

SEMINAR IN ACADEMIC LIBRARIANSHIP

INLS 841

Fall 2015

Instructor: Barbara B. Moran
Office: 211 Manning Hall
Telephone: 919 862-8067
E-mail: moran@ils.unc.edu

Class Time: 12:20-3:05 Wednesday 303 Manning Hall

Office Hours: I will be available immediately after class (except when we have faculty meetings) and I also will be available between 9:30 and 10 on most Tuesdays and Thursdays. The best way to schedule a meeting is to send me an email and we can set up an appointment to meet.

Class Description

Academic librarianship is a fast-changing profession that reflects the transformation of academic libraries in the past decade. Although the primary responsibility of supporting the parent institution's teaching, learning and research mission remains the same, the expertise and skills needed by academic librarians, their work environments, and the actual work they do have all undergone great changes. Academic libraries have had to change in response to the changes that have occurred in higher education as a whole and to the increased competition they face from commercial information providers.

This course focuses on academic libraries, primarily in the United States, but there will be some discussion of academic libraries and institutions of higher education in other countries to allow us to place the academic libraries in this country in a larger context. The primary purpose of the seminar is to provide an understanding not only of contemporary academic libraries but also of the institutions of higher education in which these libraries are located. To achieve this aim, a wide variety of topics in the area of higher education and academic librarianship will be discussed.

As you will notice, the topics being covered in the seminar are only posted for the first few classes. I want to have the chance to talk with you about the other topics

that you would like to have us cover in the class, and then the final schedule of classes will be posted. As many of you know, many academic libraries now have user-driven collection development policies and I am using that user-centric model as a way to shape what we do in this class. I have many ideas about topics to cover but I want to be sure that we are covering the topics that are of most interest and use to you. I look forward to having the chance to talk with you before I finalize the schedule.

Class Objectives

The objectives of the class are to enable the students to:

- 1) Understand the history and structure of higher education,
- 2) comprehend the place of the library in all types of institutions of higher education both now and in the future,
- 3) learn about the organization and functions of academic libraries and the roles of academic librarians,
- 4) have a chance to practice some of the skills that are unique to academic librarians. In addition to the library skills they bring to their positions, many academic librarians also need to be able to teach because they are involved in user education and may also be required to publish as part of faculty status for academic librarians in many institutions. The presentations done in 841 and the seminar paper provide opportunities to practice teaching and preparing an article for publication. Many students from past INLS 841 classes have had their seminar papers published. I will be happy to work with you if you wish to submit your paper for publication after the semester is over.

Course Requirements

The class will be conducted as a seminar. The active participation of all class members is not only encouraged but also expected. Each student will independently study some aspect of academic librarianship in depth and will share the results of that study with the class in a formal presentation that will include both an overview of the topic and leading the class in discussion. These student led classes are tentatively scheduled for the class sessions on **11/12/11/19 and 12/2**. An in-depth seminar paper will be prepared on the same topic, and all papers will be due at the end of the semester (**by 5 PM on December 7th**.) In addition, a brief (approximately 6-8 page) paper comparing and contrasting three academic libraries will be due on **October 21st**. There will be no exams in the class.

Readings

There is one required text for the class: John M. Budd's *The Changing Academic Library: Operations, Culture, Environments*, 2nd ed. (2012). The rest of the readings will come from a variety of books on reserve, journal articles, and online material.

In addition to the assigned readings, each class member will be expected to read *The Chronicle of Higher Education* weekly. The latest issue can be found in the SILS Library and also in Davis. It is also available online through UNC at <http://chronicle.com/>. Obviously, you aren't expected to read it all but I would like you to read at least a few stories each week. Some of the topics covered relate directly to academic libraries but the ones that relate to general issues in higher education will be useful in becoming familiar with the context in which today's academic libraries operate. At the beginning of most classes, we will briefly discuss some of the topics covered in the latest *Chronicle*.

Honor Code

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. The system is the responsibility of students and is regulated and governed by them, but faculty members share the responsibility and readily recommit themselves to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students or the Instrument of Student Judicial Governance. This document contains all policies and procedures pertaining to the student honor system. I encourage your full participation and observance of this important aspect of the University.

Course Policies and Requirements

1. Class participation is encouraged and expected. You are expected to participate in class and group discussions and activities and in the class listserv and discussion forums on the Web.
2. Reading assignments should be done before class to ensure better discussions and questions.
3. Assignments should be turned in at the beginning of the class on the day they are due.
4. You are expected to attend all classes or notify me if you are unavoidably absent. Although I do not call roll, I do check attendance and skipping classes is detrimental to your grade for class participation.
5. If there is something you do not understand, ask a question. If you do not want to ask during class, send me an e-mail or come by my office. The only "stupid"

questions are those that are not asked. If you do not understand something, it is very likely that many of your classmates also do not understand it.

6. The Honor Code described above is in effect in this class. If you have a question about how certain activities, especially group activities, might be interpreted under the Honor Code, please ask me.
7. A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the instructor.

Basis for Grading

Paper describing the three academic libraries you visited:	25%	(Details in the assignments section of Sakai)
Class Participation both in classes and on discussion forum	15%	
Seminar Presentation:	20%	
Seminar Paper:	40%	(See assignment section of Sakai)

To provide some additional guidelines, here is how I interpret that grading scale in INLS 841

- **H Clear Excellence** Student performance demonstrates full command of the course materials that surpasses course expectations. In INLS 841, this means that the student has contributed on a regular basis to the in-class activities, discussions, and the discussion forums with insightful comments supported by professional literature beyond that provided by the basic required readings. Command and understanding of the subject is demonstrated in the two required papers and the seminar presentation. The H student initiates issues discussions, leads in summary and conclusions, and shares knowledge with classmates. Leadership and initiative are demonstrated throughout the semester.
- **P Satisfactory Work at the Graduate Level.** Student performance meets designated course expectations, demonstrates understanding of the topics across the entire semester and supports this understanding with the required readings. The students participates in both in-class and forum discussions with relevant comments.
- **L Unsatisfactory Work.** Student performance demonstrates incomplete or inadequate understanding of course material and/or is frequently absent.
- **F Failing.** Student may continue in program only with the permission of the dean.
- **IN Incomplete.** A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the instructor.

The assignments, presentations, and class participation will be graded on the following scale:

- H 95-100%
 - P 94- 80%
 - L 70-79%
 - F 69% and below.
-