

COURSE INFORMATION

INSC 552_001 DE Academic Libraries, Spring 2021
University of Tennessee, Knoxville
Class Meetings: Monday, 6:30pm – 9:10pm on ZOOM;
ZOOM Course ID/Link: <https://tennessee.zoom.us/j/99017547052>

Faculty Contact Information

- Dr. Ericka Patillo
- Use Canvas Inbox to reach me

Office Hours: Virtual via Zoom, Tuesdays, 10-11 am, Wednesdays, 2-3 pm,
and by appointment

SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667



Welcome Statement

I am excited to be your guide as we explore academic libraries and librarianship. All of my professional library experience and research has occurred in academic environments, which may qualify me as an expert; however, I am hoping to learn from and with you. To that end, we will (symbolically) function as an academic library faculty, with policies and procedures (below), rights and responsibilities (which we will discuss throughout the semester), collegiality, and awareness of our social identities. Looking forward to learning together...

COURSE INFORMATION

Catalog Description

Mission, status, and history of academic libraries and academic librarianship in community colleges, colleges and universities; trends in higher education, information technology, and government's impact on public, technical, and administrative services.

Additional Information

This course will primarily focus on mid- and large-size libraries that serve academic institutions in the USA. We will refer to the historical development of higher education and academic libraries to provide a context for our discussion of the 21st century academic library's theory and practice. The purpose of the course is to help you establish an informed perspective and theoretical framework in preparation for any work assignment in an academic library. Students will develop a critical lens to both library practice and research.

Student Learning Outcomes

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of:

- The history of higher education in the United States and the role academic libraries have played in shaping and reflecting that history
- The issues and factors that have had an impact on academic libraries, positive and negative
- Potential roles of the academic librarian, including materials collection, organization, dissemination, creation, preservation, and the provision of services to users
- Common organizational and management issues of academic librarianship and the position of the library within the larger academic institution
- Opportunities for academic librarians to become involved in professional and scholarly organizations and publishing
- The issues related to faculty status for academic librarians; and
- The roles of technology in the provision of academic library services

Course Design

This course is delivered synchronously via Zoom. Course content will incorporate lecture, activities, and discussion. You will complete small and larger group and individual assignments.

Required Texts

There is no textbook to purchase for this course. Assigned readings are available through UTK's subscription electronic journals or on our class Canvas space in pdf format. Please install a pdf reader on your computing device if you haven't already.

Recommended Texts

Style handbook (I prefer APA).

COMMUNICATION

Email

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

Instructor Availability

I am available via Canvas Inbox and will respond within 24-48 hours.

COMPUTING REQUIREMENTS AND RESOURCES

Requirements

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your

assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required). You must obtain a UT email account and subscribe to the SIS student listserv to insure you're made aware of course-related information. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

Technical Support

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: <https://sis.utk.edu/techintro/>

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#).

Course Resources

Links to [Getting Started with Zoom](#), [Online@UT Canvas](#), the [UT Library](#), the UT Library's [Information for Distance Education](#), and UT [Research Guides](#) and [Subject Librarians](#).

COURSE ATTENDANCE AND PARTICIPATION POLICIES

Learner Expectations

- Be prepared for classes
- Be open and curious
- Be respectful and inclusive of others
- Actively contribute to class learning activities
- Abide by the UT Honor Code

Instructor Expectations

- Be prepared for classes
- Be open and curious
- Evaluate all fairly and equitably
- Be respectful and inclusive of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

Attendance and Participation

It is assumed that each student be present and speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording

- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies,
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences),
- Military obligation,
- Severe weather conditions,
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena; although extended absences may have consequences)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

Inclement Weather

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

ADDITIONAL POLICIES AND POINTS OF INFORMATION

Disabilities that may Impede Learning

Any student who feels they may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

Civility

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

CCI Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit titleix.utk.edu.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity

Students should be familiar and maintain their *Academic Integrity* described in <https://hilltopics.utk.edu/academics/>, p. 15 as: “*Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*”

Students should abide by the **Honor Statement** (<https://hilltopics.utk.edu/student-code-of-conduct/> Section X. Honor Statement)

“As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Plagiarism

Statement about plagiarism and penalties, e.g.,

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;

2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism>.)

