Courts materials, readings, discussion questions and news are posted on D2L starting Wednesday January 27th and ending on May 6th, 2015.

*Due dates for assignments and final exam are shown in the Drop Box.

*Spring Recess: March, 15-22, 2015

Course Syllabus

Course Instructor
Professor Mohammed Aman, PhD, Dean, UWM SOIS (1979-2002); iDean, SOE and Chancellor’s Deputy for Partnerships in Education (2000-2002); Editor-in-Chief, Digest of Middle East Studies (DOMES) published by Wiley-Blackwell; Editor-in-Chief, Middle East Media, Book Reviews (MEMBR)

http://uwm.edu/~aman

Course Description
An overview of operations and administration of the academic and research libraries including a study of budgets, human resources and personnel management, technical and access services; collection development and policies, use of technology, physical planning, development and fund-raising, evaluation and accreditation.

Course Objectives
• Introduce students to various aspects of academic and research libraries and librarianship;
• Prepare students for a career in the academic and research library environments;
• Engage students in discussions of issues dealing with higher education, management, problem solving, managing change, diversity; leadership in academic and research libraries.

Availability/Office Hours: Virtual, e-mail me anytime at aman@uwm.edu; call-ins on previously announced dates and times; onsite face-to-face meetings, call 414-229-3315 to schedule appointment.

Readings: Power point and video presentations supplement the readings and chapters in the assigned textbook and are posted with each lecture on D2L. The weekly discussion questions are posted under the Discussions link. You are required to answer these questions and respond to posted comments by providing meaningful and informative exchange of ideas and comments on the topics discussed and outside readings. Articulate your thoughts and opinions and react to those of your classmates in the course. Your postings after each lecture should be submitted before the start of the next lecture as listed in the Course Calendar in this Syllabus.

Prior to the first lecture, please acquaint yourself with the various sections of the course on D2L, read the posted syllabus, the News section of the course, mark the due dates for assignments, postings, etc. on your personal calendar and reminders, acquire the textbook(s) and start reading some of the chapters, as they follow the sequence of the lectures. Remember to post your brief intro in the Coffee Shop to help the virtual get acquainted with your fellow classmates. Feel free to use the Coffee Shop to ask other students advice and help on matters not familiar to you. This is good example of students helping one another and engaging in cooperative learning and information discovery, hall marks of our library profession. Also, feel free to e-mail me at aman@uwm.edu.

For technical support or questions: e-mail soistech@uwm.edu
Make sure you take advantage of the UWM Library resources and services also available online, through ILL, etc. Visit the Library home page at [www.uwm.edu/libraries](http://www.uwm.edu/libraries) and use its resources and services, and don’t hesitate to e-mail, call or visit the Library for assistance.

If you are a student with physical disability, please inform Prof. Aman on or before the first day of the class. Make sure that you have completed the VISA application with the UWM Office of Students with Disabilities.

**Textbook**
You can order your textbook ahead of time by following the link to the UWM Bookstore's web page at [www.bookstore.uwm.edu](http://www.bookstore.uwm.edu) where you can order books securely 24/7; or from [amazon.com](http://amazon.com)

**Optional (not required)**

**Additional readings** are also posted with each lecture posted on D2L course site.

**Course Requirements**
Course materials, including lectures, readings, video recordings and power point presentations are posted once a week on Wednesdays during the semester. Read the lecture notes, relevant chapters from textbook, and the additional readings, PPPs, etc., as indicated on the course lecture notes and readings. In addition to the assignments listed below, students are required to actively participate in the class discussions. Your postings should be meaningful, reflective, add substance and new information from your print and e-readings.

The Learning Technology Center is (LTC) here to support you, and there are plenty of resources to help you learn how to use D2L.

You can sign up online for face-to-face workshops: [LTCworkshops.uwm.edu](http:// LTCworkshops.uwm.edu) Links to tutorials and quick answers can be found on the D2L MyHome page under the heading "Need help using D2L?" You'll find:
*Very basic D2L tutorials: [https://www4.uwm.edu/ltc/d2l/d2l_fast_help.cfm](http:// https://www4.uwm.edu/ltc/d2l/d2l_fast_help.cfm)*
*Quick answers to common questions (search or click links to find answers): [http://d2ltipsandtricks.blogspot.com/](http://http://d2ltipsandtricks.blogspot.com/)
Assignments

Due dates for assignments are posted in the course’s Drop Box link on D2L. No late assignments are accepted. Special considerations are prescribed in UWM’s policy on “special considerations” http://www.uwm.edu/Dept/SecU/acad%20admin_policies/S29.htm

****First Assignment: (5-7 pages, single space + the end notes and bibliography). Read four recent articles on one of the topics that may interest you from the syllabus, or the textbook’s Table of Contents and submit a paper discussing the contents of these four recent articles and how the information could help and guide your work as a future academic librarian.

