

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

LIS 603 Management in Library and Information Science
Summer 2015
June 11-August 6, 2015

INSTRUCTOR INFORMATION:

Name: Melissa Adler, Ph.D.
Office location: 341 Little Library Building
Phone Number: (859) 218-2294
Email address: melissa.adler@uky.edu

OFFICIAL COURSE DESCRIPTION

LIS 603 is one of four 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:

This course is taught in a distance education format. The majority of the course is conducted via Blackboard. It is expected that students will devote a considerable amount of time outside the formal class to study materials covered. The large project for this class is the Strategic Plan, which you will complete over the course of the term. There are also two quizzes, a final leadership paper, and weekly discussions. Each week there will be lecture material in the form of slides or videos. These will be posted by Thursday morning.

Contact Information:

I am most accessible through email: melissa.adler@uky.edu. As a general rule, I will respond to course-related email correspondence within 24 hours. Please include the course number in brackets [603] in the subject line for all messages. 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:

Moran, B. B., Stueart, R. E, & Morner, C. J. (2012). *Library and Information Center Management*. 8th edition. Westport, CT: Libraries Unlimited.

Additional readings are included in the schedule below.

ASSESSMENT & ASSIGNMENTS

Assignments & Grading (total grade = 100 points)

- | | |
|--|-----------------|
| - Quizzes (2, 10 pts. each) | 20 points (20%) |
| - Strategic Plan (Part 1, 2, and 3) | 45 points (45%) |
| - Leadership Paper | 15 points (15%) |
| - Participation | 20 points (20%) |

Final Grading Scale:

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

Quizzes:

There will be two open-book quizzes on the readings. They will both be held in Blackboard.

Strategic Plan:

You will select a **real** library or information organization of your choice. You may want to focus on the type of information organization where you would like to work. Throughout the semester, you will prepare a strategic plan for your library/information organization. There are 3 parts to the plan to provide several opportunities for feedback from me. This is the core course artifact for the class, so we will work together to produce a high quality product that will benefit your understanding of the course concepts in a practical manner. Detailed descriptions for each part are available under Assignments in Blackboard.

Leadership Paper:

You will watch Gail Kennedy's interview and read the text of her speech, *A Call to Leadership*, available via Bb. You will then write a paper in the context of course readings and current literature. A detailed description for the assignment is available under Assignments in Blackboard.

Participation:

This is fairly interactive course with a good deal of discussion and activities built in. You are expected to contribute to each discussion forum. I will post one or two questions/short exercises per week. You are expected to respond to at least one of your classmates' posts for each forum.

Additionally, each student will be assigned to lead a discussion related to the course content. Your task is to post a news story, video, web page, or other (relatively short) resource. You will provide a brief summary as it relates to the week's content, an explanation of why you selected this item, and a question for discussion. This will count as 5 points toward the participation grade. You will sign up for these the first week of class. There may be up to four student-led discussions per week. These should be posted by Saturday evening at 5 pm so that everyone has time to view the resource and post a response.

Everyone is expected to participate in each of the student-led discussions.

Submission of Assignments:

Assignments will be due in Blackboard as indicated on the syllabus. If a serious circumstance (illness, death of a loved one, etc.) impedes your ability to hand your work in on time, be sure to let me know as soon as possible to discuss whether an extension is possible. Unapproved late work will be marked down by up to 2 points per day.

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.

TECHNOLOGY INFORMATION & RESOURCES

Students must have a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox are the recommended browsers for those using a Windows-based PC. 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

Readings should be completed during the week they are assigned. An asterisk (*) is placed by optional but recommended readings.

