We acknowledge that we are on the traditional, ancestral, and unceded territory of the hənq̓əmin̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education, and design, our mission is to enhance humanity's capacity to engage information in effective, creative, and diverse ways.

LIBR 575 Academic Libraries – Course Syllabus (3)

Program:	MLIS/MASLIS
Year:	Summer 2022 Term 2 (July 4–August 11)
Course Schedule:	Mondays and Wednesdays, 6:00–9:00pm
Location:	Buchanan D204
Instructor:	Ean Henninger
Office Location:	iSchool Adjunct Office, Room 489
Office Phone:	(604) 822-0051
Office Hours:	In-person Mondays 5:15-5:45pm or by virtual appointment
Email Address:	ean.henninger@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Course Goal: In accordance with the UBC mission statement and course description, the overall goal of this course is to enable students to contribute to the social, cultural, and economic progress of the community by preparing them for positions of responsibility and leadership in academic libraries. More specifically, students will be able to describe general missions and values of academic libraries, the environmental changes affecting them, and how those changes affect the current and future management of academic libraries.

FNCC Specialization: The assignments in this course can meet the requirements of the First Nations Curriculum Concentration (FNCC). If you would like to take this course for FNCC credit, please contact me to discuss this option.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Clearly delineate between community college libraries, college libraries, university/college libraries and university libraries; [1.1]
2. Clearly articulate the place and role of the library in the parent, academic institution; [1.1]
3. Outline both the threats and opportunities that developing electronic technologies pose for academic libraries; [1.3; 1.4]
4. Be able to report current trends in academic library buildings; [1.1]
5. Be able to articulate the functions and services involved in collections and access management in academic libraries, academic public services, technical services and library systems and services; [1.1; 1.2]

6. Be able to articulate the management principles and practices employed in academic libraries; [3.1; 3.2]
7. Be cognizant of professional issues in academic libraries such as faculty status, collaborative lesson planning, unionization, etc.; [1.1; 5.1; 5.2]
8. Be able to employ several performance evaluation techniques to assess the effectiveness of academic library programs; [4.2]
9. Be able to locate pertinent monographs, articles, and research reports in the field in general and on various subtopics in the literature of the field; [1.2; 4.1]

Course Topics:
- Types of academic libraries
- The role of the library in the academic community
- The history of academic libraries
- Management and professional issues
- Academic library systems and services
- Performance evaluation of academic libraries
- Interlibrary lending and borrowing
- Technical services in academic libraries
- Impacts & opportunities of electronic technologies
- Collections and access management
- Public services in academic libraries
- The academic library building

Prerequisites:
- *MLIS and Dual MAS/MLIS:* Completion of MLIS core; recommended co-requisite: 504
- *MAS:* Completion of MAS core and permission from iSchool Graduate Advisor

Course Format:
- *In class:* Lectures, guest speakers, and student-involved discussions and activities.
- *Out of class:* Assignments and participation exercises.
- Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours.

Required and Recommended Readings:
- There are no required textbooks or other purchases for this course. A list of required and recommended readings will be made available on Canvas.

Required Materials:
- None.

Course Assignments:
- All course assignments are intended to demonstrate understanding of and engagement with the course content based on the UBC Graduate Competencies:

Assignment Name	Due Date	Weight	Graduate Competencies
Final project (Proposal)	Friday, July 15	**10%**	[2.1]
Job application assignment	Tuesday, August 2	**10%**	[2.1; 2.2]
Final project (Presentation)	Tuesday, August 9	**5%**	[2.1; 2.2]
Final project (Completed)	Thursday, August 18	**35%**	[2.1; 2.2; 4.1]
Reflections (6)	Weekly on Fridays (July 8-August 12)	**24%** (6x4%)	[1.4; 2.1]
Participation (11 in-class sessions)	In class	**11%** (11x1%)	[2.1; 3.1; 5.1]
Participation (5 interstitial activities)	Weekly on Tuesdays (July 5-26 & August 9)	**5%** (5x1%)	[2.1; 5.1]

Further details and rubrics for each assignment can be found on Canvas. Brief details follow here:
- *Final project proposal:* A written summary of the intended project rationale and method.
- *Final project presentation:* A live presentation or recorded video.
- *Final project:* Can take one of five different forms (four written and one multimedia) based on students' goals and interests:
    1. Literature review and analysis paper
    2. Research project proposal
    3. Reflection/autoethnography paper
    4. Environmental scan w/context
    5. Instructional object w/context
- *Job application assignment:* A package consisting of a real job posting, a cover letter, a resume or CV, and answers to reflection questions.
- *Reflections:* Brief reflections on the week's classes that can be submitted in written, video, or audio format.
- *Participation:* Consists primarily of in-class participation supplemented by five interstitial exercises between classes that will inform in-class discussion.

