Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies

LIS 7230
SPECIAL LIBRARIES
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.

3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

5. <u>Reference and User Services</u>: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

6. <u>Research</u>: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.

7. <u>Professionalism</u>. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

8. <u>Administration and Management</u>: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*

PO 3. Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*

PO 4. Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

INSTRUCTOR

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COURSE DESCRIPTION

An examination of the contexts and administrative functions of special libraries and information centers. Management policies and practices, user services, technical services, collections, facilities, and outreach are addressed. Prerequisite or corequisite: MLIS 7200 or consent of instructor.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

None. Readings available in course site.

COURSE OBJECTIVES
Special Libraries Student Learning Outcomes (SLO):

Upon completion of this course, the student will be able to:

SLO 1. Describe the characteristics unique to special libraries and information centers, including their functions, purposes, policies, services, organizational structures, and ethical obligations. (PO 1)
SLO 2. Identify the basic financial management responsibilities in special libraries and information centers, focusing on expenditures, budgeting, and revenue generation. (PO 1)
SLO 3. Recognize methods used by information providers in special libraries and information centers to fulfill the distinctive information needs of their clienteles. (PO 1, PO 3)
SLO 4. Apply principles of outreach within the framework of a special library or information center. (PO 1, PO 3)
SLO 5. Explore avenues for professional and institutional development available to information professionals in special libraries and information centers. (PO 1, PO 4)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Student Responsibilities: Students are expected to read the assignments, submit assignments on time, and participate in discussions. Additionally, students are encouraged stay current on news concerning special libraries, to help them connect current events with their weekly reflections and discussions.
Students must complete the assigned projects and discussions to succeed in the course—please let the instructor know as soon as possible if you require accommodations to complete coursework.

• For each graduate credit hour enrolled, students should anticipate 3 hours of work outside the class meeting time. In other words, students should anticipate at least nine hours of work outside the class meeting for each meeting of each class.

• If you need help with your writing, reach out to the Academic Support Center (https://www.valdosta.edu/asc/) and visit this list of resources: https://www.valdosta.edu/academics/graduate-school/writing-quality.php

• File names should include your last name and the assignment (e.g. Skinner_paper1). For your professor's sanity, please include your name and the title of the assignment in the assignment document as well.

• Attach files to BlazeViewAssignment boxes using any of the following formats: .doc, .docx, .odt, or .pdf

• You may cut and paste your paper into the assignment portal window, although attached files are preferred.

•Please read assignment instructions carefully before submitting (and ask questions if you have them!)

• You may use whatever citation style you prefer (APA, MLA, Chicago, etc.) as long as you are consistent within that style (for citation guidance across several styles, see https://owl.english.purdue.edu/owl/). Please include page numbers when including direct quotes, and please include a bibliography showing all works cited at the end of your paper.

 GRADING Course grades are assigned upon the full semester's performance as follows: Final grading will be based on the sum of all graded coursework: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: 59 and below.

 Policy on LATE SUBMISSIONS: 10 points deducted for late assignments for first week, 1 letter grade for assignments more than one week late without permission of professor.

Course assignments

This course is one optional elective for fulfillment of the Management Track. Although special libraries and information centers provide the context for its content, the course also allows the use of a special collection, an archive, or a historical society for the basis of projects if there are elements of special library management in those facilities (e.g., a director, a reporting structure, a budget, and special housing for the collection).

The following list is a brief overview of the activities included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeVIEW course site in advance of that assignment's due date.

Special librarianship asks you to wear a lot of different hats, and to consistently consider your practice in relation to research (and your research in relation to

practice). With that in mind, your assignments ask you to engage with both research and practice in different ways throughout the semester.

I encourage creativity, critical engagement, and curiosity in all my assignments: The guidelines below offer my expectations and, where appropriate, minimum word counts and other nuts and bolts things. However, I am incredibly open to different approaches (zines, comics, videos, etc.) in lieu of traditional papers, and these assignments in particular are well-suited to that approach, should you wish to pursue it. If you do decide to do a format outside of a paper, please check with me first so we can make sure that it meets the desired learning objectives for that project.

