



**LIS 693: Academic Librarianship
Spring 2018 Syllabus**

Class meets Wednesdays 1:00-3:40 in Room 3G

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Course Portal: <https://lulima.hawaii.edu/portal>

Office Hours:

- Tuesdays & Thursdays 4:00-5:00.
- If possible, please e-mail me to make an appointment.

Course Description:

This elective course will help prepare students for careers in academic libraries, including an overview of the history of higher education, academic librarianship, faculty governance, research and tenure, scholarly publishing, and such emerging trends as digital humanities, and learning commons. We will also briefly explore other research libraries (such as NYPL, LC, and private research libraries) as well as community college libraries. The goal will be to encourage research and leadership in academic librarianship.

Prerequisites: There are no prerequisites, but the course is limited to students in the LIS, CALIS or CIS programs.

Textbook: There is no textbook, but students will be expected to read a number of scholarly and professional articles on academic librarianship, higher education, and related areas.

Field Trips: We will have some field trips to branch libraries and college libraries in Honolulu. We will leave campus at 1:00 and try to have the visit end by 3:40 so you can make it to your 5:00 class.

Your Grade will be earned:

Main Project	65%
Main Project Presentation	10%
Laulima Postings (6 x 3 points each)	18%

Participation	7%
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Laulima Postings:

During the course you will be expected to write 7 posts in Laulima. The first is a personal introduction (no credit), and other posts are worth 3% of your semester grade (each).

The first post (1) for credit will have you investigate academic library employment positions. A number of sites are listed on Laulima to help you find positions. You should find a few entry-level positions that relate to your dream (such as being a reference librarian in a Midwestern liberal arts college, or a cataloging / metadata job in a university overseas, or a community college reference librarian in Hawai'i). You should check out what skills they are looking for, and then reflect on your own skills, experiences. Write up some reflection on what you find. A few paragraphs should suffice. This is mainly for your own learning. This first assignment is due JAN 24th.

The remaining five posts will be in response to readings. These will be listed on Laulima in advance of the due-date.

Main Project:

There will be a few options for you to complete the main assignment for the class, which is worth 65% of your grade, plus another 10% for a presentation on your project. The aim for any of the projects is to help advance your individualized interest and expertise in academic librarianship. Projects that may be done as a group are indicated with an asterisk (*). Regardless of project, you will do a presentation to the class on your achievement on the last day of class.

Option A: One of the following approaches to **publishing an article in an academic LIS journal**:

- a1)* Collaborate on a publishable paper that might be accepted by an academic LIS journal, preferably dealing with something in the wide subject area of academic librarianship.
- a2) Create or revise an existing paper you already have so that it can be published in an LIS journal.
- a3) If you have stellar foreign language skills, translate a research article for publication. Secure permission from the original author.

Option B: Write a **thesis proposal** related to academic librarianship.

Option C*: Write a **presentation** for a national LIS academic conference. Send in the proposal and prepare presentation slides.

Option D*: Write a scholarly **research paper** exploring new trends or histories related to academic librarianship.

Option E*: Mini-internship: Work with an academic library in the state to offer one of the following:

e1)* Following ACRL standards, work with an academic library to offer an **instruction** module. Hand in your slides and a journal on learning related to the experience. (Limit 2 per group).

e2)* Create a significant exhibition for a special collection. Hand in a journal and copy of the critical annotations you prepared for the physical or digital exhibit. Also hand in a bibliography of works used to research the project, and another set for works on preparing the digital or physical exhibit.

e3)* Work with a subject specialist on a significant research project that is a new learning experience, such as creating a Special Collection finding aid or LibGuide. This should be a new learning experience.

Option F: Write a serious research **paper/ journal on academic library employment trends** and what skills are required for emerging positions in academic librarianship. Be sure to look at least 30 full position descriptions posted within the past year.

Option G: Propose your own customized learning objectives related to academic librarianship.

Grading

General Grading Criteria:

Specific grading criteria are mentioned in the instructions for each assignment, but in general I like to reward papers that are well-written, well-researched, creative, and show me that you are

integrating questions from this class and your real life experiences and readings from relevant professional literature.

Part of demonstrating professionalism includes using LIS terminology when appropriate. I also am happy if you can tie theoretical issues to the larger world as long as this supplements your LIS readings (not in lieu of them). I highly value critical thinking. Do not take everything you read or hear as truth.

Grading:

I hope that you will focus more on learning and experience than your grade in this course.

Grading Scale:

100-99 A+,	98-94 A,	93-90 A-;
89 - 87 B+,	86-83 B,	82-80 B-;
79 - 77 C+,	76-73 C,	72-70 C-;
69 - 67 D+,	66-63 D,	62-60 D-.

Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii

Students should familiarize themselves with the professional code for LIS students, which may be found on the LIS Program website.

Student Learning Outcomes

In 2017 the LIS Program revised Student Learning Outcomes and indicators. The new approach is designed to prepare the way for students to demonstrate their SLO learning as part of an e-portfolio using work from class.

As of January 2018, this elective course is not in the list of courses approved for projects that can demonstrate a project meets an SLO. This may change as the faculty are discussing what kind of evidences may be able to count towards an e-portfolio. Depending on the project you complete for the main assignment, you might be able to submit it related to learning focusing on:

SLO 1 Services: *Design, provide, and assess information services*

SLO 2 Professionalism: *Apply history and ethics to develop a professional LIS identity*

SLO 3 Resources: *Create, organize, manage and discover information resources*

SLO 4 Technologies: *Evaluate and apply information technologies*

SLO 5 Cultures: *Engage with diverse communities and/or indigenous cultures*

SLO 6 Management: *Demonstrate skills necessary to manage and work effectively within*

LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from “**Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses**”:

We will be exploring a number of research methods in this course; however, it is up to each student which research method you approach for your major assignment.