****Second Assignment (midterm paper): (5-7 pages, single space + the end notes and bibliography), should be on one of the SUGGESTED TOPICS listed Under “A” below.

****Final Paper: (7-10 pages, single space + the end notes and bibliography). Develop a profile of an academic library of your choosing (one you attended as a graduate or UG student; most familiar to you because you work there or visit frequently). Answers to profiles questions can be obtained from your library’s publications (archives print and/or Web) in addition to: interviews with library staff, heads of departments, director/dean of the library, faculty, students, and others on campus. Follow the format/outline listed below under B and in Prof. Aman’s book Profiles of Academic Libraries, available in the UWM Library collection and from amazon.com

Do not just rely on information from your chosen library’s web site. Your report should be descriptive, critical, and analytical and informed by readings from the course and newly acquired knowledge.

Formatting your papers
All submitted final papers should be in MS Word. Use MS Word; single space, font size 10; font type: Times New Roman. Use APA (American Psychological Association) style or the Chicago Style Manual for formatting your papers, citations, and references. The first page should list your name, course number and semester, and your e-mail address, followed by the title of your paper. Give your paper an introduction or abstract and conclude it with a conclusion. Insert page numbers in your paper, use subheadings and notes. Your cited references and footnotes “endnotes” should be listed at the end of your paper with full bibliographic information preferably with a mix of print and URLs. List only sources you actually consulted/used for your paper. Refrain from loading your paper with long quoted sentences from other sources. Express yourself in your own words and show how much information you were able to gather and comprehend from readings about the topic of your assignment/paper.

A.

LIST OF SUGGESTED TOPICS TO CHOOSE FROM FOR WRITING YOUR MID TERM PAPER:
— Present and future challenges facing higher education in general and academic and research libraries in particular;
— Information Anxiety and the role of academic libraries in reducing such anxiety;
— Value of BI for students in academic libraries and best practices for BI instruction.
— Using evaluation instruments such as TQM, LibQUAL+, or others to evaluate libraries.
— Examine leadership in the academic library context. Why is it imperative for the director to be a successful leader? What are the measurable criteria discussed in the literature?
— Recruitment and retention of minorities in academic libraries. You will want to research statistics, and then describe the current situation. Given that institutions of higher education are increasing their minority population, how can/should the academic library react?
— Library cooperation and consortia. What trends does the literature reflect? Based on your readings and discussion, what is the current state of consortia agreements? Why or why not are they beneficial? You may also wish to compare two or more consortia.
Answers can be obtained from your library’s publications (print and Web), but follow up with interviews (F2F and/or electronic) with staff, directors of the library, faculty, students, and others on campus. Your answers can be descriptive and your writing can be analytical and critical. Relate what you gather to what your learned from the course lectures, discussions and readings. Follow the following outline. Examples of academic library profiles can also be found in Aman’s book Profiles of Academic Libraries also available at the UWM Library and from amazon.com

The Academic Library: Overview

Describe the context of your library. Include environment and systems issues described in the lectures and your readings. Also briefly address when your college/library was founded and the social and cultural forces influencing your college/library.

Governance of Higher Education

As you analyze the mission of your chosen university/college relate its mission to the mission of its library and find out how it is reflected in the library's goals, objectives and strategic plan. What is your library's mission and what does the mission statement say? When was it developed and how? How is your library organized?-attach an organization chart. Discuss the organizational structure of your library, the governance structure under which your library operates and the nature of students being served

Strategic Planning

Who accomplishes strategic planning for your library? Post, describe and critique the strategic plan for your library, or what your library should be planning for (if there is no formal strategic plan). Relate the library process to what you have read and learned from the lecture notes about strategic planning.

Fiscal Planning

Most academic libraries are facing difficult times budget-wise. Why is that so? What strategies should academic libraries individually and collectively follow in order to survive the current budget situation without deteriorating services and collections or loosing faculty and student support and respect? Post and discuss your library’s budget, distribution according to lines of expenditures and identify areas of strengths and weaknesses.

Human Resources

Describe the composition of your library’s staff and the student assistants in your library. Tell us about the HR unit in your chosen library and the staffing structure. Who is responsible for HR activities in your library? Do you think this is an appropriate choice? Why, or why not? What evaluation techniques/methods does the library use for staff recruitment and evaluation? How effective?

