LBSC 734

Seminar in the Academic Library

Learning Outcomes

LBSC734, Seminar in the Academic Library, will explore the role of the academic library within the framework of higher education. This course will cover a wide range of topics, including planning programs and services, collection development and management, patron support, fiscal management, physical spaces, faculty partnerships, teaching, special collections, and access services. Throughout the course, we will explore the question of what it means to be an academic librarian: what has it meant in the past, what does it mean today, and what might it mean in the future? Learning assessments will focus on the development and application of practical skills. Students are encouraged to shape their projects around their interests and career goals.

After successfully completing this course students will be able to:

- describe the history of higher education in the United States and the role academic libraries and librarians have had in shaping that history
- identify the current trends in academic libraries and evaluate how these trends might impact a career in academic librarianship
- articulate the different roles and responsibilities of academic librarians, including collections development and management, patron support, outreach and collaboration, governance, scholarship, service, etc...
- recognize the rights, responsibilities, and privileges of faculty status in the academy and how this impacts academic librarianship
- identify opportunities to become involved in professional scholarship and service at local, regional, and national levels
- articulate the timeline of the academic job search and create a curriculum vitae, cover letter, and/or workplan

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit <http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record> for the Graduate School's full list of academic policies and follow up with us if you have questions.

Rachel W. Gammons

rgammons@umd.edu

McKeldin 4100C

Lindsay Inge Carpenter

linge@umd.edu

McKeldin 4100A

Class Meets

Tuesdays

6:00 - 8:45 pm

McKeldin 7120

Office Hours

Tuesdays 5:00 - 6:00 pm,
and by appointment

Course Communication

We will communicate time-sensitive information via email. Please email us to discuss questions, absences, or accommodations.

Policies & Expectations for Students

Seminar in the Academic Library will be a student-centered, inclusive, and affirmative learning space. Students are encouraged to bring their whole-selves to their learning and to shape their reflections and course projects around their own interests.

Participation: This course will be discussion-based, which means that it is important that each member of the learning community come to class prepared; having read and reflected on the readings for the week and brainstormed questions for guest speakers.

Attendance: Because the quality of the learning environment is based directly on student-participation, it is important that you attend each week. If you are unable to attend for reasons of illness, religious observance, participation in University activities at the request of University authorities, or compelling absences beyond your control, please let us know prior to class [for non-emergencies].

Classroom Environment: Our classroom environment will be respectful and collegial. We ascribe to the bell hooks' school of learning and believe that, "as a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence." Arriving late, leaving early, or failing to participate fully in the learning community impacts our collective ability to hear, recognize, acknowledge, and support one another. We understand that emails need to be sent, texts read, and there will be nights when circumstances outside of your control will make it difficult to focus. We ask that you make every attempt to be present, empathetic, and engaged in the learning space. If something calls your attention away from this experience, please return (mentally or physically) as quickly and respectfully as possible. We recognize that this class is late in the evening; please feel free to bring snacks.

Extensions: In this course, you will be setting your own deadlines for learning assessments. We ask that you consider responsibilities, schedule, and available bandwidth before committing to a deadline. Extensions will be granted on a case-by-case basis. If circumstances impact your ability to complete a learning assessment on time, please contact us as early as possible to discuss alternative arrangements. Unless you are facing an emergency situation or you receive an extension, late work will automatically be graded down by one step (e.g., an A- will become a B+) for each day that it is late. Learning assessments more than seven days late will not be accepted.

Written Work: All written work should be proofread before you submit it. Use Times New Roman 12-point font and one-inch margins. Although it is recommended that you use APA Style for in-text citations and reference lists, you may use any citation style, provided that it is consistent. See OWL at Purdue for help with APA formatting: <https://owl.english.purdue.edu/owl/resource/560/01/>

Submitting Course Work: Learning assessments are due (officially) at 11:59pm on the indicated due date through our Canvas site ("LBSC734"). We will download submissions from Canvas the morning after the due date. Please name your file using the following convention: LastName_Assign_Date (e.g. 'Smith_TeachingPhilosophy_1.08.2017'). Doc or Docx are preferred over a PDF.

Emergency Preparedness: Please see the University's Emergency Preparedness Website for current issues affecting campus: <http://prepare.umd.edu/>. If campus is closed due to inclement weather, or if a university closure impacts part, but not all, of our class meeting (6:00-8:45 PM), we will cancel class for the evening. Announcements about cancellations will be sent through Canvas.

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it, especially in regards to writing. Everyone can benefit from some expert guidance, so we encourage you to visit <https://go.umd.edu/graduatewriting> and schedule an appointment with a graduate writing fellow. Learning Assistance Services (<http://ter.ps/learn>) is available to help with time management, note taking, or other accommodations. The Counseling Center is available to all students, if you just need someone to talk to: <http://www.counseling.umd.edu>. As a graduate student, you have already paid for access to all of these services. If you are unsure of the right office to contact, please reach out, we will be glad to put you in touch with the appropriate campus services.

Drafts: We are happy to review drafts of course work and provide general comments and feedback (not preliminary grades). Drafts should be submitted via email no less than one week ahead of the due date.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. We invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. In written coursework and/or discussion posts, you are welcome to use they/their as a replacement for he/she or him/her.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. We will do our best to address and refer to all students accordingly, and we ask you to do the same for all of your fellow Terps.

Grades

Grades are determined by your performance on the learning assessments in the course. All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email us to schedule a time to meet in our office. We are happy to discuss any of your grades with you, and if we made a mistake we will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Please see the last page of this syllabus for specific instructions regarding each of the learning assessments. The weighted average of your grades on all of the assignments (including your course participation grade) will be converted to a letter grade according to the following table:

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

Learning Assessments

Title Points	% of Total	
Project Selection and Personal Deadlines	0%	C/INCM
Attendance and Participation	10 %	10 pts
Weekly Pre-Work	15 %	15 pts
Career Portfolio	40 %	40 pts
Scholarship and Creativity	30 %	
Option 1		15 pts
Option 2		15 pts
Job Profile Presentation	5 %	5 pts

Project Selection and Personal Deadlines (Complete / Incomplete)

Identify which projects you plan to complete and deadlines by which you will submit final materials.

Attendance / Participation

Unless prior arrangements have been made, or emergency circumstances arise, students will be present in class and will contribute to group discussions and class activities.

Weekly Pre-Work

Each week (Monday at noon) students will post a brief (1 paragraph or less) reflection on the week's readings, including at least one question for group discussion, and at least 1 question for the weekly guest speaker to the discussion board in Canvas.

Career Portfolio

Select **one** of the following:

(1) Job Application: Identify an academic library position and compile a job application portfolio including background research on the institution, curriculum vitae, cover letter, prepared list of questions for hiring committee, list of three references, and reflection on personal considerations related to accepting/rejecting a position.

(1) First Year on the Job: Identify an academic library position and compile a portfolio for how you would succeed in that position including background research on the institution, strategic priorities and potential partnerships for the position, a one year work plan, and a proposal for a specific project or initiative

(3) Design Your Own Project: This might take the form of a literature review, a research proposal, an applied project, or other equivalent product. You are responsible for developing the rubric by which we will assess your project. If you select this option, you must meet with us first to discuss your proposed project. Students must have a compelling reason why the Job Application or First Year on the Job will not meet their professional goals to design their own.

Scholarship and Creativity Projects

Select **two** of the following:

(1) Conference Proposal: You can choose to complete a draft of a real conference proposal that you plan to submit, or a mock proposal based on an imaginary, but feasible, project you might complete as a librarian.

(2) Teaching Philosophy: A reflective (1 to 2-page) document that summarizes your approach to and beliefs about teaching.

(2) Research Statement: A (1 to 2-page) summary of previous research projects, approach to and beliefs about research, and overview of research agenda moving forward.