Explanation: In 2007 the LIS Program decided to make explicit the research agenda in our program, so students can chart their own development as researchers – both as graduate students and as future LIS professionals.

Course Learning Objectives

This is an advanced elective course, enabling students to:

1. To understand the role of research, and develop some familiarity with research methods, and to determine quality of qualitative and quantitative research.
2. To become familiar with scholarly publishing, peer-review, open access, and the economics of publishing.
3. To help students develop a research agenda which they can develop on in their career.
4. To become familiar with the general history of higher education in the United States over the past century, and how they have reflected different approaches to learning and scholarship.

5. To become familiar with the history of academic libraries in the past two hundred years, with an emphasis on the United States, but also in contrast with other traditions.
6. To help students prepare for employment in research libraries, and to plan a way to prepare oneself for skills needed for employment today.
7. To become engaged with some of the debates and emerging trends in academic librarianship.
8. To become familiar with differences and similarities with other forms of library work.
9. To understand the types of work involved in academic libraries, including unique roles of various types of educational organizations, such as seminaries, community colleges, online schools, research universities, as well as special academic libraries (medical schools, law schools, etc.)
10. To become familiar with the major research journals, and professional associations dealing with research libraries as well as their standards and ethical codes.
11. To become familiar with research libraries in non-academic settings, such as the Library of Congress, New York Public Library, and how they function.

It would be impossible to learn everything there is to know about academic librarianship in one semester, but this course should help prepare you for a most interesting career.

Modules

Context for Understanding Academic Librarianship

- History of Higher Education in Europe
 - Seminaries to Colleges to Universities
 - The Seminar Method
- Brief Exploration of Early Higher Education Models in Africa and Asia
- History of Higher Education in the United States
 - Colonial Higher Education and the Professions
 - The Morrill Act
 - Alternative Models (Oberlin, Antioch)
 - Progressive Era/ Wisconsin Model
 - Intellectual Freedom as an Issue (Robert Downs, Philip Keeney)
 - World War II (Farmington Plan, Federal Funding for Sciences, German materials, GI Bill)
 - Baby Boomers and Transfer from Teachers Colleges to Universities
 - War on Poverty and Cold War (and East-West Center)
 - 1960s/70s: (Vietnam War, Funding, Peace Studies, Ethnic Studies, Women's Studies)
 - Reagonomics and Changing Funding
 - The Scholarly Publishing Crisis

- Educational Philosophies over time
- Development of Scholarly Publishing
- Elements of Research and Scholarly Publishing
- The State of Higher Education in Hawaii
- Funding for Higher Education

- History of Selected Academic Libraries
 - Sorbonne
 - Oxford
 - Berlin
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- History of Higher Education in the United States
 - Colonial Libraries
 - The 1876 Smithsonian Institution Report

- Seminar Libraries
- From Debate Societies to College Libraries
- Who makes selection decisions?
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- The Morrill Act
- Intellectual Freedom as an Issue (Downs, Philip Keeney)
- World War II (Farmington Plan, Federal Funding for Sciences, German materials, GI Bill)
- Progressive Era/ Wisconsin Model
- War on Poverty and Cold War (and East-West Center)
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- Libraries and the Scholarly Publishing Crisis
- Educational Philosophies over time

Academic Librarianship as a Profession

- Tenure, Academic Freedom, Intellectual Freedom, and Faculty Governance
- Personnel: Qualifications, Structures, Getting a position
- Leadership in Academic Librarianship
 - Professional Associations, Ethics, Codes, Conferences
 - ARL
 - CRL
 - ACRL
 - Leadership Needs and Opportunities

Other Academic / Research Libraries I

- Carnegie Classifications for Higher Education
- Community Colleges and their Libraries
- Private Colleges and their Libraries
- For Profit Colleges and their Libraries

Other Academic / Research Libraries II

- Models for the Library of Congress / Smithsonian Institution
- Public and Private Research Libraries
 - New York Public Library
 - [Independent Research Libraries](#)

Contemporary Issues in Academic Librarianship

Diversity

- History
 - Tribal Colleges and their Libraries
 - Historically Black Colleges and their Libraries
 - Ethnic Studies at universities and their Library Collections
- Diversity in Academic Librarianship
- ACRL

The Scholarly Publishing Crisis

- SPARC
- The Politics of Tenure
- J-STOR
- Gordon & Breach vs. Barschall
- Digital Repositories

New Challenges and Opportunities: Digital Research and Education

- Distance Education
- Big Data and Documenting Research
- Digital Humanities
- California Digital Library

Academic Library as Place

- From Underneath the Chancellor's Desk
- "No More Alexandrias"
- Remote Storage
- Seminar Libraries or Centralized
- Study Spaces in Libraries
- Library Architecture
- The Rise and Fall of the Undergraduate Library
- Special Collections
- Academic Learning Commons

Assessing Academic Libraries

- Accreditation
- Conspectus Approach to Collection
- LibQual+

- [LibValue](#)
- [MIT](#)
- [ARL Statistics](#)
- User Experience

We'll be briefly exploring:

- ACRL [Statement on Academic Freedom](#)
- ACRL [Standards for Distance Learning Library Services](#)
- ACRL [Diversity Standards: Cultural Competency for Academic Libraries](#)
- ACRL [Joint Statement on Faculty Status of College and University Librarians](#)
- ACRL [Framework for Information Literacy for Higher Education](#)
- ACRL [Standards for Libraries in Higher Education](#)
- ACRL [Competencies for Special Collections Professionals](#)
- ACRL [Visual Literacy Standards](#)

You will be encouraged to find other relevant [ACRL standards](#) related to your own interests.