Staff Diversity

Who is responsible for diversity training, implementation and monitoring in your library? How can your library increase/improve the diversity of its staff? What role should you, others and your management play in creating a diverse work force in your library and what are the advantages of a diverse staff in your academic library?
Scholarly Communication and Collection Development

Does your library have a collection development policy? Post it or its URL. Discuss the pros and cons of having a collection development policy. Why is (or isn't) a collection development policy important? What roles does it serve in an academic library? Who is or should be involved in drawing up a collection development policy? What role(s) should faculty have in the development of their college library’s collection? How much money does your library spend on acquisitions of materials, books, journals, non-print, electronic access to DBs, etc.?)

Evaluation of Collections and Their Use

Discuss the choices college librarians have to make in order to stretch their limited budgets to cover the acquisition of print and electronic materials. What choices should they make and how can they let faculty, students and administrators understand this dilemma and the push for more resources and the pull of limited increase or sometimes no increase in budget? Describe any special collections your library has. What is unique about them? How are they acquired, maintained and staffed?

Bibliographic Instruction & Information Literacy

How can the library contribute to teaching within a college or university? How can librarians and faculty work together on a BI/IL program? What does your library do for BI/IL Who’s in charge? Does it have a curriculum for BI/IL? What are the details of the program? Post the URL if there is one available for a BI program or course in your library

How does your library inform users of copyright restrictions and to avoid violations of the Copyright Laws and avoid litigation by publishers?

Cooperative Programs/Consortia and Information Technology

What are the cooperative/consortia programs in which your library is a member or participant? How effective are they? Discuss the future of your academic library and the impact of the digital libraries on the way libraries are organized, managed and provide services to users.
Public Services

Describe the kinds of public services your library provides. Describe the public services you think might be of benefit to the community (that aren’t currently being offered). Describe your library’s formal policies concerning access to the general public.

Marketing and Outreach

How does your library market itself among faculty and students? What PR., marketing or other innovative programs are being offered to make the library an essential part of the college community?

Evaluating and Planning Activities

What evaluation methods are being used by the library to evaluate services, collections, impact on Faculty and students, etc.? How successful is the library in meeting faculty and students demands? What measurement tools are being used and how often are they being administered? Does the library empower faculty and students to use a variety of information resources in classroom presentations? Does the library provide supplementary resources for students to use outside classroom? Does it facilitate the work of faculty in and outside of the classroom? How satisfied are the users with their library resources and services? How does the library fare when compared against the ACRL Standards? What documentation is there to support their success or failure in meeting these standards? When was the last time the library evaluated itself against these or other recognized standards? And what were the results?

Visit the ACRL. Standards for Libraries in Higher Education at:
http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm

Facilities, Building and Equipment

Visit your chosen academic library with an eye towards critiquing its physical facilities. Mention, the good the bad, and the ugly about the inside and outside of the building. Find out what the plans are, if any, for remodeling or rebuilding. Have they gone through the above-mentioned steps, what have they done with regard to fund-raising?

Sources Consulted and Cited

List the sources (print and Web, interviews, etc.) that you used in your research and in compiling information about your library. Your bibliography should be formatted in APA or Chicago style.

COURSE LECTURES AND REQUIRED READINGS

COURSE LECTURES AND DISCUSSION QUESTIONS ARE POSTED ONCE A WEEK STARTING WEDNESDAY SEPTEMBER 3, 2014 AND ENDING WEDNESDAY DECEMBER 10, 2014

In addition to required readings from the assigned textbook, students are also required to use available library resources at UWM Library or the library near their geographic location.

Lecture 1:
Wednesday 28th, 2015
Introduction and historical background of higher education and libraries
Aman, Academic Libraries…, Ch. 1; Power Point presentation on careers in academic libraries; Video “Future of Academic Libraries;
Lecture 2: Mission, vision, goals, objectives…for academic libraries Aman, Academic…, Ch. 2 & 3

Lecture 3: Governance, organization and strategic planning Aman, Academic…, Ch. 2 & 3

Lecture 4: Fiscal management and budget planning Aman, Academic…Ch. 4

Lecture 5: Human resources Aman, Academic…Ch. 5

Lecture 6: Technical services & computer applications in libraries Aman, Academic…Ch. 6

Lecture 7: Access and public services Aman, Academic …Ch. 7

Lecture 8: Library instruction/ IL/IF Aman, Academic …Ch. 8

Lecture 9: Distance learning and academic libraries support Aman, Academic …Ch. 9

Lecture 10: Marketing and outreach Aman, Academic…. Ch. 10

Lecture 11: Physical management and library buildings Aman. Academic… Ch. 11

Lecture 12: Development, grants & fund-raising Aman, Academic…. Ch. 12

Lecture 13: Evaluation of library services and programs, Aman, Academic… Ch.13

Lecture 14: Post a detailed summary of your final paper on or before May 6th, 2015.
SUBMIT YOUR FINAL PAPER IN THE DROP BOX NO LATER THAN May 3rd 11:30PM CT.
FINAL GRADES WILL BE POSTED ON PAWS ON OR BEFORE WEDNESDAY May 13.