When asking questions about assignments, please ask as far in advance as possible! Assignments are due at midnight on each day to accommodate various schedules, but I am not awake at (or anywhere near) midnight, so if you run into a snag last minute I won't be able to help you.

Assignment One: What Makes a Library "Special"? 200 points. Due 2/21 at Midnight.
This assignment includes two components: First, visiting a variety of special library websites and noting what you see on them, and then taking what you've learned to write a brief paper. This assignment builds on our readings that define special libraries by allowing you to evaluate them firsthand.
Step One: Visit at least five websites for special libraries. You can choose from **the resources provided in our course website** OR choose special libraries you are already familiar with or find online that spark your interest (if you have questions about their appropriateness, please contact me!) PLEASE CHOOSE AT LEAST TWO DIFFERENT KINDS OF LIBRARIES TO COMPARE (e.g. don't just look at five corporate archives).
Step Two: Write a **250-500 word paper** (longer is fine, shorter is not) addressing the following:
  - What sites did you visit, and what kinds of institutions did they represent (public/private, standalone vs part of a larger organization, etc.)?
  - What kinds of materials are held at each library (e.g. corporate archives, government records, rare books, reference materials)?
  - How do they represent these materials? For example, can you search their holdings online? Do they have digitized materials?
  - Are materials publicly accessible?
  - Do they offer any programs or services besides collections care and reference? If so, what (and who is able to access it: e.g. public programming versus private events)?
  - What commonalities did you find among these libraries? And what differences? You can focus just a few points that really stuck out to you (types of materials, programming, mission statements, etc.) as this question itself can cover a lot of ground.
  - Based on what you've seen, is there anything you would change about the definitions of special libraries that we've seen in our readings?

Assignment two: Finding your community of practice 200 points. Due 4/4 at Midnight.
None of our work exists in a vacuum, and this assignment will help you identify different professional communities that may be helpful as you grow your career, and to begin the process of joining those communities. In special libraries in particular, identifying these communities is critical, as 'special libraries' can encompass so many things.

As with assignment one, this assignment is in two parts:

Step One: Identify AT LEAST ONE professional group you would like to be a part of. This can be informal (like Facebook groups) or more formal (like professional organizations). You can use the resources we've looked at in our class (like the list of SLA divisions) or draw upon other resources. It is absolutely ok to consider groups you are already a part of too!
I highly recommend taking advantage of free resources (like listservs or Facebook groups) for this assignment, but if you really want to join a paid group, that's ok too.

Once you've identified the group/list of your choice, join it and keep an eye on group discussions as well as their online presence writ large. You may need to scroll through group posts, or for a listserv, go through the post archive (listservs will send you instructions for accessing that archive when you sign up). Bear in mind that not all groups are not terribly active, so it's best to scroll through and read old posts for this assignment, rather than waiting for new posts to appear as you work.
Learn as much as you feasibly can about the group, and think about how or whether it connects to your career as you envision it. For example:
-What regular topics come up for discussion?
-What is engagement like—do people regularly interact (and are the interactions collegial?) or do posts tend to go unanswered?
-How helpful do group members seem to be?
-Do you feel like you're learning useful information, or gaining helpful resources?
-How does your group organize its information? For example, a listserv will have a post archive, but do they have another web presence as well? Are there pinned posts or files in a Facebook group? A website? Etc.

Step Two: In a **250-500 word paper** (longer is fine, shorter is not), address the following:
-Briefly describe the career trajectory do you currently see yourself taking (recognizing that this may change later, and that's ok!)
-What community or communities did you identify that connect to your career path? Do these speak to your interests holistically (e.g. rare books) or only to part of them (e.g. American printing history)?
-Group organization:
      -Is this group part of a larger organization (e.g. a special interest group in a professional organization) or is it a standalone group?

