

**Curricular Policies and Procedures: Overview and Guiding Principles for  
Classroom Activities  
Cowles Library  
Curriculum Committee  
As reviewed and approved by the Library Faculty Council**

Scope of this document:

The purpose and scope of this document is to provide the principles, rationale, and pointers to established procedures for the instructional work of Cowles Library Faculty. The Library has a separate document for academic integrity in general, as it impacts all Library activities; that document is linked as Appendix B (all Appendices are linked at the bottom of this document)

Rationale

Cowles Library holds its primary purpose to be the provision of informational support for the academic mission of Drake University. The library seeks to achieve this goal not only through the selection and acquisition of works of scholarship in traditional and evolving academic disciplines, but also through the provision of instructional programs that enable students to make more effective, critically informed use of a rapidly expanding universe of information in the pursuit of their studies and in the development of intellectual interests that will enrich their lives after graduation. Cowles librarians hold to the view that teaching students to become intelligent users of information resources is crucial to the educational function of the library in particular and the university in general. Moreover, educating our library users is a natural extension of our role as faculty members at the university.

In light of these conditions, the Cowles Library faculty offers courses and provides a variety of instructional opportunities through which library users might improve their abilities to find, explore, and critically evaluate the information resources provided by the library to students, faculty and staff. This document is intended to elaborate a set of procedures for library faculty to consult and to be guided by in their instructional endeavors.

Scope and Composition of the Curriculum Committee

The faculty of Cowles Library has instituted a curriculum committee in order to oversee the library's various instructional offerings, to maintain high pedagogical standards, to assure conformity of course offerings with the library's mission, and to encourage the development of courses that enhance students' appreciation of and facility with the diverse range of information resources available to them in accord with the principles of information literacy developed by the ACRL. With respect to this last point, the committee also seeks the development of cross-

disciplinary courses offered by librarian instructors that meet general education requirements (AOIs) in addition to the information literacy AOI.

However, the committee neither claims nor seeks to exercise jurisdiction over courses taught by librarians that are cross-listed with other departments or schools under a different designation. The committee acknowledges the authority of specific curriculum oversight units that have responsibility for areas of inquiry (AOI) requirements and the establishment of standards for courses meeting those requirements. Cowles Library's curriculum committee will coordinate its activities with such governance groups as the Drake Curriculum Committee and the curriculum committees of the various academic units when such consultations are required by the nature of the course offerings or when the potential for conflict arises between curricular policies of Cowles Library and those of the university or specific academic units within the university. Further, regarding courses cross-listed between the library and another academic unit, in instances where a specific curricular policy of Cowles Library is seen to conflict with or stand in opposition to an established curricular policy of the university, the university curricular policy shall take precedence over the library policy in question.

The Cowles Library Curriculum Committee shall be comprised of at least three full-time members of the Cowles Library faculty. The Curriculum Committee shall be deemed a standing sub-committee of the *Council*. The chair of the Teaching and Learning Department (or similar body), with the advice and consent of the other library faculty, will select which members will serve."

The Cowles Library Curriculum Committee shall also serve as the Academic Integrity Policy Committee. The Academic Integrity Policy Committee's (AIPC) duties include policy recommendation, implementation, and review of appeals for both grade and academic dishonesty; their duties are enumerated in detail in Appendix B: Grading and Academic Integrity Appeals, Cowles Library, Drake University. In those instances when the AIPC is reviewing an appeal that involves one of their members, the Chair of the Library Faculty Council shall appoint a replacement to AIPC for the duration of the appeal.

The members of the curriculum committee shall select a tenured member to serve as chair. The chair so designated shall serve for a period of two years. In the event of a vacancy occurring on the curriculum committee due to a member's sabbatical leave or a formal leave of absence, the committee shall conduct its business with at least the remaining two members. Should the vacancy occur in the committee chair's position, the committee chair shall appoint a current committee member to serve as chair for the duration of the chair's absence, but not beyond the chair's normal term of service.

The curriculum committee shall meet at least once each semester.

## Policies

### General Classroom Management

Cowles Library instructors are responsible for the proper management of their classes and are to be guided by the standards enumerated in sections 2.11, 2.12, and 2.13 (2.11 Classroom Responsibilities, 2.12 Standards of Instruction and 2.13 Performance Evaluation and Grading) of the Faculty Manual of Drake University <https://www.drake.edu/facultymanual/> .