Grades Distribution

<table>
<thead>
<tr>
<th>Discussions</th>
<th>40%</th>
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<tbody>
<tr>
<td>First assignment</td>
<td>10%</td>
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<tr>
<td>Second assignment</td>
<td>20%</td>
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<tr>
<td>Final term paper</td>
<td>30%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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GRADING CRITERIA AND RUBRIC
A= Excellent. Work demonstrates impressive understanding of readings, discussions, themes and ideas. Written work is fluid, clear, analytical, well organized and grammatically polished. Reasoning and logic are well grounded, and the information is precise and documented. High quality work which cites outside materials, draws connections between topics from multiple sources and generally impressive.

B= Good. Demonstrates clear understanding of the topic. Work demonstrates a thorough and solid understanding of readings, discussions, themes, and ideas. Written work is clear and competent, but is somewhat general, somewhat vague, and lacking precision. While analytical, the writing represents more prescription and analysis.

C= Fair. Shows limited understanding and/or limited amount of effort. Work demonstrates a somewhat fragmented understanding of readings, discussions, themes and ideas. Shows acquaintance with readings and ideas, but not intellectual engagement. Written work is choppy, and writing is difficult to follow. Ideas are imprecise, fractured, and unclear. Submission has little logical development, and reveals little effort to apply to the assignment.

D= Unsatisfactory. Work demonstrates little or no understanding with the readings, discussions, themes and ideas. Written work Lacks clarity and shows poor understanding of the subject and less than limited effort.

F= Fail. Fails to meet the minimum requirements or respond to instructor’s communications and repeated warnings. Work does not demonstrate understanding of topics, ideas and readings. F grade is also given when work is not submitted and/or plagiarized.

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**Assignments Rubric**

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Exemplary Variations of A grade</th>
<th>Satisfactory Variations of B grade</th>
<th>Unsatisfactory Variations of C grade</th>
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<tbody>
<tr>
<td>Questions were answered correctly and fully</td>
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<td>Answers demonstrate knowledge of the subject and readings</td>
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<td>Content of the paper is consistent with research, theory, practice, and good writing</td>
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<td>Response(s) to the question(s) are systematic, well-organized and articulated clearly in student’s own words</td>
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<tr>
<td>The paper meets the minimum length requirement, including accurate and sufficient citations, format and conforms to quality academic graduate level writing.</td>
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**Discussion Forum Rubric**

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<tr>
<th>Criteria</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Not Yet There</th>
<th>Not There at All</th>
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<tbody>
<tr>
<td></td>
<td>Development of Ideas</td>
<td>Evidence of Critical Thinking</td>
<td>Clarity</td>
<td>Responses to Other Students and Instructor</td>
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<td>Well-developed ideas; introduces new ideas, and stimulates discussion (4 pts.)</td>
<td>Clear evidence of critical thinking-application, analysis, synthesis, and evaluation. Postings are characterized by clarity of argument, depth of insight, originality of treatment, and relevance. Arguments are well supported by course readings &amp; other materials. (4 pts.)</td>
<td>Posts are well articulated and understandable (4 pts.)</td>
<td>Interacts at least 2 times with other students (4 pts.)</td>
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<td>Developing ideas; sometimes stimulates discussion (2-3 pts.)</td>
<td>Beginning of critical thinking; postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues (2-3 pts.)</td>
<td>Posts are understandable, but some thought is required (2-3 pts.)</td>
<td>Interacts at least once with other students (2 pts.)</td>
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<td>Poorly developed ideas which do not add to the discussion (1 pt.)</td>
<td>Poorly developed critical thinking (1 pt.)</td>
<td>Posts are difficult to clarify (1 pt.)</td>
<td>Repeats what others have already said (1 pt.1)</td>
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<td>Does not enter the discussion (0)</td>
<td>Does not enter the discussion (0)</td>
<td>Posts are unintelligible or not present (0)</td>
<td>Does not enter discussion (0)</td>
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Grade Scale According to the UWM Graduate Bulletin
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<th>Grade</th>
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<tr>
<td>96-100</td>
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<tr>
<td>91-95.99</td>
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<tr>
<td>87-90.99</td>
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<td>84-86.99</td>
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<td>77-79.99</td>
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<tr>
<td>Below 60</td>
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<tr>
<td>67-69.99</td>
<td>D+</td>
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<tr>
<td>64-66.99</td>
<td>D</td>
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<tr>
<td>60-63.99</td>
<td>D-</td>
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