      -What platform(s) does your group(s) use (Facebook, Slack, listservs, etc.)? Is there a hierarchy in the group, and if so, what (moderators, elected officers, etc.)?

-Group communication/interaction:

      -Does it have in-person meetings (conferences, happy hours, etc.)?

      -What possibilities do you see for networking in this group (e.g. posting to listserv, responding to Facebook threads)? What about service work (like officer/volunteer/moderator roles)?

      -How do you see yourself and your work fitting into this group?

      -Using what you learned while researching the group, briefly describe group dynamics. For example, do people regularly post? Are they generally helpful or are there tensions? Does the content seem organized, or scattered?

-Is there anything else about the group that stuck out to you?

-Did you find any other groups that might be helpful to be a part of that you didn't join? If so, please list them out and give a 1-2 sentence description. These may be helpful for you to have on hand later!

-Do existing communities meet your needs and speak to your interests/identities, or are there gaps? If you can't find the communities you need, how might you go about building them?

Important! Please read: This paper is an exercise is self-reflection and critical thinking about your career path and how it fits within the larger constellation of library work, which means there are *no wrong answers here*.

I want to see you critically thinking about your chosen path, and offering thoughtful, clear descriptions of what you've learned about your own possible career trajectory though the assignment process. You'll be graded on showing that you've begun to think through what professional communities you need to thrive, and that you have at least identified some possible options and about why/how they fit into your career (listservs, Facebook groups, etc). Your grade will NOT be based on how active group discussions are, my personal opinion of the professional group, or anything beyond your own reflection.

Assignment three: Final paper. 200 points. Due 5/2 at Midnight.

For our final paper (**250-500 words or 1-2 pages**), I want you to think about this whole class, and talk a bit about things that have stuck out to you the most (particularly those things that you think can inform your future as an information professional).

One thing we have seen throughout this course is that "special libraries" is an umbrella term that encompasses a vast array of possible institutions and careers. And one thing I've wanted you to take away is not simply an understanding of what these different organizations are like and how they operate, but also how *your work fits within them.*

With that in mind, please think on the following questions (and if there are other things that stuck out to you during class that are not addressed here, please add them in!)

-How do you see special libraries connecting to your career as an information professional?
-Was there anything you learned about special libraries that surprised you?
-What about special library work is most interesting to you (programming, collections care, etc.) and how might you go about folding that into your work?
-How can you use what we learned in this class to continue developing your skills and interests?

Participation: 400 points (ongoing throughout semester). Original posts due by Thursday at Midnight; Responses by Sunday at Midnight.
Conversation with your colleagues is a critical part of the learning process in this course, and that importance is reflected in your participation grade.

These discussion posts are where we will talk about the readings and the research that informs our practice, thus giving us our theoretical component to complement the practice-focused assignments.

To receive full credit, please post **either a thoughtful question, or a response to a fellow student's question** *on each weekly discussion board.* Of course, more participation is heartily encouraged!

Thoughtful questions and responses are typically a paragraph long (or more, if you want), and show you deep diving into the readings and sharing specific learnings from one or multiple readings, or connecting your own experiences to what we're reading about.
Questions like "who liked the readings!?" or answers like "yes, agreed" are not substantive enough to receive full credit.

Weekly Schedule

MODULE ONE: WHAT ARE SPECIAL LIBRARIES?

Week 1 (1/11-17): What are special libraries?
To read:
- "What makes a library special?" in weekly folder
- Please review the syllabus and familiarize yourself with due dates, assignment expectations, etc.

Discussion board post:
- Please introduce yourself to your colleagues on the Week One board!

Week 2 (1/18-24) Types of special libraries
To read:
- "Types of special libraries" in weekly folder (*please ignore the references to assignment 2:* That is from an older version of the class and doesn't apply to you!)

