LIS 603: Management in Library & Information Science
Spring 2016

University of Kentucky
School of Library & Information Science (SLIS)

INSTRUCTOR INFORMATION:

Name: Dr. Shannon Oltmann
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Office hours: Tuesday & Wednesday, 2-4 p.m., and by appointment

OFFICIAL COURSE DESCRIPTION

LIS 603 is one of four core, or required, courses in the School of Library and Information
Science master's-degree program. The course description reads:

> An introduction to the basic elements of management and how these are applied to the
> effective administration of information systems. Focus will be placed on two major roles
> in a system, the person who is supervised as well as the manager or supervisor.
> Examination of the functions of planning, organization, staffing and controlling as well as
> the theories of management and the effective use of these in an information system.

COURSE OVERVIEW

Course weeks start on Wednesday and end on Tuesday. The definitive schedule is on
Blackboard.

Contact Information: I am most accessible through email: **shannon.oltmann@uky.edu.** As a
general rule, I will respond to course-related email correspondence within 24 business hours (it
may be longer over weekends and during holidays). Please include the course number in brackets
[603] in the subject line for all messages. I am happy to meet face to face or via technology with
students, but you should set up the appointment in advance via email. Please note that **class
communication is done via your official UK email address.** You must check this frequently.

STUDENT LEARNING OUTCOMES
After successful completion of this course:

- Students will examine and evaluate the principles and functions of management,
  including planning, budgeting, organization, human resource development and
  controlling, and how they are integrated into the broader ethical framework.
- Students will examine the role of leadership in effectively posturing library and
  information within the evolving national and global information society.

COURSE MATERIALS

Required textbook:

Velasquez, D. L. (Ed.). (2013). *Library management 101: a practical guide*. American Library Association.

Additional readings are included in the schedule below. Most citations include links to internet sites. Those that are not freely available will be available through Blackboard.

ASSESSMENT & GRADING

Assignments & Grading (total grade = 100 points)

- **Strategic Plan (Part 1, 2, 3, and 4)** 60 points (60%)
- **Leadership Paper** 20 points (20%)
- **Participation** 20 points (20%)

Final Grading Scale:

90% and above	=	A
80% to 89%	=	B
70% to 79%	=	C
Below 70%	=	E

ETHICS & POLICIES

Excused Absences and Verification: Please refer to Student Rights and Responsibilities, Part II, Section 5.2.4.2 (http://www.uky.edu/StudentAffairs/Code/part2.html) for UK's policy on excused absences. You can request verification for excused absences.

Excused absences include (as defined at the web site above):
- Significant illness of student or serious illness of household member or immediate family
- Death of a household member or immediate family
- Trips for members of student organizations, class excursions or participation in intercollegiate athletic events
- Major religious holidays
- Any other circumstance that the instructor finds reasonable cause for nonattendance

Academic Accommodations: If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus

disability services available to students with disabilities. We can then collaborate on the best solution.

Academic Integrity, Cheating and Plagiarism: You are expected to submit your own original work for all assignments in this course. See the home page for the Office of Academic Ombud Services (http://www.uky.edu/Ombud) for a definition of plagiarism, how to avoid plagiarism and UK's new academic offense policy. Please refer to Student Rights and Responsibilities, Part II, Section 6.3 (http://www.uky.edu/StudentAffairs/Code/part2.html) for UK's policy on academic integrity.

Classroom Behavior, Decorum and Civility: Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please help me maintain the most courteous environment by using a little peer pressure if necessary.