### Grading and Examinations

Grading and the establishment of grading standards is the responsibility of each individual librarian instructor and should follow university guidelines as elaborated on in the University's Faculty Manual, in section 2.13. In no case shall a librarian instructor establish grading standards that conflict with the policies laid out in the University's governing documents.

### Course Development and Approval of New Courses

Courses proposed by library instructors for inclusion in the library curriculum (i.e. under the "LIBR" designation) must be submitted to the curriculum committee for approval at least one semester in advance of the course's first offering. The instructor proposing a given course is requested to submit a formal course proposal to the curriculum committee. Electronic submission is preferred and one copy of the proposal should be sent to each committee member at least two weeks in advance of the committee's scheduled meeting. The sponsor of the proposed course is expected to be present at the end of the meeting in which her/his proposal is to be considered. Upon approval of a new library (or information literacy) course by the committee, the instructor shall send a complete course description to the Dean of the Library. The chair of the Library Curriculum Committee will make appropriate arrangements to have the course included in the university's general course catalog.

Library staff (non-faculty) may be asked to develop a course, course module, or FYS. Staff must secure permission for teaching activities from his or her immediate supervisor and the Dean. Courses developed under the auspices of the library, must follow the procedures contained in this document.

## Appeals of Grading

Note: Details on the procedures for both grade appeals and appeals relating to academic integrity are linked as Appendix B, below.

Library instructors are urged to make clear to their students the criteria for assigning grades at the outset of each course they teach. Expectations for standards and benchmarks for each final letter grade should be indicated on the syllabus for the course and explained verbally at the beginning of the semester. Instructors should also emphasize that effort alone is not sufficient to earn a particular grade.

The procedure for addressing disputes over final grades assigned to students in library courses shall follow the procedures set forth in Appendix B: Grading and Academic Integrity Appeals, Cowles Library, Drake University.

## Academic Honesty

Note: Details on the procedures for both grade appeals and appeals relating to academic integrity are linked as Appendix B, below.

Library faculty, like faculty in other academic units, expect their colleagues and students to adhere strictly to the tenets of intellectual probity at force in the academic community at large and at Drake University in particular. Library instruction faculty are strongly encouraged to define clearly in their syllabi and in the introductory sessions of the courses they teach what constitutes academic dishonesty and what the potential penalties are for violations of those rules. Students should be advised to consult the student handbook and relevant university policy statements regarding cheating, plagiarism, attribution of intellectual debt, etc. and be apprised of the instructor's expectations in these matters. Cowles Library Faculty may be guided by the Administrative Procedures Handbook of the College of Arts and Sciences (<https://www.drake.edu/artsci/facultystaffresources/collegegovernance/administrativeprocedureshandbookforfaculty/>), "Part 1: Teaching: Academic and Intellectual Honesty," in addressing this issue.

## Teaching Self-Evaluation

Librarian instructors shall devise methods for periodic evaluations of their teaching effectiveness for courses they are teaching. The choice of evaluation tools is the responsibility of the instructor but the instructor should be able to provide rational

justification of her or his choice of evaluation measure(s), it being understood that the evaluation tool used will depend on the nature and content of a course and that the instructor is the best judge of which tool or tools are most appropriate for a particular course.

Evaluation may be conducted as frequently as the instructor deems prudent, but shall be conducted at least once every two years. Evaluations should take into consideration such matters as advances in the state of knowledge in the field or subject, the effectiveness of the pedagogical approach(es) used by the instructor, and changes in the established outcomes of the course.

### Program Assessment

The Curriculum Committee shall be responsible for the periodic assessment of the library's instructional program. A program assessment shall be undertaken at least once every three years and may be conducted more frequently if the chair of the faculty council, in consultation with the library dean or the provost, should direct that such a review be undertaken.

The Curriculum Committee shall be responsible for developing a methodology and appropriate measures for carrying out such assessments, for compiling reports, and for proposing changes to the library's curricular offerings. All reports and proposed changes shall be submitted for consideration to the faculty council and the library dean. The Curriculum Committee shall further be charged with seeing to it that any agreed upon changes to the library's curricular program are carried out by those librarians engaged in teaching.

