Instructor: Frank D’Andraia
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Phone: 518.442.5118
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Office Hours: Monday, 4:00PM-5:00PM; Tuesday, 10:00AM-5:00PM; Wednesday, 10:00AM-NOON; Thursday, 10:00AM-5:00PM; and By Appointment

For Whom Planned: The course is designed for students currently enrolled in the master’s degree program in Information Studies. The pre-requisite is IIST 523 and 601 or with instructor permission.

Course Description: The course studies the academic library in the context of the changing environment of higher education, including the historical development of institutions of higher education and their libraries in the U.S. Enrolled students will analyze the academic library, its functions, and its relationships within the various institutions of which they are a part and study current challenges confronting academic libraries.

Learning Outcomes/Objectives:

By the end of this course students should be able to accomplish the following:

- Identify historic and contemporary challenges confronting US higher education (weeks 2-4)
- Discuss the context in which academic (community college, college, and university) library collections, operations, and services develop and evolve (weeks 5-9)
Describe and analyze various and changing roles, goals, and objectives of academic libraries vis a vis the different types of institutions they serve (weeks 5-9)

Identify and use the major sources of information and literature pertaining to academic libraries in class discussions and written assignments (weeks 1-14)

Formulate personal judgments regarding academic libraries and higher education issues and develop some facility in expressing these judgments clearly and succinctly in class discussions and written assignments (weeks 2-14)

Discern current issues facing academic libraries in the age of information and express points of view on these challenges in class discussions and written assignments (weeks 3-14)

Assess the impact of informatics on the organizational structures and operational patterns of academic libraries, as well as the social impact on clients in class discussions and written assignments (week 4-14)

**Teaching Strategies:** The course will be conducted in a discussion/presentation/lecture format which will require active class participation. Students make oral reports, write short essays, create speaker summaries, and work in groups. Class sessions will involve discussion of the assigned readings and current issues in higher education, technology, and academic libraries. You owe it to your colleagues to come to class prepared to discuss assigned readings and to provide feedback on class reports.

**Attendance Policy/Obligations/Expectations:** Students are expected to come to class on time and remain for the entire class session. Students are expected to advise the instructor if there are any accommodations necessary due to disabilities. Absences of two (2) or more without prior permission or reasonable excuse will be considered excessive and will reduce your final grade by five (5) points. Students are to advise the instructor in advance when it is necessary to be absent from class. Class participation does not mean monopolizing class discussion, but being prepared as well as actively contributing to discussion in a reflective way.

Students are expected to adhere to the Community Rights and Responsibilities and to give proper credit in the presentation of ideas (Graduate Bulletin: [http://www.albany.edu/grad/requirements_general_admissions.html#grading_graduate](http://www.albany.edu/grad/requirements_general_admissions.html#grading_graduate)).

**Note Taking:** You should take good notes of lectures and discussions. I do not make copies of my lecture notes available. My experience indicates that note taking dramatically increases your recall and keeps you more involved in class deliberations.

**Cell phones:** Please turn off your cell phone and pagers during class.

**Late Submission:** Assignments submitted late will be marked down half a letter grade.
Email Communications: The instructor will reply to student e-mail within 48 hours.


You may obtain the required textbook from Mary Jane Books (corner of Quail and Western), or through Amazon.com. The required text will be supplemented by additional readings.

Several books are on reserve for your use and they are as follows:

Hamlin, Arthur T. The University Library in the United States
Shores, Louis. Origins of the American College Library 1638-1800

A number of required readings will be placed on reserve. These readings are designed to get you into the literature. You are expected to delve further into the literature on various topics.

Chronicle of Higher Education: To facilitate class discussions, students are expected to access the Chronicle weekly throughout the semester. Students have full online access to the Chronicle from computers housed in any of the UA Libraries.

EDUCAUSE Review: This is an award-winning magazine for the higher education IT community. Published bimonthly in print and online, the magazine takes a broad look at current developments and trends in information technology, how they may affect the college/university as an institution, and what these mean for higher education and society--- access: http://www.educause.edu/er.

Inside HigherEd: An online source for news (includes breaking news and feature stories), commentary, opinion, and more--- access: http://www.insidehighered.com/.

College & Research Libraries and College & Research Libraries News: These two publications are excellent sources for research articles and news and information about academic libraries and the issues before them. Both are available in Dewey and online. Students anticipating a career in academic libraries should subscribe to these journals which are available through membership in the Association of College & Research Libraries, a division of the American Library Association--- access: http://ala.org/acrl/.