(4) Design Your Own Project: This might take the form of a blog post, informational interview, research proposal, ALA Emerging Leader Application, or other equivalent product. You are responsible for developing the rubric by which we will assess your project. If you select this option, you must email us first to discuss your proposed project.

Job Profile Presentation

Each student will select a type of academic librarian position to research, and will then present a 5-10 minute informal presentation on that position including brief explanation of positional responsibilities, possible titles for that position, example of a job ad, and 1-2 examples of people in that position. Sign up sheet and full description in the link above.

Student Course Evaluations (CourseEvalUM)

Toward the end of the semester, you will have an opportunity to evaluate this course. Your participation in these evaluations is integral to the success of our school. Your feedback will remain completely confidential and will be immensely valuable in improving our school's teaching effectiveness and learning environments. We will email you to let you know when the course evaluation system will be available. At that time, please go to <https://www.courseevalum.umd.edu/> to complete your evaluation of this course.

Acknowledgements

Thanks to Dr. Rachel Fleming-May and Dr. Gary White for their generosity in sharing syllabi, readings, and assignments for their graduate level academic libraries courses.

Weekly Pre-Work

15pts

Due Monday at 12PM

To prepare for class discussions, there will be a brief pre-work assignment due each week. Each Monday, before the weekly class session, you should prepare a reflection on the readings and post it to the discussion board in ELMS. Each post should include:

- ❑ A brief (1 paragraph or less) reflection on the weekly readings that includes at least one question that you would like to raise for discussion in class. You are welcome to include impressions and reactions to the readings, points of confusion, topics about which you would like more information.
- ❑ At least one question for the weekly guest speaker. You have access to each speaker's CV and bio; please use these to generate questions for our speakers. They are all wonderful practitioners, so take advantage of the opportunity to ask questions and learn more about their experiences.

The deadline for posting your reflections and questions will be Monday afternoon at noon before that week's class (deadlines are posted for each discussion in ELMS for your reference). Because the pre-work contributes directly to the quality of our class discussions, it is important that they are submitted on time. However, the discussion boards will be available throughout the semester. Please feel free to utilize these forums as opportunities to follow up on ideas, or continue a discussion that we are unable to finish during class. Before class on Tuesday, please review your classmates' posts and come prepared to discuss the reflections in class.

Project Selection and Personal Deadlines

Due February 13, 2018

In addition to your weekly reading and pre-work, you will also be required to complete learning assessments. The first is to complete a career portfolio, and the second will contribute to your scholarship & creativity through two original projects (one of the requirements for faculty librarians, which we will discuss in detail this semester!).

Each learning assessment includes options provided to allow for the tailoring of each project toward your own interests. We encourage you to select options that support your professional goals, and that best align with your current stage in the job search process.

Learning Assessment #1: Career Portfolio

[Detailed assessment information](#) including requirements and grading rubrics.

Select **one** of the following:

- *Job Application*: Identify an academic library position and compile a job application portfolio including background research on the institution, curriculum vitae, cover letter, prepared list of questions for hiring committee, list of three references, and reflection on personal considerations related to accepting/rejecting a position.
- *First Year on the Job*: Identify an academic library position and compile a portfolio for how you would succeed in that position including background research on the institution, strategic priorities and potential partnerships for the position, a one year work plan, and a proposal for a specific project or initiative
- *Design Your Own Project*: This might take the form of a literature review, applied project, or other equivalent product. You are responsible for developing the rubric by which we will assess your project. If you select this option, you must meet with Rachel and Lindsay to discuss your project before submitting your project selection and personal deadlines (Feb. 13).

Learning Assessment #2: Scholarship and Creativity

[Detailed assessment information](#) including requirements and grading rubrics.

Select **two** of the following options:

- *Conference Proposal*: In order to present a paper or poster at a conference, you will first need to submit a proposal to the conference committee and be accepted to the program. These proposals are brief, but require some research about the scope of the conference, its attendees, etc. in order to make a compelling argument for why you should be included in the conference program.
- *Teaching Philosophy*: A teaching statement is a reflective document that summarizes your approach and beliefs about teaching. While these documents are a staple for academic faculty, it is not uncommon to see a teaching philosophy or statement listed as a requirement for a job application for an academic librarian position. Because academic libraries are situated within the

context of higher education, teaching is at the heart of all of our services. Even if you do not plan to pursue a teaching focused position (such as an instruction librarian), a teaching philosophy provides an opportunity to reflect on how teaching and education fit into your practice.

- *Research Statement:* A research statement summarizes your previous research projects and outlines your research agenda moving forward. While these documents are a staple of many academic faculty job applications, it is less common for librarians. However, the process of writing a research statement can be a valuable experience. In addition to helping you to codify and clarify your beliefs around research, it also prepares you to answer the inevitable *what are your research interests* question in an academic job interview.
- *Design Your Own:* If you feel that the above options will not be helpful in achieving your professional goals, you have the option to create your own prompt to complete this assignment. This might take the form of a blog post, informational interview, research proposal, ALA Emerging Leader Application, book review, or other equivalent product. If you select this option, you must email Rachel and Lindsay to discuss your project before submitting your project selection and personal deadlines (Feb. 13). You are also responsible for developing the rubric by which we will assess your project.

Personal Deadlines

You will be selecting your own deadlines for this course. This accomplishes two goals. First, it allows you to select due dates that complement your existing work, academic, and personal schedules. Second, it models professional practice. As a librarian, many of your deadlines will be self-imposed and enforced. This is an opportunity to practice setting and keeping personal deadlines. The last possible date for submission is Monday, May 14.

By Tuesday, February 13, please complete the “Project Selection and Personal Deadlines” Quiz in ELMS. This will let us know (1) which projects you will be completing for the Career Portfolio and Scholarship and Creativity Assignments and (2) the dates that you plan to submit each component of the learning assessments. If you plan to design your own prompt for any of the learning assessments, you should communicate your intentions to us before submitting your quiz.

Although these deadlines are self-imposed, you should take them as seriously as any other deadline or due date for the course. Please fully consider your schedule, personal and professional commitments and available bandwidth before committing to deadlines. You are welcome (and encouraged!) to come to us with questions about these assignments, or to submit drafts for feedback. We ask drafts be submitted at least one week before your chosen deadline, so that we have time to thoughtfully review your work (and that you have time to incorporate that feedback).

As you prepare your deadlines, please take into account your personal learning goals. Selecting deadlines earlier in the semester will facilitate our ability (as instructors) to provide detailed feedback on your work, while deadlines at the end of the semester may curtail our ability to provide substantial commentary. This may be more important for some projects than others. Your deadlines are entirely a matter of personal preference. You may choose to spread them out, or push them all together at the end of the semester. Please select the dates that work best for you.

Career Portfolio

40 pts total (20 pts per part)

Use what you have learned in class to get a head start on preparing yourself for the job market. Each project begins by selecting an academic librarian job ad published within the last year. Make sure that you will be able to meet the minimum qualifications for the job by the time you graduate. From there, you will either assemble a portfolio to apply for the job or prepare materials to succeed in your first year in that job.

If you have a compelling reason for why the above options will not be helpful in achieving your professional goals, you have the option to [design your own learning assessment](#). If you select this option, you must meet with Rachel and Lindsay before Feb. 13 to discuss your proposed project and develop the rubric by which your project will be assessed.

