
http://www.ala.org/acrl/standards/ilframework

ACRL Top Ten Trends in Academic Libraries 2012. http://crln.acrl.org/content/73/6/311.full

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Lazarev, V.S. (2001). Mission statement and consolidation of the efforts of its staff. Journal of Interlibrary Loan, Document Delivery, & Information Supply 11(3), 103-112.

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Morrison, J.L. (1992). Environmental Scanning. In M. A. Whitely, J. D. Porter, and R. H. Fenske (Eds.), *A primer for new institutional researchers* (pp. 86-99). Tallahassee, Florida: The Association for Institutional Research. Available at http://horizon.unc.edu/courses/papers/enviroscan/

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