- Look at the different divisions of the Special Libraries Association: https://www.sla.org/get-involved/divisions/

To discuss: (A note: each week I offer discussion prompts to spark your thinking. You're welcome to cover one or all, or to go in a different direction if something else spoke to you. Drawing on your own experiences as well as our readings is highly encouraged!)

- Are the definitions of special libraries we've looked at the same as what you had in mind when you signed up?
- What types of special libraries interest you most and why? Anything else you would add to the list?
- Did anything surprise you about the history and development of special libraries?

MODULE TWO: WHAT SPECIAL LIBRARIANS DO

Week 3 (1/25-31) What special librarians do
To read
- So You Want to Be a Special Librarian? https://hacklibraryschool.com/2011/03/11/special-lib-resources/
- Roles for Special Libraries in the New International Arena (in course folder).

To discuss
- The "Roles for Special Libraries" article is from 1990: How have its suggestions and predictions held up in the field today?
- What do you think of the idea of embedded librarians in special libraries?

Week 4 (2/1-7) Special libraries require special skills
To read
- "What do special librarians do" class notes (quickly skim; read the conclusion)
- AALL code of ethics https://www.aallnet.org/about-us/what-we-do/policies/public-policies/aall-ethical-principles/
- Look at the different categories of special library jobs listed here (note that the job links themselves are not all active, so don't worry about reading the job descriptions themselves): https://newlibrarianrefshelf.omeka.net/special-libraries-job-descriptions

To discuss
- As we saw in the readings this week, job postings for different types of special librarians can vary widely, from broad skill sets to in-depth knowledge of a certain software or database. Think about these listings in comparison to listings from elsewhere in librarianship and/or in relation to the skills you've learned from other classes:
  - There is a lot of overlap (of course) between skills needed for special librarianship and those needed for other sectors. Did any of these stick out to you?

- o Based on the skills in the readings, how prepared do you feel for special library jobs? What skills do you already have? What skills would you need to learn?
- o Did anything else stand out to you about how professional organizations and/or practicing librarians describe this work?

Week 5 (2/8-14) Collections Care and Development
To read
- ACRL/RBMS collection security guidelines: http://www.ala.org/acrl/standards/security_theft
- AAM collections guidelines: Overview: http://ww2.aam-us.org/resources/ethics-standards-and-best-practices/collections-stewardship
- RBMS code of ethics (focus your attention on the part that deals with personal collecting and conflict of interest): http://rbms.info/standards/code_of_ethics/
- SAA sample collection policies (pick several that pique your interest and read through them): https://www2.archivists.org/groups/museum-archives-section/2-appraisal-and-acquisitionaccession

Optional:
- Strauss Health Sciences Library collection development policy: https://library.cuanschutz.edu/policies/collection
- National Library of Medicine collection development policy: https://www.ncbi.nlm.nih.gov/books/NBK518693/
- Princeton Theological Seminary collection development policy: https://library.ptsem.edu/policies/collection-development-policy
- Transfer of collection materials to special collections: http://www.ala.org/acrl/standards/selctransfer

To discuss
-Collections care encompasses a whole range of concerns, from security of physical objects to the confidentiality of their contents, to cataloging (more on that later) and user access and beyond. Almost always, there is a tension between keeping special materials preserved in ideal (or close) conditions, and making those materials accessible for use. Choose a certain type of special library (or two): What areas of collections care do you think are most important to them?
-What do you think of the standards that guide collections care in different areas of cultural heritage? Do you notice any key differences or conflicting advice between them? For institutions without the resources to implement every best practice, which ones do you think are more flexible? What do you think of the RBMS code of ethics—did anything surprise you? What else would you add or take away, and why?
-Care of physical collections is one facet of collections care, but the development of those collections is critical as well. When looking at policies, what did you learn

about how special librarians develop their collections? Is there anything you would add or change?