Course Schedule [week-by-week]:

Topic	Date
Introductions	
1. Greetings–Syllabus and course overview–Course and career goals–Job hunting	Monday, July 4
Part I: Contexts	
2. *Internal:* Organizational structures–Labour divisions–Power dynamics–Management	Wednesday, July 6
3. *External:* Types of Institutions–Departments–Faculty–Students– Communities–Unions–Vendors–The law–Societal forces	Monday, July 11

Part II: Value(s)	
4. *Values:* Values–Ethics–Justice–Equity–Diversity–Inclusion–Accessibility–Indigenization–Decolonization	Wednesday, July 13
5. *Value:* Assessment–Evaluation–Marketing–Communications–Statistics–Reporting–Strategic planning *(halfway check-in)*	Monday, July 18
Part III: Resources	
6. *Types and development:* (E)books–Media–OERs–Special collections–Archives–Publishing–Collection development	Wednesday, July 20
7. *Mediation, access, & discovery:* Circulation–ILL–Cataloguing–Discovery–Websites–Tech services–Copyright–Repositories	Monday, July 25
Part IV: Services	
8. Reference–Instruction–Data management–Research support–Scholarly communications–Citation management	Wednesday, July 27
No class: Statutory holiday	***Monday, August 1***
Part V: Miscellany	
9. *Organizational:* Facilities–Space use–Operations–Finances–Funding–Budgeting	Wednesday, August 3
10. *Individual:* Professional development–Research–Service–Conferences–Identities–Employment–Wellbeing	Monday, August 8
Conclusions	
11. Final project presentations–Course evaluations–Farewells	Wednesday, August 10

Attendance:
- I encourage and expect class attendance as much as possible, but I am also keenly aware that people have a wide range of mental and physical health needs, care responsibilities, etc., and I trust you to be able to balance these realities with the desire to support and learn from your fellow students and me in class. Especially given the ongoing pandemic, I strongly encourage you to miss class if you are feeling unwell with what could be a transmissible illness.

- If you need to miss any class, I ask that you notify me if possible. If needed, I will seek to provide content from the class in some form and answer any questions you have. If your absence affects marked coursework, please see the section below on Academic Concession. Participation marks will not be affected by absences due to illness or emergencies.

- Participation marks are not attendance marks per se (since it is still possible to attend and not participate), but I recognize that attendance has the potential to affect them. If you are concerned about the impact that your attendance (as opposed to a lack of participation) is having on your marks and feel comfortable contacting me to explore other options, I invite you to do so.

Evaluation:
- All assignments will be marked using the evaluative criteria given on the iSchool web site. I will do my best to mark work and share feedback where appropriate within a week of the assignment deadline. Marked work will only be regraded or resubmitted in exceptional circumstances.

Late Submissions:
- The due dates given are meant to provide structure for you and time for me to review everyone's assignments, but I know that life happens. Accordingly, I will have a 48-hour grace period on assignments worth 10% or more with no need to contact me. If you need to postpone a submission further than that, please do contact me, and if you miss it entirely, please see the section below on Academic Concession.

Academic Concession:
- If you miss marked coursework for the first time (e.g. assignment, presentation, participation in class) and the course is still in progress, please contact me to find a solution for your missed coursework.

- Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation.

- If this is not the first time you have requested concession or classes are over, please consult the Faculty of Graduate and Postdoctoral Studies' webpage on academic concession and then contact me where appropriate.

Policies and Resources to Support Student Success:
- UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise, and so there are additional resources to access, including those for survivors of sexual violence.

- UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated, nor is suppression of academic freedom.

- UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances.

- UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

- Details of these policies and how to access support are available here:
  https://senate.ubc.ca/policies-resources-support-student-success

Academic Integrity:

- The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work.

- Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences.

- A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline. Academic misconduct includes cheating, plagiarism, and self-plagiarism: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959

Academic Accommodation for Students with Disabilities:

- Academic accommodations help students with disabilities or ongoing medical conditions overcome challenges that may affect their academic success.

- Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Accommodation for Students with Disabilities (Joint Senate and Board Policy).

- Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.