Simmons College LIS 451, Spring 2010

GSLIS Laura Saunders

Academic Libraries

This course surveys the development, current state, and future directions of college and university libraries. The focus will be on broad issues within a context that connects academic libraries and their infrastructure, with their parent institutions. Such issues include managing change, scholarly communication, publishing, information technology, advocacy, evaluation and assessment, planning, and higher education.

**Course Objectives\***

* Understand the role of academic libraries in higher education
* Learn about broad issues affecting academic libraries
* Gain a service perspective of academic libraries

\*The course adheres to the student learning outcomes of the GSLIS program: numbers 1, 4, 5, 8, 9, and 10

Course Schedule

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| Date | Topic | Readings/ Assignments |
| 1/29 | IntroductionASERL & other associationsKey Issues |  |
| 2/5 | Historical OverviewHigher Education Institutions | Readings:John M. BuddKenneth R. SmithAssignments:None |
| 2/12 | Change ManagementInstitutional/ Organizational Culture | Readings:Amos Lakos and Shelly PhippsJo McClamroch, et.al.Charles T. Townley, Assignments:None |
| 2/19 | Staffing | Readings:Lynch & SmithPromisAssignments:Issue Brief |
| 2/26 | Information Life CycleScholarly CommunicationsCollections | Readings:Maria Anna JankowskaAssignments:None |
| 3/5 | Library DirectorsLeadership and Management | Readings:DefaHernon, Powell, & YoungYoung, et. al.TodaroAssignments:None |
| 3/12 | Spring Break |  |
| 3/19 | Facilities | Readings:Beagle (1999, 2002)Carlson (2002)Assignments:Issue Brief |
| 3/26 | Technology | Readings:DuganAssignments:None |
| 4/2 | FinanceBudgeting | Readings:MartinRobinson & RobinsonBloomberg <http://www.businessweek.com/news/2010-01-11/harvard-university-audited-as-part-of-irs-probe-of-nonprofits.html>Inside Higher Edhttp://www.insidehighered.com/views/2010/01/12/jonesAssignments: None |
| 4/9 | Public ServicesInformation Literacy | Readings:Developing Research and Communications Skills (Browse, esp. 1-6, 61-65)Assignments:Issue Brief |
| 4/16 | Customer Service | Readings:Wehmeyer, Auchter, & HirschonAssignments:Oral Presentation |
| 4/23 | Advocacy | Readings:Carlson (2001)Russo & ColbornAssignments:Oral Presentations |
| 4/30 | Assessment & Evaluation | Readings:LopezDugan & HernonCircular Ratingshttp://www.insidehighered.com/news/2010/01/13/usnewsAssignments:Planning Document |
| 5/7 | Future of Academic LibrarianshipCareer Opportunities | Readings:OsifReviving Academic Libraries<http://www.insidehighered.com/views/2009/11/19/neem>Bookless Libraries<http://www.insidehighered.com/news/2009/11/06/library>Libraries of the Futurehttp://www.insidehighered.com/news/2009/09/24/librariesAssignments:None |

# READINGS

Association of Southeastern Research Libraries, Education Committee, “Shaping the Future: ASERL’s Competencies for Research Librarians” (2000), pp. 3-5. Available: http://www.aserl.org/statements/competencies/competencies.htm

Donald Beagle, “Conceptualizing an Information Commons,” *The Journal of Academic Librarianship* 25 (March 1999): 82-89

Donald Beagle, “Extending the Information Commons: From Instructional Testbed to Internet2,” *The Journal of Academic Librarianship* 28 (September 2002): 287-296

John M. Budd, *The Academic Library: Its Context, Its Purpose, and Its Operation* (Libraries Unlimited, 1998). Chapter 2 (pp. 24-48): “A Brief History of Higher Education and Academic Libraries in the United States”

Scott Carlson, "The Deserted Library," *The Chronicle of Higher Education* 48 (November 16, 2001): A35. Available: http://chronicle.com/weekly/v48/i12/12a03501.htm.

Scott Carlson, "Do Libraries Really Need Books?," *The Chronicle of Higher Education* 48 (July 12, 2002): A31. Available: http://chronicle.com/weekly/v48/i44/44a03101.htm

D. R. Defa, “Human Resources Administration in the Academic Library,” *Library Administration and Management*, 22 (Summer 2008), 138-141.

Developing Research & Communication Skills (Philadelphia, PA: Middle States Commission on Higher Education, 2003), pp.1-6, 61-65.