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

Assignments and Grading

I am deeply invested in student comprehension of the course concepts. In order to grade comprehension, I must see demonstration of comprehension. Comprehension can be demonstrated in written, verbal, and active forms such as presentations and projects. Opinion is not the same thing as informed knowledge, and effort is not the same as understanding.

In general, your work will be evaluated based on my assessment of how well written, organized, and clear it is, and how well the work meets the goals of the assignment. At minimum, your written work should be proofread for errors, use academic language, avoid colloquialisms, conform to a standard style of citation, use inclusive language, and stay within the guidelines of the assignment description. Perceptive integration of course readings and lectures in your own words, relevant use of examples, and insightful connections can transform an adequately written assignment into an excellent (or "A") assignment. Work that is received after the due date will be assigned a lower grade than would otherwise be received.

Preparation of Written Work

I prefer that you use either APA documentation styles. I will accept CMS

All sources must be cited, quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.

Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).

Due Dates and Late Assignments

Assignments should be submitted to the "assignments" area of Canvas. Weekly briefings (see below) are due by 6:30 pm on class meeting days, and the other two major assignments (Literature Evaluation and Final Project) are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. I will download the submissions from Canvas early the next morning. **I will ONLY download assignments from Canvas ONCE.** Therefore, if your assignment is not ready by the deadline...

- You must send me an email informing me that your assignment will be late. **Not doing so will result in a one-point deduction for each day I don't hear from you.**
- When it's ready, you must submit it to me via email, as an attachment

- One point will be deducted for each 24-hour hour period the assignment is not turned in.

Incompletes

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time.

Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

Assigning Grades

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. Your final grade will be based on total points earned/total possible points over the course of the semester.

Evaluation

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.

S/NC	(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP	(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W	(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

Course Evaluation

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

Assignments: Descriptions, Due Dates, and Program Outcomes for SLC

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment	MSIS Program Outcome
Discussion lead (group assignment)	5,9
AL Project Plan (group assignment)	3,8

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment	Value	Due Date
Weekly briefings (approx.. 10) and participation	20	ongoing
Discussion lead (group assignment)	30	varies
AL Project Plan (group assignment)	40	April 28
Self-Evaluation: goals & reflection	10	Feb. 5 & May 3
TOTAL	100	

WEEKLY BRIEFING ASSIGNMENT AND RANDOM SELECTION PARTICIPATION (20% of your course grade)

All readings are required and must be read before class. **All briefing assignments must be submitted to Canvas by the beginning of class.**

About briefing assignments: I will provide you with a set of questions for each week's readings ("briefs") that will help you understand, apply, synthesize, and keep up with the readings. All questions are provided ahead of time and you will respond and submit via the Assignments tool in Canvas. All students must do their own briefing assignments.

Length and format of briefs: Please keep your briefs informative yet concise. Generally, your answers to each question should not exceed one comprehensive, well-organized paragraph. Please use narrative form for your briefs (no outlining). Briefs must be turned in by the beginning of each class.

Random selection participation and in-class discussion: The reading and briefing of every assigned article is essential to performing well in this class. I will randomly call on students to respond aloud to briefing questions each week.

Grading of briefs: I will assess your briefs and provide comments via the Assignment tool. Briefs are graded on a five point scale:

- 2.0 Fully completed briefs with all of the questions adequately answered and turned in on time
- 1.5 All questions attempted, but there are a few missing or incomplete answers
- 1.0 Only 50-75% of the assignment was completed
- 0.5 Only 25-50% of the assignment was completed
- 0 Assignment was not turned in and/or responses were completely inadequate

Point reduction: If you cannot attend class, you may still submit your brief ahead of the start of class but with a 0.5 point deduction of your briefing grade.