There are other journals of interest and these are available in Dewey: Change, Journal of Academic Librarianship, Journal of Library Administration, Library Administration and Management, Library Trends, and Portal: Libraries and the Academy, are among them.
Other Recommended Web Sites

Association of Public and Land-Grant Universities (APLU)  http://www.aplu.org
Association of Research Libraries (ARL)  http://www.arl.org

Grading and Due Dates Summary:  There is no final examination in this course.  You are graded on weekly class participation and the completion of oral and written assignments that have specific due dates and they are as follows:

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<tr>
<th>Activity/Assignment</th>
<th>Weighting</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>-20%</td>
<td>Weekly</td>
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Speaker Summaries, while not graded in themselves the summaries will be used in determining the final assessment for the class participation component of the final grade.

Assignments (see pages 9-15)

1. Higher Ed Groups & Associations  -10%  September 26 (Begins)
2. Role of the Academic Library 1636-1880  -10%  September 19
3. Key Academic Library Initiatives 1949 to 1999 - 10%  October 3
4. 21st Century U, Annotated Bibliography  -10%  October 17
5. Academic Institutions & Libraries  -10%  October 24 (Begins)
6. Manjak/Filstrup Summaries (See Class Participation)  November 7
7. 21st Century Research Processes  -15%  November 21
8. Hatch Summary  (See Class Participation)  December 5
9. Library Student Journal (LSJ)  -15%  December 5

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<td>68-70</td>
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Course Outline

August 29 (Week 1): Orientation

- Introductions
- Syllabus Review
- Other
September 5 (Week 2): Classes Cancelled

September 12 (Week 3): Higher Education & Academic Libraries – Colonial Period & Formative Years of the Republic (1636-1879)

- **Due Today:**
  Class Discussion: current activities/news events on higher education as they relate to policy issues in academic libraries
  Assignment “1-A:” Weekly Presentations on Higher Education Groups or Professional Associations

- **Reading Assignments**
  Lucas, Chapter 9, pp 323-340.


- **Due Today:**
  Assignment “1-B:” Weekly Presentations on Higher Education Groups or Professional Associations
  Assignment 2, Essay on Role the Academic Library 1636-1879
  Class Discussion: current activities/news events on higher education as they relate to policy issues in academic libraries

- **Reading Assignments:**
  Lucas, Chapters 4 and 5; pp 103-188.


- **Due Today:**
  Class Discussion: current activities/news events on higher education as they relate to policy issues in academic libraries
  Assignment “1-C:” Weekly Presentations on Higher Education Groups or Professional Associations

- **Reading Assignments:**
  Lucas, Chapters 6, 7, and 8; pp 193-317
October 3 (Week 6): The View From University Hall

- **Due Today:**
- **Assignment “1-D:” Weekly Presentations on Higher Education Groups or Professional Associations**
- **Assignment 3: Essay on Academic Library Initiatives 1946 to 1999**
  
  Class Discussion: current activities/news events on higher education as they relate to policy issues in academic libraries

- **Reading Assignments:**
  - **Fister, Barbara,** “Critical Assets: Academic Libraries, a view from the Administration” *Library Journal*, 1 May 2010 (Reserve)

October 10 (Week 7): CLASSES SUSPENDED

October 17 (Week 8): Higher Education and Academic Libraries in the “21st Century: Era of Challenge and Change”

- **Due Today:**
  - Assignment “1-E:” Weekly Presentations on Higher Education Groups or Professional Associations
  - **Assignment 4: Annotated Bibliography on “21st Century University”**
  
  Class Discussion: current activities/news events on higher education as they relate to policy issues in academic libraries

- **Reading Assignments:**
  - **Cohen, Patricia.** “Scholars Test Web Alternative to Peer Review,” *The New York Times*, 25 August 2010 (Reserve)

Jan, Tracy. “A Course Correction,” Boston Sunday Globe, December 19, 2010 (Reserve)


Redden, Elizabeth. “A Mini-NYU,” Inside HigherEd, 31 August 2007 (on Reserve)


Taylor, Marc C. “End of the University as We Know It,” the New York Times, 27 April 2009 (Reserve)

October 24 (Week 9): Academic Institutions and Their Libraries/How They Categorized

- **Due Today:**
  Assignment: “1-F:” Weekly Presentations on Higher Education Groups or Professional Associations
  Assignment “5-A through 5-B”: Academic Institutions and Their Libraries/How They Categorized
  Class Discussion: current activities/news events on higher education as they relate to policy issues in academic libraries