Part 1: Background Research on the Institution (20 pts)

The best way to succeed is to do your research ahead of time! Prepare a 7 to 10-page overview of the academic library and institution, including:

- ❑ **Introduction to the Position:** Overview of the position to which you are applying, including title and areas of responsibility
- ❑ **Introduction to the Institution:** This section sets the stage by introducing the college or university to which you will be applying/working. Details might include the number of faculty, staff, and students; degrees granted; accrediting body; year founded; location; type (community college, liberal arts college, research university); mission statement; strategic priorities, etc.
- ❑ **Introduction to the Library:** Overview of the library system. Details might include the number of staff; collection size and budget; location; physical building; ARL ranking (if relevant); Carnegie classification; consortial membership, etc.
- ❑ **Mission and Strategic Priorities:** Learn more about what is important to the library by researching the mission, vision, and values specific to the library. Does the library have a strategic plan? What are the priorities? Do you see evidence of these priorities in the services, collections, or programs?
- ❑ **Librarians and the Academy:** How are librarians classified? Are they faculty? If so, are they part of the professoriate or other ranks? Do they have tenure? Are librarians represented on faculty senate and/or library committees? Is the library headed by a dean, director, or university librarian? To the degree that the information is available, you should include librarian ranks, involvement in campus governance, and any details you can find about the APT (appointment, promotion, and tenure) process.
- ❑ **Librarians and the Profession:** Are librarians at this institution involved at the regional or national level? Are they members of committees or task forces for professional organizations? Do you see evidence that librarians present at conferences, or publish scholarship? If you are uncomfortable sharing specific details about the service and publication history, feel free to

include generalizations such as, “several librarians are active in ACRL committees,” or “within the last 5 years, librarians have published in journals such as...”

- ❑ **Library Organization:** How is the library structured? Are there units, departments, divisions, etc.? To the degree that the information is available, you should include an organizational chart and indicate where your position will be located.
- ❑ **Unit / Department:** Now that you know where your position sits in the organizational chart, what can you find out about that unit, department, or division? Do they have a departmental website, strategic plan, mission statement, etc.? Who works in the department? What kind of work do they do? Who is the head of the unit? If this information is not available, what does that tell you about the library? If the position is not located in a specific unit or department, provide as much detail as you can as to how this position interacts with other librarians and staff.
- ❑ **Details Specific to the Position:** What additional information would you need to be successful in the position? Details might include previous people in the position, new programs or priorities impacting the position, or specific information - such as the number of information literacy sessions taught each year for an instruction position, or number of faculty in a specific department, for a liaison position.
- ❑ **Stakeholders:** As an incumbent in this position, who would your stakeholders be inside the library, on campus, and in the community?
- ❑ **Salary:** Show me the money! Does the job ad include a minimum or maximum salary? What information can you find out about salaries at this institution? If it is a public institution, the salaries should be available publicly. If it is private, you’ll have to use your deduction skills to guess what the salary range might be.
- ❑ **Final Impressions:** This is the part where you share anything that did not fit in the above sections. Was the library website well organized? Did you find their materials confusing? Did something you read give you a weird feeling? This section can include specific details, but also general impressions.

Rubric

Part I: Background Research	20 pts
Organization: Is the paper well-organized? Does it meet the length requirements?	2 pts
Focus: Does it highlight meaningful information about the institution and library?	3 pts
Significance: Is the information presented relevant to the specific position?	2 pts
Comprehension: Does the paper provide details about the institution and library system to the extent that they are available? If not, does the student provide a rationale for why the information was not available or accessible?	3 pts
Quality: Is paper well-researched? Are the questions in each section addressed, and fully?	7 pts
Presentation: Is the paper well-written, free of grammatical errors, and formatted with appropriate citations? Does it include appropriate appendices and supplementary information?	3 pts

Part II: Career Portfolio (20 pts)

Select **one** of the following:

Option 1: Job Application Portfolio

For students preparing for the job market, this is an opportunity to prepare your materials. In addition to the background research, completed portfolios should include:

- ☐ **Job Ad:** Include a PDF copy of the job ad you have selected and a 1 paragraph description of why you selected this position for your project
- ☐ **Curriculum Vitae (CV):** A CV is a standard part of any academic job application. CVs are longer and more detailed than resumes. In addition to your work experience they include sections such as education, scholarship, and service
- ☐ **Cover Letter:** A well-written cover letter can make or break a job application. Cover letters are typically 1-2 pages and tailored to the specific position. Use details from your background research to make your letter stand out from the crowd!
- ☐ **List of Questions:** Academic job interviews are long and include lots of time for questions. Prepare a list of 5 to 10 questions to ask the hiring committee during your interview
- ☐ **References:** List of three references and brief descriptions as to why you selected each person
- ☐ **Personal Considerations:** The interviews went great and you've been offered the job! Will you decide to take it? Write a 1 to 2-page reflection on personal, professional, and/or economic considerations that influence your final decision to accept or reject the offer.

Rubric

Part II: Job Application Portfolio	20 pts
Job Ad: Does the portfolio include a copy of the job ad and rationale?	2 pts
CV: Does the portfolio include a well-organized curriculum vitae that includes (1) education (2) work experience and (as appropriate) (3) scholarship (4) service and (5) awards? Is the CV free of grammatical errors? Is it up to date?	5 pts
Cover Letter: Does the portfolio include a well-organized 1 to 2-page cover letter that is tailored to the specific position? Is it free of grammatical errors? Does it demonstrate thought and attention?	5 pts
List of Questions: Does the portfolio include 5 to 10 thoughtful questions for the hiring committee?	2 pts
References: Does the portfolio include a list of (at least) three references and brief rationales for why these individuals were selected?	2 pts
Personal Considerations: Does the portfolio include a 1 to 2-page reflection on personal, financial, and professional considerations - and a decision as to whether or not he/she would accept the position?	4 pts

Option 2: Year 1 on the Job

For students that may already be on the job search, the first year portfolio offers an opportunity to start thinking strategically about what happens *after* you get the job. Using the position you selected in Part 1, you chart a plan for how you would succeed in your first year on the job.

- ❑ **Job Ad:** Include a PDF copy of the job ad you have selected and a 1 paragraph description of why you selected this position for your project
- ❑ **Strategic Priorities:** Using the university, library, or departmental strategic plan, identify which strategic priorities are applicable to your new position and provide a brief (1 to 2-page) overview of how your work fits in with these priorities. Consider existing programs and services, and identify any gaps that you might be able to fill. Your overview may include bullet points, but the reflections on the priorities should be formatted in complete (and thoughtful) sentences.
- ❑ **Proposal for a Specific Initiative:** Using the information from the above section, select one project or initiative that you would like to tackle in your first year. Create a 5 to 10-page proposal, including: overview of the proposed project; rationale/identified need; connections to the library or university strategic priorities; requests for resources; benefits to the library; potential challenges and strategies to overcome these challenges; potential internal and/or external stakeholders; timeline for implementation; and an assessment plan.
- ❑ **Workplan:** You have your big project planned out, but what about the rest of your time? Create a workplan for your first year on the job. If your position carries faculty status, make sure to include scholarship and service. What conferences do you plan to attend? What research projects would you like to work on? Workplans are personal and may take forms such as tables, narratives, concept maps, or bullet point lists. The important things are: (1) you have clear and measurable goals and/or objectives and (2) goals are roughly divided into your different areas of responsibility. The format and styling are up to you! We understand that you may not have all the information needed to create a comprehensive workplan. For areas about which you may be unclear (ie, the instruction load) include a list of questions and how you plan to find the answers.