IN-CLASS DISCUSSION GUIDELINES

1. **Focus on scientific arguments, rather than ideological ones.** I am seeking scientific arguments based in research, not personal opinions based on ideologies or emotions. Graduate school training is about taking that “next step” in learning how to move away from subjective, personal opinions (“we need to have professional librarians available at the reference desk in case someone comes in with a tough question”) and towards scientific assessments (“several studies have shown that undergraduate students are reluctant to initiate interactions with librarians at the reference desk”).
2. **Be prepared.** The best way to show me you are actively engaged in the class and to obtain full credit for the readings is to be prepared each week by thoughtfully completing your briefings and being ready to address all of the questions in class.
3. **Be yourself.** You don’t have to be a great public speaker to participate, and you don’t need to read your answer word-for-word. Just be yourself and tell the class what you thought was the answer for a particular question. Often questions do not have a single correct answer.
4. **Actively listen and show others support and respect.** Respect others by actively listening. As best you can, eliminate distractions in your learning environment during class.
5. **Constructively participate.** In addition to your responses to briefing questions, ask questions of your peers and of me, and feel free to initiate discussion and debate.
6. **However, give others a chance to speak.** Many of these topics are exciting, controversial, and important; if you have already participated on an issue, take a breather, and let others have a turn.

This class meets synchronously for 2 hours 40 minutes weekly. On most weeks we will have an activity during that time. These may be independent or small group activities, and will typically require some type of discussion board post or verbal summary at their conclusion. These activities will contribute to your participation grade.

DISCUSSION LEADER (GROUP ASSIGNMENT) (30%)

In groups of about 5 members, you will be asked to serve as the “experts” for the week’s topic(s). You will prepare a reading list and briefing questions, deliver content and facilitate the discussion. Full description and instructions are available in Canvas.

DESIGN OR EVALUATE AN ACADEMIC LIBRARY PROGRAM, PROCESS OR SERVICE (GROUP ASSIGNMENT) (40%)

In groups of about 3 members, you will work throughout the semester to design a new program, process, or service or evaluate an existing program process or service. Full description and instructions are available in Canvas.

SELF-EVALUATION

This assignment simulates the annual self-evaluation and performance appraisal in which many academic librarians participate. In this assignment you will set goals for the semester, reflect on

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your learning and performance and obstacles or challenges. Full description and instructions are available in Canvas.

DISCLAIMER

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.

SCHEDULE

SESSION 1: INTRODUCTION & OVERVIEW (January 26, 2021)

OBJECTIVES:

- Introductions
- Course Overview; Topics outline

REQUIRED:

- your presence

ACTIVITY:

- On the discussion board, share what you want to know or learn about academic libraries and librarianship this semester. What topics? What functions? Who do you want to hear from?
- Also, you are a primary academic library community member. From your current perspective as a graduate student, what should academic libraries and librarians be, provide, care about?

SESSION 2: CULTURAL COMPETENCE - PRACTICE (February 2, 2021)

OBJECTIVES:

- Intro to Cultural Competence frameworks relevant to academic librarianship

REQUIRED:

- Cooke, N. (2017). "Chapter 2: Developing Cultural Competence," in Information services to diverse populations: developing culturally competent library professionals, p. 11-25.
- [Overall, P. \(2009\). Cultural competence: a conceptual framework for library and information science professionals. *The Library Quarterly* 79\(2\): 175-204](#)
- Diversity standards: Cultural competency for Academic Libraries (2012). ACRL. [pdf available in Canvas; also available in LibGuides format at <https://acrl.libguides.com/EDI/culturalcompetencies>

ASSIGNMENT:

- Go to <http://www.edchange.org/multicultural/activities/circlesofself.html> and download and complete the Circles of My Multicultural Self exercise. As Dr. Cooke suggests on p.23 of the chapter cited above, dig deep and think about the core of who you are. What is your socioeconomic status? Your gender identity? Your sexual orientation? Your race and/or ethnicity? Your ability status?
- For your first [Weekly Briefing](#), write a paragraph (no more than 400 words) addressing this question: **How do you think your multifaceted identity might influence your practice as a culturally competent librarian?**
- Go to our [Canvas Discussion board](#) and introduce yourself. Tell us your preferred name and pronouns, describe your interests in academic librarianship that led you to

sign up for this course, and, depending on your level of comfort, share some of your multicultural attributes. You'll see my own responses when you login.