Week 6 (2/15-21) Collections Care, part 2
Assignment 1 due 2/21 at midnight
To read:
- Competencies for special collections professionals: http://www.ala.org/acrl/standards/comp4specollect#promo
- NEDCC preservation leaflets: https://www.nedcc.org/free-resources/preservation-leaflets/overview
- NEDCC Preservation 101. https://www.nedcc.org/preservation101/welcome
  This is one of the most useful and complete resources on collections preservation that I've found. Highly recommended as a resource for your future career! You don't need to read the whole thing: Just skim through to get a sense of what it contains and bookmark it for future reference.

To discuss:
Discussion boards are **optional** this week!

MODULE THREE: SERVING AND SHARING

Week 7 (2/22-28): Meeting needs: Meeting information needs
To read

- https://www.infotoday.com/it/jul12/Shumaker--Embedded-Librarians-in-Special-Libraries.shtml
- Medical Library Association competencies https://www.mlanet.org/p/cm/ld/fid=1217
- SAA Born Digital and Digitization examples (choose and read at least two of these examples): https://www2.archivists.org/groups/museum-archives-section/8-born-digital-and-digitization
- American Theological Library Assocation guide to digitizing collections https://atla.libguides.com/digitizing-collections

To discuss
Special libraries offer a very wide range of services to the community, in addition to safely storing items and making them accessible, as we saw in earlier weeks and in this week's readings. This week's readings gave us some more examples, and in the coming weeks we'll be discussing reference, outreach to underserved communities, programs, etc.
This week, we're thinking about how special libraries take their collections and either digitize them or otherwise share them in ways that meet users where they are (i.e. putting it in a format, etc. that is most useful). There are many concerns with

how to do this that are well beyond the scope of this class, but for our purposes we are simply taking a bird's eye view of best practices for digitization and access: What overlap do you notice between our readings? What is different? What would you add?

The piece on embedded librarianship is connected closely with reference (covered next week), but is helpful here as it asks us to consider that *how* we bring our materials to people extends beyond digitization and other formatting considerations: It also has to do with physically meeting people where they are (in person, as with embedded librarianship, or digitally, as with social media). With that in mind, was there anything about this piece that surprised you or especially spoke to you? Do you have any experiences with embedded librarianship that connect to this week's readings?

Week 8 (3/1-7) Meeting needs: Reference
To read
- SAA Reference and Access Use/Services examples (just read through a couple in each section): https://www2.archivists.org/groups/museum-archives-section/6-reference-and-accessuse-services
- RUSA guidelines for reference interviewers: http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral
- RUSA definition of reference services: http://www.ala.org/rusa/guidelines/definitionsreference

To discuss:
While subject matter is often more specific than in a large multipurpose library, user needs are still at the forefront of working in special libraries. Remember, if users aren't using your collections, they can't advocate for the value of your work! Choose a type of library (this can be a specific organization or something more general, like a government repository).

What do patron services look like in this context? Who do you think uses the library? What are they looking for? What will they use it for? What parts of your job would intersect with patron services? E.g. Do you think you'd be doing in-depth reference work, fulfilling information requests like FOIA, create finding aids, cataloging, etc. Educated guesses are totally fine here, this is just to get you thinking about how you might center patrons in these spaces.

Week 9 (3/8-14) Meeting needs: communities
To read:
- Reaching new audiences with special collections: https://juliacskinner.com/2017/05/23/not-so-rare-any-more-reaching-new-special-collections-audiences-through-unlikely-collaborations/
- Providing library services to incarcerated populations: https://hacklibraryschool.com/2017/10/30/providing-library-services-to-incarcerated-populations-rare-books-outreach/

Optional resources
- Blog post on prison classroom instruction: https://juliacskinner.com/2017/06/07/bringing-rare-books-to-a-prison-classroom/
- Critical Library Instruction (book): http://libraryjuicepress.com/critlibinstruct.php
- Critical Library Pedagogy Handbook (2 volumes): https://www.alastore.ala.org/content/critical-library-pedagogy-handbook-2-volume-set
- Using special collections for community outreach: http://www.acsa-arch.org/acsa-news/read/acsa-news/2017/02/08/using-the-special-collections-for-library-outreach
- White paper: Law Libraries best practices https://www.aallnet.org/wp-content/uploads/2016/01/AALL-ROI-Whitepaper-2016_FINAL.pdf