Rubric

Part II: Year 1 on the Job	20 pts
Job Ad: Does the portfolio include a copy of the job ad and rationale?	2 pts
Strategic Priorities: Does the portfolio include an analysis of the institution, library, and/or departmental strategic priorities? Does the student indicate these priorities are applicable to their position?	4 pts
Proposal for Specific Initiative: Does the portfolio include a proposal for a specific initiative or project? Can this project be accomplished in the first year on the job? Is it connected to at least one of the strategic priorities? Does it include relevant details, such as staffing and funding requirements, stakeholders, and challenges?	8 pts
Workplan: Does the portfolio include a one-year work plan with goals and objectives? Does this work plan reflect the positional responsibilities as outlined in the job ad? If there are gaps in the workplan due to a lack of information, does the student provide a plan for how they would locate the information?	4 pts

Presentation: Are the portfolio materials well-written, free of grammatical errors, and formatted with appropriate citations? Do they include appendices and supplementary information, as appropriate?	2 pts
--	-------

Alternate Assignment: Design Your Own (40 pts)

If you feel the above options will not be helpful in achieving your professional goals, you have the option to create your own prompt to complete this learning assessment. This might take the form of a 15 to 20-page literature review, draft of an article or book chapter for submission, applied project, or other equivalent product. If you select this option, you must meet with Rachel and Lindsay to discuss your project before submitting your project selection and personal deadlines (Feb. 13).

Your submission should include:

- ☐ A project of equivalent length, depth, and scope to the career portfolio
- ☐ Rubric by which we will assess your project modeled after the rubrics for the background research, job application portfolio, and year 1 on the job portfolio, due two weeks **before** the submission of your final project.

Scholarship and Creativity

30 pts total (15 per project)

As an academic librarian, you will be expected to produce works of scholarship and/or creativity. This project will help get you a head start on that process by creating a teaching philosophy, research agenda, conference proposal, or other applied project.

To complete this learning assessment, select **two** of the following:

[Conference Proposal](#)

[Teaching Philosophy](#)

[Research statement](#)

[Design Your Own](#)

Option 1: Conference Proposal (15 pts)

Academic librarians have the opportunity to attend and present at conferences locally, nationally, and internationally. For this assessment, you'll be creating a [conference proposal](#). You can choose to complete a draft of a real conference proposal that you plan to submit, or a mock proposal based on an imaginary - but feasible - project you might complete as a librarian.

To complete this assessment, please follow the proposal guidelines outlined for an upcoming (or recently completed) conference. We recommend that you look through the proceedings from previous years' conferences to get a feel for the kinds of proposals that get accepted. As a new librarian, you might find [poster proposals](#) to be more accessible than presentations (the review criteria tend to be more lenient and more posters are accepted). Posters can be an opportunity to get feedback on a work in progress, or preparation for a more rigorous conference presentation or article. Although we recommend that you complete a poster proposal, you could also submit a presentation, workshop, lightning session, round- table discussion, or other conference sessions. Here are a few suggestions for conferences:

- ☐ [Association of College and Research Libraries \(ACRL\) 2019 Conference Proposal](#) - Bi-Annual Academic Libraries national conference.
- ☐ [Library Orientation Exchange \(LOEX\) 2018 Conference Proposal](#) - Annual national library instruction conference.
- ☐ [American Library Association \(ALA\) 2018 Poster Proposal](#) - Annual national library conference. You will need to login to ALA Connect to see the submission guidelines. If you are not an ALA member, you can see the proposal form [as a PDF](#). (Note: As a student, you can join the Maryland Library Association and American Library Association as a [dual member for \\$40!](#))
- ☐ [2016 Library Assessment Conference Proposal](#) - Bi-Annual assessment conference for academic libraries.
- ☐ [Maryland Library Association \(MLA\) 2018 Conference Proposal](#): Annual state library association conference.
- ☐ [Computers and Libraries \(CIL\) 2018 Conference Proposal](#) - CIL is an annual national conference that takes place in DC each year. It pulls participants from a variety of library settings.

- ☐ [Library Collective 2018 Conference Proposal](#) - Annual conference in Knoxville, TN that tends to pull participants from the southeast, but has representation from librarians across the nation.
- ☐ Select your own! You may submit a proposal for any other conference (local, regional, or national). The preference is that it would be related to academic librarianship, but this is not a firm requirement

Your submission should include:

- ☐ A PDF or screenshot of the conference proposal form or requirements
- ☐ 1 to 2 pg conference proposal following submission guidelines for the conference
- ☐ A list of 2 to 4 questions that you have about the proposal, things you struggled with, or areas you would like Lindsay and Rachel to focus on in their feedback

Rubric:

Option 1: Conference Proposal	15 pts
Background: Does the proposal include a copy of the proposal guidelines or submission form? Is the conference relevant to academic librarianship?	2 pts
Feedback: Does the proposal include a list of 2 to 4 questions or areas of focus for the reviewers (Rachel and Lindsay)?	1 pts
Significance: Does the conference proposal relate to the conference theme? If there is a track identified, does the proposal align with the criteria?	2 pts
Comprehension: Does the proposal describe a specific research or professional project? Is the information included relevant to potential reviewers?	5 pts
Quality: Does the proposal meet the requirements as outlined in the submission guidelines?	3 pts
Presentation: Is the proposal well-written, free of grammatical errors, and formatted with appropriate citations (if required)?	2 pts

Option 2: Teaching Philosophy (15 pts)

A [teaching statement](#) is a reflective document that summarizes your approach to and beliefs about teaching. While these documents are a staple for academic faculty, it is not uncommon to see a teaching philosophy or statement listed as a requirement for a job application for an academic librarian position. Because academic libraries are situated within the context of higher education, teaching is at the heart of all of our services. Even if you do not plan to pursue a teaching-focused position (such as an instruction librarian) - a teaching philosophy provides an opportunity to reflect on how teaching and education fit into your practice.

Resources:

- ❑ Douglass, V. A. (2017). "[Why do you teach?](#)" Libraries and Inquiry.
- ❑ Crissinger, S. (2015). "[Reflections on the job hunt: Writing a teaching philosophy.](#)" ACRLLog.
- ❑ Montell, G. (2003). "[How to write a statement of teaching philosophy.](#)" *Chronicle of Higher Education*. (Some of this advice is specific to academic faculty - such as focusing on your discipline - but the general approach is useful for librarians)

Your submission should include:

- ❑ 1 to 2 pg teaching philosophy
- ❑ A list of 2 to 4 questions that you have about the teaching philosophy, things you struggled with, or areas you would like Lindsay and Rachel to focus on in their feedback

Rubric:

Option 2: Teaching Philosophy	15 pts
Feedback: Does the submission include a list of 2 to 4 questions or areas of focus for the reviewers (Rachel and Lindsay)?	2 pts
Focus: Does the philosophy focus on the student's beliefs, practices, and/or values about teaching?	5 pts
Comprehension: Does the philosophy demonstrate an understanding of teaching within an academic library setting?	3 pts
Quality: Does the philosophy meet the length requirements?	2 pts
Presentation: Is the philosophy well-written, free of grammatical errors, and formatted with appropriate citations (if required)?	3 pts

Option 3: Research Statement (15 pts)

In addition to our collections, academic librarians support the research and scholarly interests of faculty and students and contribute back to the profession by producing empirical research. A [research statement](#) summarizes your previous research projects and outlines your research agenda moving forward. Although these documents are a basic component of many academic faculty job applications, they are less common for librarians. However, the process of writing a research statement can be valuable. In addition to helping to codify and clarify your beliefs around research, it also prepares you to answer the inevitable *what are your research interests?* question in an academic job interview.

Many of the online resources you will find on this topic will be specific to disciplinary faculty and will focus on items such as grants and funding, study design, and methodology. For this purposes of this learning assessment, your research statement should focus more generally on research interests and directions. Although it is not a requirement, you might focus on a specific type of research (such as action research) and/or area (such as Scholarship of Teaching and Learning). Your research statement should be an exploratory document that leaves you feeling inspired and opens the door for inquiry. Questions to consider as you write: What are you excited to learn more about? How does research fit into your value system? What are your beliefs about, and approach to, conducting scholarly research?

