THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

Land Acknowledgment: We acknowledge that UBC Vancouver is on the traditional, ancestral, and unceded territory of the hən̓q̓əmin̓əm̓ 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 (3) – Course Syllabus

Program:	MLIS/MASLIS
Year:	Summer 2023 Term 2 (July 4–August 11)
Course Schedule:	Mondays and Wednesdays 6:00–8:50pm PST
Location:	Online via Zoom
Instructor:	Ean Henninger (he/him)
Office Location:	Online via Zoom
Office Hours:	Mondays 5:15-5:45pm PST or by 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 via email or office hours 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: LIBR 504

- *MAS:* Completion of MAS core; 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: 15-20 hours

Required and Recommended Readings:

- There are no required textbooks or other purchases for this course.

- A list of required and recommended readings (primarily articles) will be available on Canvas and in the Library Online Course Reserves system.

Required Materials:

- A computer with videoconferencing capabilities.

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	Suggested Due Date	Weight	Graduate Competencies
Final project proposal	Friday, July 14	10%	[2.1]
Job application assignment	Friday, July 28	15%	[2.1; 2.2]
Final project presentation	Friday, August 11	10%	[2.1; 2.2]
Final project	Wednesday, August 16	30%	[2.1; 2.2; 4.1]
Weekly packets x 5	Weekly on Fridays (July 7-August 4) except August 11	25% (5 x 5%)	[1.4; 2.1]
Asynchronous participation	Various (on Canvas)	10%	[2.1; 3.1; 5.1]

Further details for each assignment can be found on Canvas. Brief details follow here:

- *Final project proposal:* A written summary of the intended project, rationale, and methods.

- *Final project presentation:* A recorded video presentation about the final project.

- *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 and supporting materials

    5. Instructional object and supporting materials

- *Job application assignment:* A package consisting of a real job posting, a cover letter, a resume or CV, and answers to reflection questions.

- *Weekly packets:* Documents consisting of answers to reflection questions, article summaries, and other tasks as assigned.

- *Participation:* Asynchronous activities consisting of initial and check-in surveys, collaborative class notes, and responses to final project presentations.

Course Schedule:

Note: UBC strongly recommends scheduling a make-up class when two or more regular class dates are missed due to statutory holidays, as is the case here where we only have 10 out of a possible 12 sessions. We will discuss options and schedule this class on the first day of class.

Topic	Date
Week 1:	
1. Greetings–Syllabus and course overview–Course logistics–Course and career goals–Job searching	Wednesday, July 5
Week 2: Contexts	
2. *Internal:* Organizational structures–Labour divisions–Power dynamics–Management	Monday, July 10
3. *External:* Types of Institutions–Departments–Faculty–Students–Communities–Unions–Vendors–The law–Societal forces	Wednesday, July 12
Week 3: Value(s)	
4. *Values:* Values–Ethics–Justice–Equity–Diversity–Inclusion–Accessibility–Indigenization–Decolonization	Monday, July 17
5. *Value:* Assessment–Evaluation–Marketing–Communications–Statistics–Reporting–Strategic planning *(Halfway check-in)*	Wednesday, July 19
Week 4: Resources	
6. *Types & development:* (E)books–Media–OERs–Special collections–Archives–Publishing–Collection development	Monday, July 24
7. *Mediation, access, & discovery:* Circulation–ILL–Cataloguing–Discovery–Websites–Tech services–Copyright–Repositories	Wednesday, July 26
Week 5: Services & Spaces	
8. *Services:* Reference–Instruction–Data management–Research support–Scholarly communications–Citation management	Monday, July 31
9. *Infrastructure:* Facilities–Space use–Operations–Finances–Funding–Budgeting	Wednesday, August 2
No class: Statutory holiday	*Monday, August 7*
Week 6: Miscellany	
10. *Identity & career:* Professional development–Research–Service–Conferences–Employment–Wellbeing	Wednesday, August 9
11. *Make-up class:* Students' Choice—Course Evaluations—Farewells	*Time and mode TBD on first day of class*

Attendance:

- This course is designed with the online synchronous format in mind, and I encourage class attendance as much as possible. You will have the most opportunities for learning and interaction by attending live class sessions.

- I am also 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 live classes. To support accessibility and review of learning materials, I will record all classes and share slides and supplemental materials within the Canvas LMS.

- If you need to miss any class, please notify me if possible.

- Participation marks will not be affected by absences due to illness or emergencies.

- If your absence affects marked coursework, please see the section below on Academic Concession.

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 within a week of the assignment deadline or assignment receipt, whichever is later.

- Marked work will only be regraded or resubmitted in exceptional circumstances.

Late Submissions:

- The suggested due dates are meant to provide guidelines for you and time for me to review everyone's assignments, but I know that life happens and that managing condensed summer terms is especially difficult. Accordingly, I will have a 48-hour grace period on all assignments 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.

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.

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 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