To discuss:
Recognizing that each special library and the communities it serves are different, think about a certain type of special library (government docs, rare books, etc.) and broadly consider who the communities might be. Then, consider what communities might benefit from that type of library's offerings, and how you might be able to reach them. This can be something new (e.g. rare books to a prison classroom) or an expansion of a traditional program (e.g. expanding outreach to seniors to include those in low-income housing).
 This can be a new type of library, or you can build on last week's post.

Week 10 (3/15-21) SPRING BREAK!

Week 11 (3/22-28) Organizing Information
To read

- Metadata for All https://firstmonday.org/article/view/1628/1543
- Metadata in Cultural Heritage (PDF in course folder)

To discuss
-As we've seen in this week's readings, there is still contention about what metadata schemas are best to use, and how best to use them, depending on the type of materials we're working with and how we share them. It's ok if you don't understand the nuts and bolts of each schema mentioned: Instead, think more broadly about what kinds of information the special libraries you are most interested in might find most useful. Would the perspectives in these articles apply well to all special libraries? Or are there different considerations for other types of libraries (e.g. would a law library need to organize information the same way as a rare book collection?)
-As we'll see next week, there are different expectations for privacy and data retention in different kinds of special libraries. Likewise, are there certain kinds of

information you think is most important to capture for specific types of libraries? (e.g. author/creator might be especially important in personal or some government/corporate archives, but may be harder to include with prehistoric artifacts).

-Metadata about individual items, as well as the organization of a repository's catalog overall, are critical as these hinder or help information access by staff and the public. Can you think of some ways to support robust metadata (e.g. following standards, filling out fields completely) or catalogs (e.g. making finding aids available online)? In your work, have you seen particularly noteworthy (good or not) examples of this?

-What resources did you see, or can you otherwise think of, for finding continuing education support in cataloging and metadata?

Week 12 (3/29-4/4): information public and private.
Assignment 2 due 4/4 at midnight
To read
- ACRL/SAA statement on access to research materials: http://www.ala.org/acrl/standards/jointstatement
- Reading room policies and other access documents often give us clues about what information the public is about to use, share, and store. For example: http://www.lib.uiowa.edu/sc/services/readingroom/

Optional:
- NARA best practices for social media capture: https://www.archives.gov/files/records-mgmt/resources/socialmediacapture.pdf
- Access to information and international government organization archives https://journals.ala.org/index.php/dttp/article/view/7211/9850

Guidelines for information privacy from govdocs, corporate libraries, etc.

*To discuss: Discussion boards are **optional** this week!*

MODULE THREE: PROGRAMS AND BEYOND

Week 13 (4/5-4/11) Public-facing programs
To read
- Outreach and Advocacy examples (just look at a couple from each section): https://www2.archivists.org/groups/museum-archives-section/7-outreachadvocacy
- AAM education and interpretation standards https://www.aam-us.org/programs/ethics-standards-and-professional-practices/education-and-interpretation-standards/
- Making Connections: A Survey of Special Collections' Social Media Outreach (PDF in course folder): Read from pg 381-398

To discuss:
-What kinds of special libraries would benefit from public-facing programs?
-In what kinds of libraries would this sort of programming be inappropriate, or at least seem out of place?
-What kinds of programs do you think would best fit in these spaces and why?
-What from the AAM standards do you think applies to library programming? What doesn't?