Resources:

- ☐ USC Libraries (2016). "[Defining excellence in academic librarianship at USC \(DEAL at USC\): Your research/scholarship statement.](#)"
- ☐ Powell, C. (2017). "[Research interests: Finding my way.](#)" *Librarian Parlor*.
- ☐ Pagowsky, N. and Smale, M. (2013). "[Library research and the IRB: Is it generalizable?](#)" ACRLog. (This post is focused on the IRB, but also includes some interesting thoughts about where LIS research fits in a scholarly discourse.)

Your submission should include:

- ☐ 1 to 2 pg research statement
- ☐ A list of 2 to 4 questions that you have about the research statement, things you struggled with, or areas you would like Lindsay and Rachel to focus on in their feedback

Rubric:

Option 2: Teaching Philosophy	15 pts
Feedback: Does the submission include a list of 2 to 4 questions or areas of focus for the reviewers (Rachel and Lindsay)?	2 pts
Focus: Does the statement focus on the beliefs, values, and/or approach to research?	5 pts
Comprehension: Does the statement demonstrate an understanding of research within an academic library setting?	3 pts
Quality: Does the statement meet the length requirements?	2 pts
Presentation: Is the statement well-written, free of grammatical errors, and formatted with appropriate citations (if required)?	3 pts

Option 4: Design Your Own (15 pts)

If you feel the above options will not be helpful in achieving your professional goals, you have the option to create your own prompt to complete this assignment. This might take the form of a blog post, informational interview, book review, ALA Emerging Leader Application, or other equivalent product. If you select this option, you must email Rachel and Lindsay to discuss your project before submitting your project selection and personal deadlines (Feb. 13).

Your submission should include:

- ☐ A project of equivalent length, depth, and scope to the conference proposal, teaching philosophy, and/or research statement
- ☐ A list of 2 to 4 questions that you have about your final project, things you struggled with, or areas you would like Lindsay and Rachel to focus on in their feedback
- ☐ Rubric by which we will assess your project modeled after the rubrics for the conference proposal, teaching philosophy, and research statement. This will be due two weeks before the submission of your final project.

Seminar in the Academic Library

Overview

LBSC734 will be broken into four units: (1) *Libraries and the Academy*, (2) *Librarians and the Academy*, (3) *Library as Place*, and (4) *Choose Your Own Adventure*. The first three will cover the history, function, purpose, challenges, and trends in academic libraries and the fourth will focus on topics that we are interested in as a class. Each week includes the following: (1) *Background Reading* - If you are not familiar with the week's topic, the background readings help to set the stage. These are there for your reference and are not required, (2) *Required Reading* - Two articles or book chapters that we plan to focus on in the week's discussion (3) *Further Reading* - Intended to serve as a resource list. Feel free to reference these readings in assignments, use them in the future, or explore more about a topic you find interesting. These readings are not required.

Unit 1: Libraries and the Academy

Week 1: History of Academic Libraries and Classroom Environment | January 30th

Brief exploration of the history of higher education in America and the role that academic libraries have had in shaping that history. We examine what it means to have a co-constructed learning environment and discuss how we can be critical contributors to the learning process.

Background Reading:

Weiner, S. (2005). The history of academic libraries in the United States: A review of the literature. *Library Philosophy and Practice*, 7(2). Available online at: <http://www.webpages.uidaho.edu/~mbolin/weiner.htm>

Required Reading:

Alire, C. A., and Evans, G. (2010). Historic context. In *Academic Librarianship* (pp. 17-38). New York, NY: Neal-Schuman Publishers.

hooks, b. (1994). Introduction. In *Teaching to transgress: Education as the practice of freedom* (pp. 1-12). New York, NY: Routledge.

Further Reading:

Church, G. M. (2003). In the eye of the beholder: How librarians have been viewed over time. *Reference Librarian*, 37(78), 5-24.

Hildenbrand, S. (2000). Library feminism and library women's history: Activism and scholarship, equity and culture. *Libraries & Culture*, 35(1), 51-65.

Orne, J. (1980). The evolution of academic library staff in the United States. In *University library history* (pp. 56-76). Bingley, UK: KG Saur International Publishing Group.

Ransom, D. (2016). Reframing the narrative: Librarians as innovators in the past and present. Paper presented at the California Academic and Research Libraries Conference, Mar. 31 - Apr. 2, Costa Mesa,

CA. Available online at: http://conf2016.carl-acrl.org/wp-content/uploads/2016/05/Ransom_Reframing_Narrative_final.pdf

Wiegand, W. (1989). The development of librarianship in the United States. *Libraries & Culture*, 24(1), 99-109.

Week 2: Academic Libraries Today | February 6

Guest Speaker: Jenny Ferretti, Digital Initiatives Librarian at the Maryland Institute College of Art

What does it mean to be an academic librarian today? Our readings explore trends in academic libraries, professional identity, structural inequality within the profession, and challenge the idea of neutrality.

Background Reading:

Moran, B. & Leonard, E.(2010). Academic librarianship. In *Encyclopedia of library and information sciences*. Taylor and Francis.

Required Reading:

[Skim] Association of College and Research Libraries (ACRL) (2017). *Environmental scan 2017*. Available online at: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/Environmental_Scan2017.pdf

Ettarh, F. (2018). Vocational awe and librarianship: The lies we tell ourselves. *In the Library with the Lead Pipe*. Available online at: <http://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/>

Schlesselman-Tarango, G. (2016). The legacy of Lady Bountiful: White women in the library. *Library Trends*, 64(4), 667-686.

Further Reading:

Alabi, J. (2015). 'This actually happened:' An analysis of librarians' responses to a survey about racial microaggressions. *Journal of Library Administration*, 55(3), 179-191.

Alire, C. A., and Evans, G. (2010). *Academic Librarianship*. New York, NY: Neal-Schuman Publishers. [Available on course reserves @ McKeldin]

Budd, J. (2012). *The changing academic library: operations, culture, environment*. Chicago, IL: ACRL Press. [Available on course reserves @ McKeldin]

Clements, N. (2017). 'Nothing more than a gear in your car:' Neutrality and feminist reference in the academic library. In M. Accardi (Ed.), *The feminist reference desk* (pp. 47-60). Sacramento: Library Juice Press.

Fagan, J. (2003). Students' perceptions of academic librarians. *Reference Librarian*, 37(78), 131-148.

New Media Consortium (2017). *2017 Library Edition Horizon Report*. Available online at: <https://www.nmc.org/publication/nmc-horizon-report-2017-library-edition/>

Riley-Reid, T. (2017). Breaking down barriers: Making it easier for academic librarians of color to stay. *Journal of Academic Librarianship*, 43(5), 392-396.

Week 3: Academic Library Culture, Governance, and Organization | February 13

Guest Speaker: Kelsey Corlett-Rivera, Head of Research Commons at UMD Libraries

Due: Project Selection and Personal Deadlines

Academic libraries are unique. Although they include cultural and organizational characteristics from both higher education and public libraries, they conform fully to neither.

Background Reading:

Curzon, S. & Quinonez-Skinner, J. (2010). Academic libraries. In *Encyclopedia of library and information sciences*. Taylor and Francis.

Required Reading:

Kendrick K. (2017). The low morale experience of academic librarians: A phenomenological study. *Journal of Library Administration*, 57(8):846-878.

Trakman, L. (2008). Modelling university governance. *Higher Education Quarterly*, 62(1/2) 63-83.

Further Reading:

Adrianna Kezar, A. & Eckel, P. (2004). Meeting Today's Governance Challenges. *The Journal of Higher Education*, 75(4), 371-399.

American Association of University Professors (1966). Statement on Government of Colleges and Universities. Available online at: <https://www.aaup.org/report/statement-government-colleges-and-universities>

Eckel, P. D. (2000). The role of shared governance in institutional hard decisions: Enabler or antagonist? *The Review of Higher Education*, 24(1), 15-39.