- **Reading Assignment:**

October 31 (Week 10): Guest Speakers

- **Due Today:**
  Assignment: “1-G:” Weekly Presentations on Higher Education Groups or Professional Associations
  Assignment “5-C”: Academic Institutions and Their Libraries (continued)
  Class Discussion: current activities/news events on higher education as they relate to policy issues in academic libraries

- **Guest Speakers:** (speaker and date subject to change) Martin Manjak, Information Security Officer, Officer of Information Technology, University at Albany SUNY. Manjak is talking on technology security issues in higher education.
(speaker and date subject to change) Christian Filstrup, Former Dean, Stony Brook University Libraries, SUNY. Filstrup is speaking on how scholars are using (or not) libraries to do research

Reading Assignments:
TBD by speakers

November 7 (Week 11): Decoding Higher Education Hiring Process

- Due Today:
- Assignment “1-H and 1-I,” Weekly Presentations on Higher Education Groups or Professional Associations
- Assignment “5-D and 5-E”: Academic Institutions and Their Libraries (continued)
- Assignment 6: Manjak and Filstrup Summaries
- Class Discussion: current activities/news events on higher education as they relate to policy issues in academic libraries

November 14 (Week 12): Decoding Higher Education Hiring Process (Continued)

- Due Today:
- Assignment “1-J and 1-K,” Weekly Presentations on Higher Education Groups or Professional Associations
- Assignment “5-F”: Academic Institutions and Their Libraries (continued)
- Class Discussion: current activities/news events on higher education as they relate to policy issues in academic Libraries

November 21 (Week 13): The Academy and Promotion, Tenure, & Merit (Teaching – Research - Professional Development – Community Engagement)

- Due Today:
  Assignment “1-L and 1-M,” Weekly Presentations on Higher Education Groups or Professional Associations
  Assignment 7: Essay on 21st Century Research Process
  Class Discussion: current activities/news events on higher education as they relate to policy issues in academic libraries
- Guest Speaker: (speaker and date subject to change) Carey Hatch, Assistant Provost for Library & Information Services and Director of the SUNY Learning Network, SUNY System Administration, Albany, NY. Hatch is talking on the evolving nature of academic libraries in the 21st Century.
- Reading Assignments:
  Peruse: Power of SUNY --- http://www.suny.edu/powerofsuny/
November 28 (Week 14) Classes Suspended

December 5 (Week 15):  The Academy and Promotion, Tenure, & Merit (Teaching – Research - Professional Development – Community Engagement- Continued) & Wrap-up

- **Due Today:**
  Assignment: 8, Hatch Executive Summary
  Class Discussion: current activities/news events on higher education as they relate to policy issues in academic libraries

- **Reading Assignment:**

**Assignments:**
(Papers are due at the start of class. Papers submitted late will be marked down half a letter grade)

**Weekly: Sharing current activities/news events in higher education:** Your active participation in class discussions and sharing of information is essential. Each class will begin with sharing current activities/news events on higher education as they relate to policy issues in academic libraries. The activities/events may be from either hard copy or the on-line version of the Chronicle of Higher Education, Chronicle of Philanthropy, College & Research Libraries News, the EDUCAUSE Review, and Inside Higher Ed. Newspapers, e.g., The New York Times and the Wall Street Journal can also be a source, as well as the new online magazine eCampus News: http://www.ecampusnews.com/news-magazine/. Each week you are to bring to class and hand in the citation for the current event you have selected to discuss.

The purpose of this assignment is to become familiar with current trends and issues in high education and the publications that regularly report on the academy.

You are to bring to class a citation on what you plan to discuss. Be prepared with one meaningful sentence or passage from the article. Share the specific sentence or idea and explain what you found significant about it. You may use this to agree or disagree with the author AND remember to relate your comments to the focus of the course. Citations, which should reflect use of a style manual, will be collected. On the same sheet and preceding your citation, include your name, the course number and date.

**Assignment 1, due (begins) September 12:** Weekly Presentations on Higher Education Groups or Professional Associations
Each week a student will give a brief report during class on a Higher Education Group or Professional Associations. Topics and timelines are assigned by the instructor. Approximately ten (10) minutes should be allotted to each report (remember to set aside time for asking or responding to questions and/or providing clarification). You are strongly encouraged to be creative on this project.

The purpose of this assignment is to allow you to become familiar with a variety of professional associations in higher education.

Student are to visit an assigned organization website and prepare a presentation to share with your classmates on one or more of the following points: (1) History and focus of the group; (2) Data on or about the cluster; (3) Significant accomplishments of the group or association; (4) Membership opportunities, value, and benefits (if appropriate); and (5) Other pertinent information that may warrant attention.