### Cross-listed Courses

Courses bearing the LIBR designation but proposed for fulfillment of AOIs other than the information literacy requirement are to be reviewed by the library curriculum committee and then forwarded to the university curriculum committee for final action. The decision of the university curriculum committee regarding such courses shall be final. Courses not approved by the library curriculum committee shall not be sent on to the university curriculum committee. The library curriculum committee shall create a standard form for new course proposals to be used by all library instruction faculty for new courses to be offered under the LIBR designation.

Library faculty teaching a course in academic programs outside the library will be considered faculty of that particular program (or academic unit) for the duration of the

specific course. The classroom activity of the librarian teaching such a course shall fall under the authority of the academic unit or program administering that course. With regard to evaluation for tenure and/or promotion within the library, such teaching is to be considered part of the individual's job performance and as a professional activity commensurate with the librarian's status as a faculty member in a pro-active teaching library.

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## **Appendix A**

### **Student Evaluations Procedure Cowles Library, Drake University**

Scope: This document is an appendix to: *Curricular Policies and Procedures: Overview and Guiding Principles for Classroom Activities*. It is designed to provide specific procedures for all end-of semester student evaluations in LIBR, FYS, and other courses that apply.

1. Student evaluations near the end of the semester for each LIBR course are required.
2. Evaluations may be customized by each instructor, but some basic questions that may want to be included are below
3. Evaluations will go to the instructor's supervisor. Instructors should communicate with their supervisor on format, timing, and other procedural matters.
4. Supervisor will review evaluations and discuss with the instructor in a timely manner (approximately a month.)
5. Instructors have the right to respond to the evaluations, in addition to the review in part 4, if they so choose. That response can take the form of a narrative written response.

#### **Example questions:**

1. What did the instructor do well that facilitated your learning? What aspects/materials did you find most helpful?
2. What suggestions would you like the instructor to consider to further improve your learning?
3. Please provide any additional feedback here.

Approved and adopted by Cowles Library Faculty on March 10, 2021.

## **Appendix B**

### **Grading and Academic Integrity Appeals, Cowles Library, Drake University**

#### **Grading and Academic Integrity Appeals, Cowles Library, Drake University Appeals Procedure for Grades, Grading Practices, and disputes over Academic Integrity in courses with the LIBR designation**

Scope: This document is an appendix to: *Curricular Policies and Procedures: Overview and Guiding Principles for Classroom Activities*. It is designed to provide specific procedures for instances of appeals of grades or academic integrity disputes.

#### **Section I: Grade Appeals**

A student who wishes to challenge the grading practices of an instructor from Cowles Library may appeal for a change of grade, using the following procedures. These guidelines only apply to courses with the LIBR designation.

##### **A. Timetable:**

First, the student must meet with the instructor involved in an attempt to resolve the problem. The student must initiate the appeals procedure with the instructor on or before the third Wednesday of the semester following the issuance of the grade in question (excluding J-terms or summer terms). For disputes regarding grades received from J-Term, the student must initiate the appeals procedure with the instructor on or before the third Wednesday of the Spring semester following the issuance of the grade in question. For all courses, only the final course grade may be appealed. Individual assignment grades (exams, quizzes, etc.) should be discussed with the instructor throughout the semester.

##### **B. First Appeal:**

If, after discussing the grade with the instructor, the matter remains unresolved, the student must request a meeting at which the Chair of the Cowles Library Curriculum Committee, the instructor, and the student are present. The student must make this request to the Chair of the Cowles Library Curriculum Committee by the fifth Wednesday of the semester following issuance of the grade in question (excluding summer terms). The student shall be given the opportunity to explain his/her position and present relevant documentation to the Chair of the Cowles Library Curriculum Committee.



The Chair of the Cowles Library Curriculum Committee shall prepare a written summary of the issues, his or her findings of fact, and a proposed resolution to be presented to the student and the instructor.

In cases in which the Chair of the Cowles Library Curriculum Committee is the instructor, the Dean of Cowles Library will appoint a library faculty member with classroom teaching experience to serve in his or her place.

### **C. Second Appeal:**

If the proposed resolution of the Chair or the substitute appointed by the Dean of Cowles Library is unsatisfactory to the student, he or she may appeal the disputed grade in writing to the Dean, who will refer the appeal to the Cowles Library Academic Integrity Policy Committee (hereinafter referred to as “the Committee.”) (Note: The composition of the Committee is detailed in the Curricular Policies and Procedures document (link above)). All second appeals must be delivered to the Dean within ten (10) business days of presentation of the proposed resolution to the student and instructor. Absent a timely appeal by the student, the proposed resolution of the Chair or Dean becomes final.