Hendrickson, R., Lane, J., Harris, J. & Dorman, R. (2013). *Academic leadership and governance of higher education : a guide for trustees, leaders, and aspiring leaders of two- and four-year institutions*. Sterling, VA: Stylus.

Maloney, K., Antelman, K., Arlitsch, K., & Butler, J. (2010). Future leaders' views on organizational culture. *College and Research Libraries*, 71(4), 322-347.

Unit 2: Librarians and the Academy

Week 4: Academic Library Job Search and First Year on the Job | February 20

Guest Speaker: Cecelia Parks, Research and Instruction Librarian at University of Mississippi Libraries

The academic job search can be complex and intimidating for first-time applicants. We discuss the steps of the job search process, how to make the transition from student to professional, and inequalities in the search and hiring process.

Background Reading:

Berkeley Career Center: Academic Job Search - The Hiring Process From The Other Side Available online at: <https://career.berkeley.edu/PhDs/PhDhiring>

Required Reading:

Eckard, M., Rosener, A., & Scripps-Hoekstra, L. (2014). Factors that increase the probability of a successful academic library job search. *The Journal of Academic Librarianship*, 40(2), 107-115.

Davis, A. R. (2015). Searching for an academic librarian job. *Pennsylvania Libraries: Research & Practice*, 3(2), 136-143.

Further Reading:

ACRLog's First Year Academic Librarian Series. Available online at: <http://acrlog.org/categories/first-year-academic-librarian-experience/>

Clark, M., Vardeman, K., & Barba, S. (2014). Perceived inadequacy: A study of the imposter phenomenon among college and research librarians. *College & Research Libraries*, 75(3), 255-271.

Farrell, S., & Geraci, A. (2017). Librarians and compensation negotiation in the library workplace. *Library Management*, 38(1), 45-64.

Franks, T.P., Budzise-Weaver, T., & Reynolds, L.J. (2017) Unlocking library search committees at ARL public universities: Techniques and best practices for getting hired. *Information and Learning Science*, 118(5/6), 252-265

Neely, T. Y. (Ed.). (2011). *How to stay afloat in the academic library job pool*. New York, NY: American Library Association. [Available on course reserves @ McKeldin; excerpt on ELMS]

Oud, J. (2008). Adjusting to the workplace: Transitions faced by new academic librarians. *College & Research Libraries*, 69(3), 252-266.

Perret, R., & Young, N. J. (2011). Economic status of academic librarians. *portal: Libraries and the Academy*, 11(2), 703-715

Reed, J. J., Carroll, A. J., & Jahre, B. (2015). A cohort study of entry level librarians and the academic job search. *Endnotes*, 6(1), 1-22.

Week 5: Academic Librarian Faculty Status and Faculty Relationships | February 27

Guest Speaker: Alex Carroll, Librarian for Engineering & Biotechnology at North Carolina State

Librarians occupy an unusual place in the academy: although more than half of academic librarians have faculty status, the expectations and appointment/promotion/tenure process often looks quite different from our colleagues in academic departments. We examine what it means to be a “faculty librarian,” and how that status shapes relationships with academic faculty and administrators.

Background Reading:

Alire, C. A., & Evans, G. E. (2010). Faculty. In *Academic librarianship* (pp. 41-60). New York, NY: Neal-Schuman Publishers.

Required Reading:

ACRL Committee on the Status of Academic Librarians. (2007). Standards for faculty status for academic librarians. Chicago, IL. Retrieved from <http://www.ala.org/acrl/standards/standardsfaculty>

Christiansen, L., Stomblor, M., & Thaxton, L. (2004). A Report on librarian-faculty relations from a sociological perspective. *The Journal of Academic Librarianship*, 30(2), 116–121.

Fleming-May, R. A., & Douglass, K. (2014). Framing librarianship in the academy: An analysis using Bolman and Deal's model of organizations. *College & Research Libraries*, 75(3), 389–415

Further Reading:

Bolin, M. K. (2008). Librarian status at US research universities: Extending the typology. *The Journal of Academic Librarianship*, 34(5), 416–424.

Coker, C., & Bales, S. (2010). Seeking full citizenship: A defense of tenure faculty status for librarians. *College & Research Libraries*, 71(5), 406–420.

Damasco, I. T., & Hodges, D. (2012). Tenure and promotion experiences of academic librarians of color. *College & Research Libraries*, 73(3).

Farkas, M. (2013). Stratification and losing faculty status. Retrieved January 15, 2018, from <https://meredith.wolfwater.com/wordpress/2013/03/25/stratification-and-losing-faculty-status/>

Galbraith, Q., Garrison, M., & Hales, W. (2016). Perceptions of faculty status among academic librarians. *College & Research Libraries*, 77(5), 582-594.

Peet, L. (2017). Study: How faculty treat librarians. *Library Journal*, 142(10), 19-26

Phelps, S. F., & Campbell, N. (2012). Commitment and trust in librarian–faculty relationships: A systematic review of the literature. *The Journal of Academic Librarianship*, 38(1), 13–19.

Walters, W. H. (2016). Faculty status of librarians at U.S. research universities. *The Journal of Academic Librarianship*, 42(2), 161–171.

Week 6: Scholarship and Scholarly Communications | March 6

Guest Speaker: Caitlin Carter, Research & Scholarly Communications Librarian at Franklin & Marshall

Academic librarians support the research of faculty and students and also contribute to the scholarly conversation through the production and dissemination of research and scholarship. We discuss research methods for LIS research, trends in academic publishing, and “scholarly communication.”

Background Reading:

Suber, P. (2012) What is open access? In *Open Access*. Cambridge: MIT Press, 1-28.
https://mitpress.mit.edu/sites/default/files/9780262517638_Open_Access_PDF_Version.pdf

Required Reading:

Brantley, S., Bruns, T. A., & Duffin, K. I. (2017). Librarians in transition: Scholarly communication support as a developing core competency. *Journal of Electronic Resources Librarianship*, 29(3), 137-150.

Halpern, R., Eaker, C., Jackson, J. and D. Bouquin (2015). #Ditchthesurvey: Expanding methodological diversity in LIS research. *In the Library with the Lead Pipe*. Available online at: <http://www.inthelibrarywiththeleadpipe.org/2015/ditchthesurvey-expanding-methodological-diversity-in-lis-research/>

North American Serials Interest Group (2017, August.) Nasig core competencies for scholarly communications librarians.

Further Reading:

Basken, P. (2017, September 12). Why Beall's List died--and what it left unresolved about open access. *The Chronicle of Higher Education*. Available online at: <https://www.chronicle.com/article/Why-Beall-s-List-Died-/241171>

DeRosa, R. (2017, December 14). Open Education Inspiration. *Teaching in Higher Ed Podcast*. Available online at: <http://teachinginhighered.com/podcast/open-education-inspiration/>

Drabinski, E., & Walter, S. (2016). Asking questions that matter. *College & Research Libraries*, 77(3), 264-268.

Hollister, C. V. (2016). An exploratory study on post-tenure research productivity among academic librarians. *The Journal of Academic Librarianship*, 42(4), 368-381.