Unit 1 June 11-17	Intro to the course; Evolution of Management Thought, Ethics	Textbook Chapter 1, 2, 15 Gosling, J., Mintzberg, H. (2003). The Five Minds of a Manager. <i>Harvard Business Review</i> , 81(11), 54-63. https://hbr.org/2003/11/the-five-minds-of-a-manager/ar/6 * Skim Library Notes. Available via Google Books: http://books.google.com/books?id=PqIQAAAAIAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false * Rooney-Browne, C., & McMenemy, D. (2010). Public libraries as impartial spaces in a consumer society: possible, plausible, desirable?. <i>New Library World</i> , 111(11/12), 455-467.
Unit 2 June 18-24	Strategic Planning	Textbook Chapter 4 * Wayne, R. (2011). The academic library strategic planning puzzle: Putting the pieces together. <i>College & Research Libraries News</i> , 72(1), 12-15. http://crln.acrl.org/content/72/1/12.full *Examples of strategic plans— Seattle Public Library http://www.spl.org/about-the-library/strategic-planning Colorado Health Information Exchange http://www.corhio.org/media/4901/coloradostatehealthinformationexchange/strategicplan.pdf University of North Texas Libraries https://dean.library.unt.edu/wiki/images/d/d6/UNT-Libraries-Strategic-Plan-2011-2015-final.pdf
Unit 3 June 25- July 1	Organizational Culture/ Structure	Textbook Chapter 7, 8, 9 *Patkus, R., and Rappale, B.A. (2000). “Changing the Culture of Libraries: The Role of Core Values.” <i>Library Administration & Management</i> 14: 197-204. *University of North Texas. (2010). Library Organizational Structure Plan, 2010 https://dean.library.unt.edu/wiki/images/6/67/Library_Organizational_Structure_Plan_2010.pdf
***	***	Strategic Plan Part 1 is due 11:59 PM, EST Thursday, July 2
Unit 4 July 2-8	Human Resources	Textbook Chapters 10, 11, 12 *Hamerly, D. and Crowley, B. (2014). Sustaining professionalism in the fields of library and information studies. <i>Library Philosophy and Practice</i> , Paper 1231. Available at: http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=3153&context=libphilprac * Manjoo, F. (2013). The happiness machine: How Google became such a great place to work. <i>Slate</i> , Jan. 21, 2013. Available at:

		<p>http://www.slate.com/articles/technology/technology/2013/01/google_people_operations_the_secrets_of_the_world_s_most_scientific_human.html</p> <p>*Library Journal Salary Survey, http://lj.libraryjournal.com/2014/07/careers/payday-lj-salary-survey-2014/#</p> <p>*ALA Demographics Survey, 2014 http://www.ala.org/research/sites/ala.org.research/files/content/initiatives/membershipsurveys/September2014ALADemographics.pdf</p> <p>*Lawrence, E. (2013) "Loud Hands in the Library." <i>Progressive Librarian</i>, 41: 98-109 http://progressivelibrariansguild.org/PL_Jnl/pdf/PL41_fall2013.pdf#page=102</p>
***	***	Quiz one, Complete by July 9
Unit 5 July 9-15	Budget and Evaluation	<p>Textbook Chapters 18, 19</p> <p>*Collins, T. (2012). The current budget environment and its impact on libraries, publishers, and vendors. <i>Journal of Library Administration</i>, 52(1), 18-35.</p> <p>*Cottrell, T. (2012). Three phantom budget cuts and how to avoid them. <i>Bottom Line: Managing Library Finances</i>, 25(1), 16-20.</p> <p>*Ward, J. A. (1996). Measurement management: What you measure is what you get. <i>Information Systems Management</i>, 13(1), 59-61.</p> <p>*Starr, S. (2014). Moving from evaluation to assessment. <i>Journal of the Medical Library Association</i>, 102(4), 227-229.</p> <p>*Frazier, K. (2001). The librarians' dilemma: contemplating the costs of the 'big deal'. <i>D-Lib magazine</i>, 7(3), 1-9. http://www.dlib.org/dlib/march01/frazier/03frazier.html</p>
***	***	Strategic Plan Part 2 is due 11:59 PM, EST Thursday, July 16
Unit 6 July 16-22	Marketing and Development	<p>Textbook Chapter 6, 20</p> <p>View: Troy Library Book Burning Campaign: https://www.youtube.com/watch?v=nw3zNNO5gX0&feature=youtu.be</p> <p>*Buschman, J. (2005) "On libraries and the public sphere." <i>Library Philosophy and Practice</i> http://digitalcommons.unl.edu/libphilprac/11/</p> <p>*Luo, L. (2013). Marketing via Social Media: A Case Study. <i>Library Hi Tech</i> 31(3): 455-466.</p>
Unit 7 July 23-29	Leadership	Textbook Chapters 13-14
***	***	Strategic Plan Part 3 is due 11:59 PM, EST Thursday, July 30
Unit 8 July 30- August 6	Facilities	<p>Textbook Chapter 5</p> <p>*K.E. Fisher, M.L. Saxton, P.M. Edwards, J.-E. Mai. Seattle Public Library as place: Reconceptualizing space, community, and information at the central library In J. Buschman, G.J. Leckie (Eds.), <i>The library as place: History, community, and culture</i>, Libraries Unlimited, Westport, CT (2007), pp. 135-160</p>

		<p>*Gisolfi, P. (2014). Designing 21st Century Libraries. Library Journal http://lj.libraryjournal.com/2014/06/buildings/lbd/upclose-designing-21st-century-libraries-library-by-design/</p> <p>*Moorman, John A. (2011). "Library Buildings: Planning and Programming." <i>Library Trends</i>, 60(1), 215–226.</p>
***	***	<p>Leadership paper due 11:59 PM, EST Thursday, August 6</p> <p>Final quiz, complete by 11:59 PM, EST Thursday, August 6</p>