SESSION 3: HISTORY OF ACADEMIC LIBRARIES (February 9, 2021)

OBJECTIVES:

- Review Budd's framework for study of academic libraries
- Overview of the Higher Education context

REQUIRED:

- [Budd, J. \(2018\). "Chapter 1: Introduction and a Little History" in The changing academic library: operations, culture, environments, p. 1-37](#)
- [Owens, I. \(2001\). Stories told but yet unfinished: challenges facing African-American libraries and special collections in historically black colleges and universities. *Journal of Library Administration*, 33\(3/4\), 165–181](#)

ASSIGNMENT: Respond to Weekly Briefing Questions, available in Canvas

SESSION 4: LIBRARIES IN THE ACADEMY (February 16, 2021)

OBJECTIVES:

- Review standards and expectations of academic libraries

REQUIRED:

- Murray, A., & Ireland, A. (2018). Provosts' Perceptions of Academic Library Value & Preferences for Communication: A National Study. *College & Research Libraries*, 79(3), 336. doi:<https://doi.org/10.5860/crl.79.3.336>
- Cruising with the Provost: Dean Cawthorne - Wayne State University: [Cruising with the Provost: Dean Cawthorne - Wayne State University](#)
- Meet the Deans: Provost Visits the University of Tennessee Libraries Dean: [Meet the Deans: Provost Visits the University of Tennessee Libraries Dean](#)
- ACRL. (2018). *Standards for Libraries in Higher Education*. <http://www.ala.org/acrl/sites/ala.org/acrl/files/content/standards/slhe.pdf>
- ACRL Research Planning and Review Committee. (2018). 2018 top trends in academic libraries. *C&RL News*, 79(6), 286–300. <https://tinyurl.com/yhmstsls>
- **Skim (these are not optional, but I don't expect you to read every single word):**
 - Library Bill of Rights: <http://www.ala.org/advocacy/intfreedom/librarybill>
 - Interpretations of the Library Bill of Rights: <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>
 - Core Values, Ethics, and Core Competencies: <http://www.ala.org/aboutala/governance/policymanual/updatedpolicymanual/section2/40corevalues>

ASSIGNMENT: Respond to Weekly Briefing Questions, available in Canvas

SESSION 5: LIBRARIES IN THE ACADEMY - SPACE/PLACE (February 23, 2021)

OBJECTIVES:

- User perceptions of library as place
- Value of library as place

REQUIRED:

- Baker, N., Furlong, K., Consiglio, D., Lankewicz Holbert, G., Milberg, C., Reynolds, K., & Wilson, J. (2018). [Demonstrating the value of “library as place” with the MISO Survey. *Performance Measurement and Metrics*, 19\(2\), 111–120.](#)
- Blummer, B., & Kenton, J. M. (2017). [Learning Commons in Academic Libraries: Discussing Themes in the Literature from 2001 to the Present . *New Review of Academic Librarianship*, 23\(4\), 329–352.](#)
- Kim, J.-A. (2016). [Dimensions of User Perception of Academic Library as Place . *The Journal of Academic Librarianship*, 42\(5\), 509–514](#)
- [Chapter 3: "Organization, Administration, Management, and Planning" in Academic Librarianship Today, edited by Todd Gilman, Rowman & Littlefield Publishers, 2017.](#)

ASSIGNMENT: Respond to Weekly Briefing Questions, available in Canvas

SESSION 6: ACADEMIC LIBRARIANS – WHO WE ARE (March 2, 2021)

OBJECTIVES:

- Values, standards, demographics, education, required experience
- Interrogate using CRT

REQUIRED:

- Sare, L., Bales, S., & Neville, B. (2012). [New Academic Librarians and Their Perceptions of the Profession . *portal: Libraries & the Academy*, 12\(2\), 179-203.](#)
- Coker, C., vanDuinkerken, W., & Bales, S. (2010). [Seeking Full Citizenship: A Defense of Tenure Faculty Status for Librarians . *C&RL*, 71\(5\), 406-420.](#)
- Griffin, K. L. (2013). [Pursuing Tenure and Promotion in the Academy: A Librarian’s Cautionary Tale . *Negro Educational Review*, 64\(1–4\), 77–96.](#)
- ACRL. Guidelines for academic status for college and university librarians. (2007). [*C&RL News*, 68\(6\), 378-379. <http://www.ala.org/acrl/standards/standardsfaculty>](#)

ASSIGNMENT: Respond to Weekly Briefing Questions, available in Canvas

SESSION 7: ACADEMIC LIBRARIANS – HOW WE WORK (March 9, 2021)

OBJECTIVES:

- The workplace environment(s)
- Neutrality

REQUIRED:

- Brandenburg, M., Cordell, S., Joque, J., Maceachern, M., & Song, J. (2017). Interdisciplinary Collaboration: Librarian Involvement in Grant Projects. *College & Research Libraries*, 78(3), 272–282. <https://crl-acrl-org.proxy.lib.utk.edu/index.php/crl/article/view/16587/18033>
- Freedman, S., & Vreven, D. (2016). Workplace Incivility and Bullying in the Library: Perception or Reality? *College & Research Libraries*, 77(6), 727–748. <https://crl-acrl-org.proxy.lib.utk.edu/index.php/crl/article/view/16553/17999>
- Pionke, K (2019). “Disability and the Library Workplace.” Chapter 16 in Diversity and Inclusion in Libraries: A Call to Action and Strategies for Success. [DisabilityAndTheLibraryWorkplace.pdf](#)

ASSIGNMENT: Respond to Weekly Briefing Questions, available in Canvas

SESSION 8: FLIP! (March 16, 2021)

OBJECTIVES:

- Transform to student-led learning
- Prepare the student takeover

REQUIRED: n/a

ASSIGNMENT: prepare to lead assigned discussion

[READINGS BELOW ARE SUGGESTIONS; FINAL SELECTIONS WILL BE DETERMINED BY STUDENTS ASSIGNED TO EACH TOPIC]

SESSION 9: ACADEMIC LIBRARIANS – COMPETENCIES & FUNCTIONS (March 23, 2021)

OBJECTIVES:

- Competencies, functions, and positions
- Frameworks and guidelines for best practices (e.g., ACRL Framework for Information Literacy)

REQUIRED: TBA

ASSIGNMENT: Respond to Weekly Briefing Questions, available in Canvas

SESSION 10: ACADEMIC LIBRARIES – ISSUES & CHALLENGES (MARCH 30, 2021)

OBJECTIVES:

- Changing external and internal factors that impact academic libraries
- Publishing, financial concerns, etc.

REQUIRED: TBA

ASSIGNMENT: Respond to Weekly Briefing Questions, available in Canvas

SESSION 11: COMMUNITIES WE SERVE – WHO THEY ARE (April 6, 2021)

OBJECTIVES:

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- Identifying our primary stakeholders
- Exploring the information behaviors of these community members

REQUIRED: TBA

ASSIGNMENT: Respond to Weekly Briefing Questions, available in Canvas

SESSION 12: COMMUNITIES WE SERVE – WHAT THEY NEED & WANT (April 13, 2021)

OBJECTIVES:

- Exploring services provided to our communities
- Collections, liaison programs, etc.

REQUIRED: TBA

ASSIGNMENT: Respond to Weekly Briefing Questions, available in Canvas

SESSION 13: COMMUNITIES WE SERVE – ISSUES & CHALLENGES (April 20, 2021)

OBJECTIVES:

- Emerging technologies and trends
- Current events
- Social and political contexts

REQUIRED: TBA

ASSIGNMENT: Respond to Weekly Briefing Questions, available in Canvas

SESSION 14: MINI-CON(?) (APRIL 27, 2021)

OBJECTIVES:

- Discuss trends and practice with current academic librarians

REQUIRED:

- Your presence

ASSIGNMENT:

- Prepare for conversations with professionals