Jhangiani, R., & Biswas-Diener, R. (Eds.). (2017). *Open: The philosophy and practices that are revolutionizing education and science*. London: Ubiquity Press. Available online at: <https://www.ubiquitypress.com/site/books/10.5334/bbc/>

Lieberman, M. (2018, January 10). The truth (about OER) is out there. *Inside Higher Ed*. Available online at: <https://www.insidehighered.com/digital-learning/article/2018/01/10/finding-oer-remains-challenging-solutions-abound#.WmUm-Lqd1m8.link>

Open Textbooks Review Criteria. *Open Textbook Library*. Available online at: <https://open.umn.edu/opentextbooks/ReviewRubric.aspx>

Suarez, A.V. & McGlynn, T. (2017, November 15). The fallacy of open-access publication. *The Chronicle*. Available online at: <https://www.chronicle.com/article/The-Fallacy-of-Open-Access/241786>

Suber, P. (2013, October 21). Open access: six myths to put to rest. *The Guardian*. Available online at: <https://www.theguardian.com/higher-education-network/blog/2013/oct/21/open-access-myths-peter-suber-harvard>

Week 7: Service and Professional Organizations | March 13

Guest Speaker: Ashleigh Coren, Special Collections Librarian for Teaching & Learning at UMD Libraries

Librarians support the profession by engaging in local, regional, and national service. We discuss opportunities for service, particularly in the context of professional associations, and explore how these organizations (for worse or better) have shaped our profession.

Background Reading:

American Library Association. Available online at: <http://www.ala.org/aboutala/>

Association of College & Research Libraries. Available online at: <http://www.ala.org/acrl/aboutacrl/history/history>

Required Reading:

[Skim] ALA Demographic Study (2017). Available online at: <http://www.ala.org/tools/sites/ala.org/tools/files/content/Draft%20of%20Member%20Demographics%20Survey%2001-11-2017.pdf>

Benefiel, C. R., Miller, J. P., Mosley, P. A., & Arant-Kaspar, W. (2001). Service to the profession: definitions, scope, and value. *Reference Librarian*, 35(73), 362.

Schmehl Hines, S. (2013). Library associations, conferences, and professional development. In S. Schmehl Hines (Ed.), *Revolutionizing the development of library and information professionals: planning for the future* (262-274). Hershey, PA: Information Science Reference.

Further Reading:

Annual Reports:

- ALA 2016. Available online at: <http://www.ala.org/aboutala/sites/ala.org/aboutala/files/content/ala-annual-report-2016-for-web-accessible.pdf>
- ACRL 2015-2016: <http://crln.acrl.org/index.php/crlnews/article/view/9594/10975>
- Review ALA and ACRL websites to see the various committees/round tables/special interest groups that are available

Goldman, C. (2014). The benefits of local involvement: Professional development through state and regional library associations. *Practical Academic Librarianship: The International Journal of the SLA Academic Division*, 4(2), i-xi.

Guarino, C. M., & Borden, V. H. (2017). Faculty service loads and gender: Are women taking care of the academic family? *Research In Higher Education*, 58(6), 672-694. doi:10.1007/s11162-017-9454-2

Hathcock, A. (2015). White librarianship in blackface: diversity initiatives in LIS. *In the Library With the Lead Pipe*. Available online at: <http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/>

Lumpkin, J. (2016). #Why membership? Professional associations in the millennial age: a call to action through mentorship. *OLAQ*, 21(3), 5-7.

McCook, K. d. l. P. (2010). Unions in Public and Academic Libraries. *Encyclopedia of Library and Information Sciences*, 3rd Ed., 5337 - 5346.

O'Meara, K., Kuvaeva, A., Nyunt, G., Jackson, R. & Waugaman, C. (2017). Asked more often: gender differences in faculty workload in research universities and the work interactions that shape them. *Association for Women in Science*, 20(10), 1-33.

Thomas, R. (2012). The advantages of association involvement for library professionals. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 7(2), 1-3.

Week 8: Spring Break--No Class

Enjoy your break!

Week 9: Liaison Librarianship and Academic Library Collections | March 27

Guest Speaker: Cindy Frank, Architecture & Visual Resources Librarian at UMD Libraries

The “liaison librarian” (or “subject specialist”) model is common in public services departments of academic libraries. We discuss the core competencies and evolving expectations for librarians in these positions.

Background Reading:

Reference and User Services Association. (2010). Guidelines for liaison work in managing services and collections. Available online at: <http://www.ala.org/rusa/sites/ala.org/rusa/files/content/resources/guidelines/liaison-guidelines-3.pdf>

Required Reading:

Horava, T. & Levine-Clark, M. (2016). Current trends in collection development practices and policies. *Collection Building*, 35(4), 97-102.

Jaguszewski, J.M & Williams, K. (2013). *New roles for new times: transforming liaison roles in research libraries*. Association of Research Libraries.

[Skim] Luckert, Y. (2015). Core competencies for subject specialist liaison librarians. Available online at: <https://drum.lib.umd.edu/handle/1903/17457>

Further Reading:

Bronstein, J. (2011). The role and work perceptions of academic reference librarians: A qualitative inquiry. *portal: Libraries and the Academy*, 11(3), 791–811.

Kim, K., Chiu, M., Sin, S. J., & Robbins, L. (2007). Recruiting a diverse workforce for academic/research librarianship: Career decisions of subject specialists and librarians of color. *College & Research Libraries*, 68(6), 533-552.

Luckert, Y. (2016). Transforming a library: Strategies for implementing a liaison program. *International Information & Library Review*, 48(4), 294-300.

Schlak, T. (2016). Social Capital as operative in liaison librarianship: Librarian participants’ experiences faculty engagement as academic library liaisons. *The Journal of Academic Librarianship*, 42(4), 411–422.

Thull, J., & Hansen, M. A. (2009). Academic library liaison programs in US libraries: Methods and benefits. *New Library World*, 110(11/12), 529-540.

Week 10: Reference and Instruction | April 3

Guest Speaker: Charissa Powell, Student Success Librarian at the University of Tennessee Libraries

Public services positions in academic libraries are increasingly requiring instruction responsibilities, whether as the focus of the position or an area of core competency. We discuss trends in information literacy instruction, including professional standards. We also examine applications of pedagogical theory to reference interactions.

Background Reading:

ACRL Roles and Strengths of Teaching Librarians. Available online at: <http://www.ala.org/acrl/standards/teachinglibrarians>

Required Reading:

[Skim] ACRL Framework for Information Literacy for Higher Education. Available online at: <http://www.ala.org/acrl/standards/ilframework>

Ladenson, S. (2017). Feminist reference services: Transforming relationships through an ethic of care. In M. Accardi (Ed.), *The Feminist Reference Desk*, (pp. 73-83). Sacramento: Library Juice Press.

Pagowsky, N. and DeFran, E. (2014). "Ice ice baby: Are librarian stereotypes freezing us out of instruction?" *In the Library with the Lead Pipe*. Available online at: <http://www.inthelibrarywiththeleadpipe.org/2014/ice-ice-baby-2/>

Further Reading:

Accardi, M., Drabinski, E., & Kumbier, A. (2010). *Critical library instruction: Theories and methods*. Duluth, Minn.: Library Juice Press. [Available on course reserves @ McKeldin]

Accardi, M. (Ed.). (2017). *The feminist reference desk: Concepts, critiques, and conversations (Gender and sexuality in information studies, number eight)*. Sacramento, California: Library Juice Press. [Available on course reserves @ McKeldin]

Benjes-Small, C. and Archer, A. (2017). "Tales of the undead... Learning theories: Learning styles." ACRLog. Available online at: <http://acrlog.org/2017/08/29/tales-of-the-undead-learning-theories-learning-styles/>

Douglas, V.A. & Gadsby, J. (March 2017). Gendered labor and library instruction coordinators: the undervaluing of feminized work. In *Proceedings of the 2017 Association of College & Research Libraries Conference*, Baltimore, MD. Available online at: <http://www.ala.org/acrl/sites/ala.org/acrl/files/content/conferences/confsandpreconfs/2017/GenderedLaborandLibraryInstructionCoordinators.pdf>

Drabinski, E. (2016). Turning inward: Reading the framework through the six frames. *College & Research Libraries News*, 77(8), 382-384. Available online at: <http://crln.acrl.org/index.php/crlnews/article/view/9537/10862>

Elmborg, J.K. (2002). Teaching at the desk: Toward a reference pedagogy. *portal: Libraries and the Academy*, 2(3), 455-464. [Available on course reserves @ McKeldin]

Pagowsky, N., & McElroy, K. (Eds.). (2016). *Critical library pedagogy handbook*. Chicago, Illinois: Association of College and Research Libraries. [Available on course reserves @ McKeldin]

Pagowsky, Nicole. (2015). A Pedagogy of Inquiry. *Communications in Information Literacy*, 9(2), 136-144.