More information about relevant policies is available here:
https://ci.uky.edu/sis/sites/default/files/policies.pdf

TECHNOLOGY INFORMATION & RESOURCES

Students must have a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859-257-8272
Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-257-1300
Library Services
    Distance Learning Services
    http://www.uky.edu/Libraries/DLLS
    DL Interlibrary Loan Service:
    http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

General Course Policies: Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
http://cis.uky.edu/lis/sites/default/files/policies.pdf

INTEGRATION OF THE SYLLABUS WITH THE THEMES OF DIVERSITY, ASSESSMENT, AND TECHNOLOGY

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course provides students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

COURSE SCHEDULE AND READINGS

Week One: Team Dynamics
- Shea, T.P., Sherer, P.D., Quilling, R.D., & Blewett, C.N. (2011). Managing global virtual teams across classrooms, students and faculty. *Journal of Teaching in International Business, 22*, 300-313.
- Lee, H.-J., & Lim, C. (2012). Peer evaluation in blended team project-based learning: What do students find important? *Educational Technology & Society, 15*(4), 214-224.
- Pfaff, E., & Huddleston, P. (2003). Does it matter if I hate teamwork? What impacts student attitudes toward teamwork. *Journal of Marketing Education, 25*(1), 37-45.
- Hansen, R.S. (2006). Benefits and problems with student teams: Suggestions for improving team projects. *Journal of Education for Business, 82*(1), 11-19.
- *Optional*: Siebdrat, F., Hoegl, M., & Ernst, H. (2009). How to manage virtual teams. *MIT Sloan Management Review,* Summer, 63-68.
- *Optional*: Dingel, M., & Wei, W. (2014). Influences on peer evaluation in a group project: An exploration of leadership, demographics and course performance. *Assessment & Evaluation in Higher Education, 39*(6), 729-742.
- *Optional*: Snavely, L., & Dewald, N. (2011). Developing and implementing peer review of academic librarians' teaching: An overview and case report. *Journal of Academic Librarianship, 37*(4), 343-351.

Week Two: History & Theory
- Velasquez textbook: Chapters2: Classical Theory (pp. 9-28).
- Velasquez textbook: Chapter 3: Modern Theory (pp.2 9-51).
- Giesecke, J., & McNeil, B. (2004). Transitioning to the learning organization. *Library Trends, 53*(1), 54-67.
- Gosling, J., & Mintzberg, H. (2003). The five minds of a manager. *Harvard Business Review, 81*(11), 54-63. Available at: https://hbr.org/2003/11/the-five-minds-of-a-manager/ar/6
- *Optional*: Alire, C.A. (2004). Two intriguing practices to library management theory: Common sense and humanistic approaches. *Library Administration & Management, 18*(1), 39-41.
- *Optional*: Rooney-Browne, C., & McMenemy, D. (2010). Public libraries as impartial spaces in a consumer society: Possible, plausible, desirable? *New Library World, 111*(11/12), 455-467.

Week Three: Leadership
- Velasquez textbook: Chapter 6: Leadership and Decision Making (pp. 91-106).
- Evans, G.E. & Alire, C.A. (2013). Chapter 13: Leading. In *Management basics for information professionals (3rd edition),* (pp. 319-337). Chicago, IL: Neal-Schuman.
- Unaeze, F.E. (2003). Leadership or management: Expectations for head of reference services in academic libraries. *The Reference Librarian, 39*(81), 105-117.
- Prive, T. (2012). Top 10 qualities that make a great leader. Forbes.com. Available at: http://www.forbes.com/sites/tanyaprive/2012/12/19/top-10-qualities-that-make-a-great-leader/
- *Optional*: Todaro, J. (2014). Chapter 4: New management of change. In *Library management for the digital age: A new paradigm* (pp. 49-57). Lanham: Rowman & Littlefield.

Week Four: Planning/ Strategic Planning
- Velasquez textbook: Chapter 5: Strategic Planning (pp. 77-91).
- Evans, G.E. & Alire, C.A. (2013). Chapter 4: The Planning Process. In *Management basics for information professionals (3rd edition),* (pp. 85-105). Chicago, IL: Neal-Schuman.
- Wayne, R. (2011). The academic library strategic planning puzzle: Putting the pieces together. *College & Research Libraries News, 72*(1), 12-15.
- *Optional*: Aamot, G. (2007). Getting the most out of strategic planning. *College & Research Libraries News, 68*(7), 418-426.
- *Optional*: Germano, M.A., & Stretch-Stephenson, S.M. (2012). Strategic value planning for libraries. *Bottom Line: Managing Library Finances, 25*(2), 71-88.