Power point presentations are limited to five screens. One page handouts are permissible.

**Evaluation:** The criteria in evaluating presentations are as follows: The delivery (clarity, creativity, originality, and organization of ideas); content (sufficiently information rich); and analysis (variety of various perspectives presented).

Types of professional groups to be researched include, among others, AAU, ACE, ACRL, APLU, ARL, CIC, CLIR, CGI, CRRA, Carnegie, EDUCAUSE, ITHAKA, LAUC/SUNYLA, NACUBO, and/or one of the seven regional accreditation associations/organizations, such as New England Association of Schools and Colleges.

**Assignment 2, due September 19: Essay on Role the Academic Library 1636-1880**

The purpose of this assignment is to identify key trends in the history and development of higher education in the U.S. and how these advances had an impact on the development of American academic libraries. Another goal is to assist students in becoming familiar with professional and scholarly publications.

Prepare a five (5) page paper on what role the library played in the development of colleges and universities in the U.S. between the years 1636-1880. Louis Shores pays particular attention to this question, while Lucas ignores it altogether. What is your opinion and point of view on the question? Discuss the question of whether the historical roles played by the academic library in the development of the college or university have any relevance for today’s academic library.
Use the required and recommended readings as a starting point. Please do not concentrate on relating what your sources said. Instead, concentrate on developing your reactions to the topic. Analysis, synthesis, and interpretation are stressed.

Papers should be double-spaced (12 point font), paged in the upper right hand corner, stapled in the upper left. A cover page should include your name, the title of the assignment, the course number and date. No binders, etc. please.

**Evaluation:** Formal written work must be word processed or typed and reflect use of a style manual. There are style guides available in Dewey and on the University Library webpage (Chicago Manual Style Preferred).

Papers will be evaluated on the basis of content (clarity, organization, originality, ideas developed); composition (use of appropriate sources, grammar, spelling, punctuation, and attribution); and the level of analysis, synthesis, and interpretation.

Papers are due at the start of class. Papers submitted late will be marked down half a letter grade.

**Assignment 3, due October 3: Essay on Key Academic Library Initiatives 1946 to 1999**

The purpose of this assignment is to identify significant professional issue(s) and their influence/impact on academic libraries; to become familiar with professional and scholarly publications, including the index *Library Literature and Information Science*, (Ref.Z666C211), and to develop and strengthen your research skills and abilities.

Prepare a five (5) page paper on a key challenge faced by Academic Libraries during one of the decades between 1946 to 1999.

Papers should be double-spaced (12 point font), paged in the upper right hand corner, stapled in the upper left. A cover page should include your name, the title of the assignment, the course number and date. No binders, etc. please.

**Evaluation:** Formal written work must be word processed or typed and reflect use of a style manual. There are style guides available in Dewey and on the University Library webpage (Chicago Manual Style Preferred).

Papers will be evaluated on the basis of content (clarity, organization, originality, ideas developed); composition (use of appropriate sources, grammar, spelling, punctuation, and attribution); degree research conducted, and the level of analysis, synthesis, and interpretation.
Papers are due at the start of class. Papers submitted late will be marked down half a letter grade.

**Assignment 4, due October 17: 21st Century University, Annotated Bibliography**

The purpose of this assignment is to identify current thought the changing nature of higher education and to become familiar with professional and scholarly publications.

Prepare a three (3) page annotated bibliography on the topic of the “21st Century University.” Seek sources published from 2008 forward.

**The bibliography may be singled spaced** (12 point font), paged in the upper right hand corner, stapled in the upper left. A cover page should include your name, the title of the assignment, the course number and date. No binders, etc. please.

**Evaluation:** Formal written work must be word processed or typed and reflect use of a style manual. There are style guides available in Dewey and on the University Library webpage (Chicago Manual Style Preferred).

The bibliography will be evaluated on the basis of content (clarity, organization, originality of the annotations); breadth of publications cited; composition (use of appropriate sources, grammar, spelling, punctuation, and attribution); degree research conducted, and the level of analysis, synthesis, and interpretation.

Bibliographies are due at the start of class. Bibliographies submitted late will be marked down half a letter grade.

Also, be prepared to answer questions about your selections.

**Assignment 5, due October 24 & 31: Presentation on Academic Institutions and Libraries and How They Are Categorized**

Depending on the size of the class there will be several reports given in two (2) regular sessions of class. Topics and timelines are assigned by the instructor. Approximately twenty (20) minutes should be allotted to each report (remember to set aside time for asking or responding to questions and/or providing clarification).