#### **a. Procedures of The Committee**

Upon receipt of the appeal, the Committee shall invite the instructor to submit a written response to the appeal.

The Committee may meet, alone or with some or all of the parties involved, (1) to familiarize itself with the relevant facts and review the instructor’s written grading policy as stated in the syllabus and other relevant documents and (2) to decide if a formal hearing is necessary. Note: A formal hearing is not necessary unless there is at least one material disputed fact issue, the outcome of which depends upon the credibility of a witness.

If the Committee determines that a hearing is unnecessary, the Committee shall determine, by a preponderance of the evidence, whether the grading practice and/or grade under review is either (1) arbitrary and capricious or (2) unsupported by the relevant facts and academic standards. If either question is answered in the affirmative, the Committee shall recommend the appropriate change in grading practice and/or a particular grade. If not, the Committee shall recommend that the grading practice and/or grade remain unchanged. The Committee, having considered all appropriate information, shall submit to the Dean, in writing, its findings of fact and recommendations within three (3) business days of its decision.

#### **b. Hearing Procedures**

If the Committee determines that a hearing is necessary, the Committee shall notify the student and the instructor in writing at least ten (10) business days prior to the hearing date. The

notification shall include a summary of the facts, copies of any documents which may be relied upon by the Committee, a description of the hearing procedures, and the date, time, and location of the hearing.

The Committee's charge is to determine, by a preponderance of the evidence, whether the grading practice and/or grade under review is either (1) arbitrary and capricious or (2) unsupported by the relevant facts and academic standards. If either question is answered in the affirmative, the Committee shall recommend the appropriate change in grading practices and/or a particular grade. If not, the Committee shall recommend that the grading practice and/or grade remain unchanged. The Committee, having considered all appropriate information shall submit to the Dean, in writing, its findings of fact and recommendations within three (3) business days of its decision.

### **c. Final Decision**

The Dean of Cowles Library shall review the Committee's findings and recommendations and makes a final and un-appealable decision with regard to all matters pertaining to the appeal within ten business days of receiving the Committee's recommendations. The Dean shall provide a concise written decision to the members of the Committee, the student, and the instructor within three (3) business days of the Dean's decision.

## **Section II: Academic Integrity Appeals Suspected Academic Dishonesty, Cowles Library**

“Academic dishonesty is an encompassing term involving any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. Plagiarism is defined as misrepresenting another's ideas, phrases, discourse or works as one's own. Cheating is defined as the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations.” The above is Drake University's definition of academic integrity; for more, see:

<https://catalog.drake.edu/undergraduate/academicregulations/generalacademicregulations/#INTEGRITY>

When a student is found committing an act of academic dishonesty in an LIBR course the instructor will discuss the matter with the student, face to face, within two weeks of the suspected incident. If it is determined by the instructor that the student has committed a significant violation of academic integrity, it is the prerogative of the instructor to assign a penalty. Possible penalties include a reprimand, and/or a grade reduction (including the possibility of a failing grade). The penalty for violating academic integrity will vary from incident to incident depending upon the scope and magnitude of the offense and the circumstances in which it occurred; and upon evidence suggesting the existence or absence of a

pattern of violations in the academic performance of the student committing the offense. Instructors in this situation are encouraged to discuss the case (confidentially) with another instructor before making a decision.

If a penalty for the violation of academic integrity is imposed by the instructor, the incident must be reported, in writing, within two business days to the Dean of Cowles Library; the report shall also be shared with the penalized student. The report must, at a minimum, state the nature of the misconduct and the penalty assigned. The Dean's copy will be kept in a private file devoted exclusively to reports of this kind. The Dean will report the incident for information purposes to the Dean of the college/school in which the student is enrolled.

In the case of a severe offense, the Dean may recommend further disciplinary action to the student's college/school; in such instances, the Provost shall also be made aware of the recommendation.

If the student appeals the instructor's determination of a violation of academic integrity and/or the penalty imposed by the instructor, the procedure provided in section I. of this document (above) will be followed beginning with Step B. If after appeal, it is determined that there is insufficient evidence of a violation of academic integrity, the instructor is bound by that finding and may only evaluate the assignment as to its content or other time-honored bases of academic evaluation.

As reviewed and approved by the Cowles Library Faculty Council, March 2014  
Approved and adopted by Cowles Library Faculty on March 10, 2021.