Week Five: Ethics
- Velasquez textbook: Chapter 13: Ethics and Confidentiality (pp. 209-228).
- ALA Code of ethics: http://www.ala.org/advocacy/proethics/codeofethics/codeethics
- Barsh, A., & Lisewski, A. (2008). Library managers and ethical leadership: A survey of current practices from the perspective of business ethics. *Journal of Library Administration, 47*(3/4), 27-37.
- Mosley, P.A. (2014). Engaging leadership. *Library Leadership & Management, 28*(1), 1-7.
- *Optional*: Spinello, R.A. (2012). Information and computer ethics. *Journal of Information Ethics, 21*(2), 17-32.

Week Six: Budgeting
- Velasquez textbook: Chapter 10: Financial Management (pp. 161-176).
- Collins, T. (2012). The current budget environment and its impact on libraries, publishers, and vendors. *Journal of Library Administration, 52*(1), 18-35.
- Cottrell, T. (2012). Three phantom budget cuts and how to avoid them. *Bottom Line: Managing Library Finances, 25*(1), 16-20.

- Fitchett, T., Hambleton, J., Hazelton, P., Klinefetter, A., & Wright, J. (2011). Law library budgets in hard times. *Law Library Journal, 103*(1), 91-111.
- *Optional*: Chan, G.R.Y.C. (2008). Aligning collections budget with program priorities: A modified zero-based approach. *Library Collections, Acquisitions, & Technical Services, 32*(1), 46-52.
- *Optional*: Moran, B.B., Stueart, R.D., & Morner, C.J. (2013). Chapter 19: Fiscal Responsibility and Control. In *Library and information center management (8th edition)*, (pp. 409-430). Santa Barbara, CA: Libraries Unlimited.

Week Seven: Evaluation and Assessment
- Velasquez textbook: Chapter 11: Assessment and Evaluation (pp. 177-194).
- Ward, J. A. (1996). Measurement management: What you measure is what you get. *Information Systems Management*, *13*(1), 59-61.
- Poll, R. (2014). Did you enjoy the library? Impact surveys in diverse settings. *Performance Measurement & Metrics, 15*(1/2), 4-12.
- Starr, S. (2014). Moving from evaluation to assessment. *Journal of the Medical Library Association, 102*(4), 227-229.
- *Optional*: Greenwood, J.T., Watson, A. P., Dennis, M. (2011). Ten years of LibQual: A study of qualitative and quantitative survey results at the University of Mississippi 2001-2010. *The Journal of Academic Librarianship, 37*(4), 312-318.
- *Optional*: Weston, P.G., & Vullo, G. (2014). United we stand: Quantitative and qualitative methods to assess cooperation: The URBS libraries network: A case study. *Library Management, 35*(6/7), 508-520.

Week Eight: Marketing
- Velasquez textbook: Chapter 9: Marketing (pp. 145-160).
- Buschman, J. (2013). Democracy, market solutions, and educative institutions: A perspective on neoliberalism. Progressive Librarian, 41, 5-17.
- Luo, L. (2013). Marketing via social media: A case study. *Library Hi Tech 31*(3), 455-466.
- Skim: American Library Association, Campaign for America's Librarians [take a closer look at any of the resources that interest you]:
  http://www.ala.org/advocacy/advleg/publicawareness/campaign@yourlibrary

Week Nine: Development
- Velasquez textbook: Chapter 18: Grants and the Grant Writing Process (pp. 285-304).
- Velasquez textbook: Chapter 12: Internal and External Stakeholders (pp. 195-208).
- Danneker, J. (2011). Panacea or double-edged sword? The challenging world of fundraising in today's academic library. *Library Leadership & Management*, *25*(1).
- Skim: ALA. Library Fund Raising Annotated Bibliography [take a closer look at any of the resources that interest you]:
  http://www.ala.org/tools/libfactsheets/alalibraryfactsheet24

- *Optional*: Woodward, E. (2013). Building a donor base for college and university libraries: Exploiting archives as a foundation for development. *College & Research Libraries News*, *74*(6), 308-311.