Power point presentations are limited to five screens. One page handouts are permissible.

What are the distinguishing characteristics that set these higher education institutions (and libraries) apart from other colleges and universities?
Types of institutions to be researched are as follows: Community Colleges; Historically Black Colleges/Tribal Colleges; Private Liberal Arts Colleges; Major Research Universities; Regional Public and Private Colleges and State Universities; Proprietary Schools; and Global Universities.

**Evaluation:** The criteria in evaluating presentations are as follows: The delivery (clarity, creativity, originality, and organization of ideas); content (sufficiently information rich); and analysis (variety of various perspectives presented).

Team members all receive the same grade. Also, team members are to complete an evaluation form, which is due the week following the presentation.

**Assignment 6, due November 7: Manjak & Filstrup Summaries**

The purpose of this assignment is a practical exercise to hone your synthesis and thinking skills while enhancing your writing abilities.

You are to hand in a Summary for each guest lecturer. In preparing your summary use the following structure: Provide the main points presented by guest speakers; write a simple declarative sentence for each of the main points; add supporting or explanatory sentences as needed, avoiding unnecessary technical material and jargon. The job of the summary is to present meaningful and essential facts. **Summaries are limited to two (2) pages.** Resist the temptation to pad. Do not include any biographical information about the speaker in your summary.

Summaries should be double-spaced (12 point font), paged in the upper right hand corner, stapled in the upper left. A cover page should include your name, the title of the assignment, the course number and date. No binders, etc. please.

Summaries are due the week following the presentation.

**Assignment 7, due November 21: Essay on 21st Century Research Process**

The purpose of this assignment to formulate personal judgments regarding the role changing (and some say “eroding role”) of the academic library and the research process and the development of some facility in expressing these judgments clearly, succinctly, persuasively, and advancement of capacities for research and critical thinking.

Prepare a five (5) page paper on the changing nature of research process and the implications for academic libraries and librarians.
Please do not concentrate on relating what your sources said. Instead, concentrate on developing your reactions to the topic. Analysis, synthesis, and interpretation should be stressed.

Papers should be double-spaced (12 point font), paged in the upper right hand corner, stapled in the upper left. A cover page should include your name, the title of the assignment, the course number and date. No binders, etc. please.

**Evaluation:** Formal written work must be word processed or typed and reflect use of a style manual. There are style guides available in Dewey and on the University Library webpage (Chicago Manual Style Preferred).

Papers will be evaluated on the basis of content (clarity, organization, originality, ideas developed); composition (use of appropriate sources, grammar, spelling, punctuation and attribution), persuasive argument, depth of research, and the level of analysis.

Papers are due at the start of class. Papers submitted late will be marked down half a letter grade.

**Assignment 8, due December 5: Hatch Summary**---SEE: Assignment 5 for guidelines.

**Assignment 9, due December 5: Library Student Journal**

For this exercise each student in the class is expected to prepare a paper relating to libraries in American higher education (past/present/future) in accordance with the publication guidelines for Library Student Journal. For more information about LSJ, point your browser to:

(https://librarystudentjournal.org/index.php/lsj)

**LSJ** is divided into four sections and they are as follows: 1. Articles - peer-reviewed research and literature reviews 2. Essay - less-formal papers of a personal or informational nature 3. Editorials - opinion pieces of any length 4. Reviews - reviews of recently published or commonly used LIS books”

For the purpose of this assignment IIST666 students may consider only **LSJ** sections 1 or 2.

Make sure to consult the **LSJ** author guidelines. These guidelines are available online: SEE: http://librarystudentjournal.org/index.php/lsj/index

The article should include a historical background and a description and must relate to the various topics considered in class.
This assignment has multiple goals and they are as follows: To formulate personal judgments regarding the profession; To develop some facility on expressing these judgments clearly, succinctly, persuasively; To develop familiarity with the publishing requirements; and To experience an understanding for research and critical thinking, activities that you will need to exercise if you elect to work and advance within the academy.

**Evaluation:** Your paper will be evaluated on the basis of content, clarity, ideas developed, organization, originality, and appropriate composition, as in the use of a variety of appropriate sources, as well as grammar, spelling, and attribution.

The paper should be double-spaced (12 point font), paged in the upper right hand corner, stapled in the upper left. A cover page should include the title of the assignment, the course number and date. No binders, etc. please.

Formal written work must be word processed or typed and reflect use of a style manual preferred by LSJ.

If the paper is submitted late it will be marked down half a letter grade.