Robert E. Dugan, “Information Technology Plans,” *The Journal of Academic Librarianship* 28 (May 2002): 152-156

Robert E. Dugan and Peter Hernon, “Outcomes Assessment: Not Synonymous with Inputs and Outputs,” *The Journal of Academic Librarianship* 28 (November-December 2002): 376-380

Peter Hernon, Ronald R. Powell, and Arthur P. Young, “**Academic Library Directors: What Do They Do?,” *College & Research Libraries* 65 (November): 538-563.**

W. Lee Hisle, “Top Issues Facing Academic Libraries,” *College & Research Libraries News* 63 (November 2002): 714-715

Maria Anna Jankowska, “Identifying University Professors' Information Needs in the Challenging Environment of Information and Communication Technologies,” *The Journal of Academic Librarianship* 30 (January 2004): 51-66

Amos Lakos and Shelly Phipps, “Creating a Culture of Assessment: A Catalyst for Organizational Change,” *portal: Libraries and the Academy* 4 (2004): 345-361

Cecilia L. López, “Assessment of Student Learning: Challenges and Strategies,” *The Journal of Academic Librarianship* 28 (November-December 2002): 356-367

Beverly P. Lynch and Kimberly Robbles Smith, “The Changing Nature of Work in Academic Libraries,” *College & Research Libraries* 62 (September 2001): 407-420.

Susan K. Martin, “The Changing Role of the Library Director: Fund-raising and the Academic Library,” *The Journal of Academic Librarianship* 24 (January 1998): 3-10

Jo McClamroch, Jacqueline J. Byrd, and Steven L. Sowell, “Strategic Planning: Politics, Leadership, and Learning,” *The Journal of Academic Librarianship* 27 (September 2001): 372-8.

B. A. Osif, “Whither Libraries?” *Library Administration and Management*, 22 (Winter 2008), 49-54.

Patricia Promis, “Are Employers Asking for the Right Competencies? A Case for Emotional Intelligence,” *Library Administration and Management*, 22 (Winter 2008), 31-36.

Barbara M. Robinson & Sherman Robinson, “Strategic Planning and Program Budgeting for Libraries,” *Library Trends* 42 (Winter 1994): 420-447.

Michele C. Russo and Nancy Wootton Colborn, “Something for (Almost) Nothing Public Relations on a Shoestring in an Academic Library,” *Library Administration & Management* 16 (Summer 2002): 138-145.

Kenneth R. Smith, “New Roles and Responsibilities for the University Library: Advancing Student Learning through Outcomes Assessment” (Paper prepared for ARL, May, 2000), <http://www.arl.org/resources/pubs/mmproceedings/136smith.shtml>

Julie Beth Todaro, “The Effective Organization in the Twenty-First Century,” *Library Administration & Management* 15 (Summer 2001): 176-8.

Charles T. Townley, “User-Focused Strategic Services for Technological University Libraries” May 1999. (with permission from the IATUL Proceedings, volume 9, 1999) Available at <http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/dc/de.pdf>

# Susan Wehmeyer, Dorothy Auchter, and Arnold Hirshon, “Saying What We Will Do, and Doing What We Say: Implementing a Customer Service Plan,” *The Journal of Academic Librarianship* 22 (1996): 173-180

Arthur P. Young, Peter Hernon, and Ronald Powell, “What Will GEN NEXT Need to Lead?,” *American Libraries* 35 (May 2004): 32-35.

**Grading Breakdown**

Issue Briefs (3) 15 points each

Oral Presentation 15 points

Planning Document 30 points

Class Participation 10 points

**Assignments**

**Issue Brief** (*no more than three pages single-spaced and well written*). Explain the issue, including its importance, key aspects, and recent developments; identify key readings and annotate them (contents and value); identify major leaders (libraries, associations, and individuals) and explain why they are “major leaders.”

*Do* ***not*** *confine your literature review to the literature of library and information science.*)

**Oral Presentation:** Working in small groups, select a topic covered in one of the issue briefs, and explain (1) the scope note, (2) the importance of this issue, and (3) key aspects of the issue. Additionally, prepare a one page bulleted handout covering the scope note, the importance of this issue, one key reading, a significant leader, and a conclusion, and bring 25 copies to class to hand out prior to the presentation.

 Be prepared to lead a brief (10 minute) discussion session on your topic, and field questions from your classmates.

**Planning Document**

Choose an issue of relevance to academic libraries and create a plan for implementing a project or service related to that issue. Begin by identifying the type and size of the institution and the library, and then address the following areas:

* + Scope Note (exact focus of paper)
	+ The Library
	+ Steps used in the planning process
	+ Mission
	+ Vision
	+ Needs assessment
	+ Goals and objectives
	+ Activities/Action plan
	+ Sources of Funding
	+ Program Budget
	+ Relevant policies (including standards) and documents
	+ Staffing
	+ Layout of the “service”
	+ Public relations
	+ Measurement (for success, effectiveness, and sustainability)
	+ Bibliography