Week Ten: Organizational culture
- Velasquez textbook: Chapter 7: Organizational Communication (pp. 107-120).
- Velasquez textbook: Chapter 8: Change Management and Organizational Culture (pp. 121-144).
- Michalak, S. C. (2012). This changes everything: Transforming the academic library. *Journal of Library Administration, 52*(5), 411-423.

Week Eleven: Human Resources
- Velasquez textbook: Chapter 4: Human Resources Management (pp. 53-76).
- Velasquez textbook: Chapter 14: Understanding and Resolving Conflict (pp. 229-240).
- Cox, A. M., & Corrall, S. (2013). Evolving academic library specialties. *Journal of the American Society for Information Science and Technology*, *64*(8), 1526-1542.
- Manjoo, F. (2013). The happiness machine: How Google became such a great place to work. *Slate*, Jan. 21, 2013. Available at: http://www.slate.com/articles/technology/technology/2013/01/google_people_operations_the_secrets_of_the_world_s_most_scientific_human.html
- DeRose, C. (2013). How Google uses data to build a better worker. *The Atlantic,* Oct. 2 2013. Available at: http://www.theatlantic.com/business/archive/2013/10/how-google-uses-data-to-build-a-better-worker/280347/

Week Twelve: Human Resources, cont.
- Velasquez textbook: Chapter 15: Diversity (pp. 241-252).
- Jaeger, P. T., Cooke, N. A., Feltis, C., Hamiel, M., Jardine, F., & Shilton, K. (2015). The virtuous circle revisited: Injecting diversity, inclusion, rights, justice, and equity into LIS from education to advocacy. *The Library Quarterly*, *85*(2), 150-171.
- Hill, H. (2013). Disability and accessibility in the library and information science literature: A content analysis. *Library & Information Science Research*, *35*(2), 137-142.

Week Thirteen: Professionalism
- Velasquez textbook: Chapter 19: Outsourcing (pp. 305-322).
- Barriage, S. (2013). Library workers will not be shushed. *Progressive Librarian, 41*(Fall), 86-97.
- Litwin, R. (2009). The library paraprofessional movement and the deprofessionalization of librarianship. *Progressive Librarian*, 33(Fall, 43-60.
- Hamerly, D. and Crowley, B. (2014). Sustaining professionalism in the fields of library and information studies. *Library Philosophy and Practice*, Paper 1231. Available at: http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=3153&context=libphilprac

Week Fourteen: Facilities

- Velasquez textbook: Chapter 16: Facilities Management (pp. 253-270).
- Velasquez textbook: Chapter 17: Information Technology Management (pp. 271-284).
- K.E. Fisher, M.L. Saxton, P.M. Edwards, J.-E. Mai. (2007). Seattle Public Library as place: Reconceptualizing space, community, and information at the central library. In J. Buschman, G.J. Leckie (Eds.), *The library as place: History, community, and culture* (pp. 135-160). Westport, CT: Libraries Unlimited.
- Gisolfi, P. (2014). Designing 21st century libraries. *Library Journal*, June 16. Available at: http://lj.libraryjournal.com/2014/06/buildings/lbd/upclose- designing-21st-century-libraries-library-by-design/
- *Optional:* Moorman, John A. (2011). Library buildings: Planning and programming. *Library Trends, 60*(1), 215–226.

Week Fifteen: Wrap-up, Future Trends
- Velasquez textbook: Chapter 20: Future Trends (pp. 323-332).