Polger, M. A., & Okamoto, K. (2010). 'Can't anyone be a teacher anyway?': Student perceptions of academic librarians as teachers. *Library Philosophy and Practice*, 1-16.

Tewell, Eamon. (2015). A decade of critical information literacy: a review of the literature. *Communications in Information Literacy*, 9(1), 24-43.

Week 11: Access Services and Special Collections | April 10

Guest Speaker: Tim Hackman, Director, User Services and Resource Sharing at UMD Libraries

Access services are integral in connecting users with library resources. Special collections librarians are also concerned with issues of access, balancing preservation concerns with goals for increased outreach. We discuss how these units function within an academic library.

Background Reading:

Krasulski, M., Jr., & Dawes, T. (Eds.). (2013). Introduction. In *Twenty-first century access services: On the frontline of academic librarianship* (pp. ix-xvii). Chicago, IL: ACRL.

Required Reading:

ACRL Guidelines: Competencies for Special Collections Professionals.
<http://www.ala.org/acrl/standards/comp4speccollect>

Harris, V.A. & Weller, A.C. (2012). Use of special collections as an opportunity for outreach in the academic library. *Journal of Library Administration*, 52(3-4), 294-303.

Dethloff, N. & Sharpe, P. (2013). Access services and the success of the academic library. In M. Krasulski, Jr. & T. Dawes (Eds.), *Twenty-first century access services: On the frontline of academic librarianship* (pp. 169-189). Chicago, IL: Association of College and Research Libraries.

Further Reading:

Caswell, M., & Cifor, M. (2016). From human rights to feminist ethics: Radical empathy in the archives. *Archivaria*, 82, 23-43.

Cook, Terry. (2013). Evidence, memory, identity, and community: four shifting archival paradigms. *Archival Science*, 13(2-3), 95-120.

Cook, T. & Schwartz, J. M. (2002). Archives, records, and power: from (postmodern) theory to (archival) performance. *Archival Science*, 2, 171-185.

Krasulski, M., Dawes, T. (2013). *Twenty-first century access services: On the frontline of academic librarianship*. Chicago, IL: Association of College and Research Libraries. [E-book on course reserves]

Posner, B. (2016). *Library information and resource sharing*. Oxford: Pearson Education.

Priddle, C. (2015). Bridging the internal gap: Special collections and "in-reach". *RBM: A Journal of Rare Books, Manuscripts, & Cultural Heritage*, 16(1), 35-47.

Samuelson, T., & Coker, C. (2014). Mind the gap: Integrating special collections teaching. *portal: Libraries and the Academy*, 14(1), 51-66.

Unit 3: Library as Place

Week 12: Budgets and Spaces| April 17

Guest Speaker: Gary White, Associate Dean for Public Services at UMD Libraries

Budgets and fiscal management in higher education is complicated. We discuss the “new normal” of academic library finances, and explore the evolution of “library as place.”

Required Reading:

Alire, C.A. & Evans, G. Edward. (2010). Chapter 7: Funding. In *Academic librarianship* (pp. 119-158). New York: Neal-Schuman Publishers, Inc.

Alire, C.A. & Evans, G. Edward. (2010). Chapter 8: Facilities. In *Academic librarianship* (pp. 159-175). New York: Neal-Schuman Publishers, Inc.

Further Reading:

Aabø, S. & Audunson, R. (2012). Use of library space and the library as place. *Library & Information Science Research*, 34(2), 138-149.

Collins, T. (2012). The current budget environment and its impact on libraries, publishers and vendors. *Journal of Library Administration*, 52(1), 18-35.

Khoo, M., Rozaklis, L., Hall, C., & Kusunoki, D. (2016). 'A really nice spot.' Evaluating place, space, and technology in academic libraries. *College & Research Libraries*, 77(1), 51-70.

Rossmann, D. & Arlitsch, K. (2015). From acquisitions to access: the changing nature of library budgeting. *Journal of Library Administration*, 55(5), 394-404.

Shill, H., & Tonner, S. (2003). Creating a better place: Physical improvements in academic libraries, 1995–2002. *College & Research Libraries*, 64(6), 431-466.

Turner, A., Welch, B. & Reynolds, S. (2013). Learning spaces in academic libraries: A review of the evolving trends. *Australian Academic & Research Libraries*, 44(4), 226-234.

Week 13: Value and Accountability | April 24

Guest Speaker: Zoe Fisher, Instructional Designer at Pierce College

Assessment and evaluation happen at the university, library, and individual level. We discuss the role of accreditation in higher education, as well as current debates surrounding the library's role in demonstrating value through assessment. We also discuss how faculty librarians are evaluated, with a focus on the components of promotion/tenure portfolios.

Background Reading:

White, G. (2014). Chapter 1: The place of liaisons and the central role of assessment in American higher education In Mack, D. C., & White, G. W. (Eds). *Assessing liaison librarians: documenting impact for positive change*. Chicago, IL: Association of College and Research Libraries.

Required Reading:

Alire, C.A. & Evans, G. Edward. (2010). Chapter 10: The academy, accreditation, and accountability. In *Academic librarianship* (pp.195-213). New York: Neal-Schuman Publishers, Inc.

Kim, B. (2013, September 23). 10 practical tips for compiling your promotion or tenure file. *ACRL TechConnect Blog*. Available online at: <http://acrl.ala.org/techconnect/post/practical-tips-on-assembling-your-promotion-or-tenure-file/>

Nicholson, K.P. (2017, October 26). The "value agenda": Negotiating a path between compliance and critical practice. Keynote address at the *Canadian Libraries Assessment Workshop*. Available online at: <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1049&context=fimsPRES>

[Skim] Oakleaf, M. (2010) The value of academic libraries: a comprehensive research review and report. ACRL. Available online at: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf

Further Reading:

ACRL Proficiencies for assessment librarians and coordinators. Available online at: http://www.ala.org/acrl/standards/assessment_proficiencies

Assessment in action: academic libraries and student success. ACRL. Available online at: <http://www.ala.org/acrl/AiA>

Fisher, Zoe. (2017). Libraries & learning analytics: a brief history. *Quick Ask Zoe*. Available online at: <https://quickaskzoe.com/2017/11/10/libraries-learning-analytics-a-brief-history/>

Jones, K., & Salo, D. (2017). Learning analytics and the academic library: Professional ethics commitments at a crossroads. *College & Research Libraries*, Preprint. Available online at: <http://crl.acrl.org/index.php/crl/article/view/16603>

Zald, A.E. & Millet, M. (2012). Hitch your wagon to institutional goals. In C. Wetzel Wilkinson & C. Bruch (Eds.) *Transforming information literacy programs: Intersecting frontiers of self, library culture, and campus community* (pp. 119-130). Chicago, IL: ACRL. Available online at: https://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1144&context=lib_articles

Unit 4: Choose Your Own Adventure

Week 14: TBD | May 1

Guest Speaker: Katie Hoskins, Librarian, Public Services & Instructional Technology at Northern Virginia Community College

Week 15: TBD | May 8

Guest Speaker: Veronica Arellano Douglas, Instruction Coordinator, Reference & Instruction Librarian at St. Mary's College of Maryland