Week 14 (4/12-18) creative programming ideas
To read
- Rare books and beer pairing: https://juliacskinner.com/2017/05/18/pairing-rare-books-with-beer-conceptually-not-physically/
- Teach Archives (go through 'Our Teaching Philosophy' and 'Findings' under 'Articles'. The site has a lot of other helpful content as well, but that is optional!) http://www.teacharchives.org/
- Blog post on redesigning instruction sessions: https://juliacskinner.com/2017/08/31/rare-books-and-archives-instruction-resources/
- On Collaboration: https://journals.ala.org/index.php/dttp/article/view/7336/10083

To discuss
Have you ever attended a class or event (or taught a class) where artifacts like rare books or archival materials were used as instructional tools, and if so, what did you learn from that experience? What do you think is the value of doing artifact-based instruction rather than relying only on images of artifacts or text about them? What are some of the challenges of teaching with artifacts? How do you balance allowing users to handle artifacts during classes and programs with the preservation of those artifacts?
What kind of outreach/exhibit/new digital collection/corporate event/etc could you see your chosen library type doing? Feel free to get as creative as you want here!
In the last article, we saw the importance of collaboration between special libraries as one avenue to successful public programming (in this case between government repositories and others). Why are these collaborations potentially fruitful? Are there other examples you can think of where cross-institutional collaboration may be helpful?

Week 15 (4/19-25) Exhibits
To read
- IFLA Exhibition loan guideline: https://archive.ifla.org/VII/s18/pubs/GuidelinesExhibitionLoans.pdf
- MAAS exhibit design overview: https://maas.museum/app/uploads/2018/06/How-to-design-your-exhibition.pdf

- NEDCC guidelines for protecting works on paper during exhibition: https://www.nedcc.org/free-resources/preservation-leaflets/2.-the-environment/2.5-protecting-paper-and-book-collections-during-exhibition
- Museums Australia Victoria training video: Creating a small exhibition (you may be working with larger exhibits, but this is super useful for those times when you're asked to make something small but impactful happen with a limited budget): https://youtu.be/2YviD1Pcq9Y

To discuss
Certainly not all special libraries do exhibits, but many do, and they serve as an important way to create programming that connects collections to users in novel ways, and that can be put up and left for some time, rather than being a one-and-done deal as with some live programs.
What do you think is the greatest challenge in designing an exhibition, and why?
What do you think the purpose of exhibitions is? How do you define your audience, and how might you use an exhibition to bring in new audiences?
If you'd like, think of some example exhibit ideas (just ideas, don't worry about finding materials or anything beyond a simple brainstorm) that you think would be fun to see at different special libraries.

Week 16 (4/26-5/2) Wrapping up Assignment 3 due 5/2 at midnight
To read:
Nothing! Submit assignment 3, give yourself a high five for completing the semester, and have a great summer!

To discuss:
 Discussion boards are **optional** this week!

ATTENDANCE POLICY
This is an asynchronous course, so a traditional attendance policy is not practical. Instead, you will be assessed on participation, which includes meaningful interaction with classmates through weekly discussion. If we decide to hold synchronous meetings, attendance at those will be optional but encouraged. If you find yourself falling behind in the course or having trouble with any aspect of the discussions, please reach out to me earlier rather than later, so we can work together to find a solution!

ADDITIONAL COURSE POLICIES
• Librarianship often asks us to tackle problems that feel challenging, complex, and can result in strong opinions. I want us to tackle the difficult questions librarianship throws at us, but I want us to do it respectfully. Disagreement without attacking is critical, and constructive discourse is something I think we all are well poised to

participate in as information professionals. Further, racist/sexist/homophobic/ableist, etc. language, as well as discriminatory or abusive behaviors have no place in our class. Basically, don't be a jerk. I have never had an issue with students engaging in this behavior, and expect we will not in our class either!

• Ask permission prior to giving out a classmate's email address or other information, or before sharing identifying information about classmates outside the classroom space.

• I am here to guide the course, but I also am here as your colleague: If you have questions, concerns, etc. please reach out early and often. I take student concerns about physical health and mental health, as well as family emergencies, seriously, and will help you come up with a plan to succeed if you're struggling.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers

are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at
http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

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