LIS 603 Management in Information Organizations

Course to be Conducted Online Asynchronously

INSTRUCTOR INFORMATION:

Name: Dr. Shannon M. Oltmann
Office location: 343 Little Library Building
Phone number: (859) 257-0778
Email address: shannon.oltmann@uky.edu
Office hours: Monday and Wednesday, 1-3 pm
Preferred contact method: Email
Response time: If you email me, you can expect a response within 24 hours (longer during weekends and 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 and Canvas messages. You must check these frequently.**

COURSE DESCRIPTION

LIS 603 is one of four core, or required, courses in the library science master's degree program. The course description reads:

> Students learn and apply the basic elements of management and leadership within the context of information organizations.

STUDENT LEARNING OUTCOMES

At the end of the course, students will be able to:

- Describe an information organization and its connection to its community
- Create a strategic plan for an information organization
- Operate successfully as a team member and team leader
- Plan an approach to engage with a diverse element in the community

Program Learning Objectives	Course Objectives	Assignment that ties in
Describe how communities & individuals interact with/in information ecosystems.	Describe an information organization and its connection to its community	Strategic Plan
Analyze the major tenets of information practice and apply them in multiple contexts	Create a strategic plan for an information organization Operate successfully as a team member and team leader	Strategic Plan Leadership Paper
Connect diverse communities & individuals with appropriate resources	Plan an approach to engage with a diverse element in the community	Strategic Plan

Diversity: The School of Information Science defines diversity as "*embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community*." In this course, we address diversity in several ways. Part of the semester-long project incorporates a diversity-related goal. Readings which are especially relevant to the theme of diversity are marked with a 👆 symbol.

Technology: The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology across multiple readings. Readings that are particularly relevant to the theme of technology are marked with a 🖱 symbol.

COURSE MATERIALS

Required textbook:

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

Additional readings: There will be additional readings to the textbook, and they will be made available on the course Canvas site.

ASSESSMENT & ASSIGNMENTS

Assignments & Grading (total grade = 100 points):

- **Strategic Plan Project**   60 points (60%)
- **Leadership Paper**   20 points (20%)
- **Participation on Discussion Boards**   20 points (20%)

Final Grading Scale:

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

Strategic Plan (👆🖱) and Leadership Paper: The detailed descriptions of strategic plan and leadership paper will be made available on Canvas. **Late submissions are subject to a penalty of 10% off per day unless a written exception has been granted.**

Participation on Discussion Boards: In this course, participation is measured by your contributions to the online discussions each week. Each classmate must contribute regularly (i.e., at least 2 postings) to each set of Discussion Board questions—the equivalent of a "B" grade for "participation." (Note: this means at least two posts per week, not two posts for each question each week.) Less participation will lower the grade; frequent, informed, substantive participation will raise it. In addition, consistently thoughtful contributions that advance discussion will receive more credit. Participation is worth 20% of your final grade.

ETHICS & POLICIES

Excused Absences: Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness

or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

If a student has excused absences in excess of one-fifth of the class contact hours for that course (participation activities for an online courses, as defined in 5.2.4.1.A), the student shall have the right to receive a "W", or the Instructor of Record may award an "I" for the course if the student declines to receive a "W" [US: 2/9/1987; SREC: 11/20/1987; US: 2/8/2016].

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as

his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
https://ci.uky.edu/sis/sites/default/files/policies.pdf

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access 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: http://download.uky.edu/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-218-4357

Library Services & Distance Learning Services
http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian
- Phone number: (859) 218-1240
- Email: carla@uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit http://www.uky.edu/ukonline/

[The School of Information Science has a page with a comprehensive list of technology resources here:](http://ci.uky.edu/sis/students/techtips)
http://ci.uky.edu/sis/students/techtips

MILITARY MEMBERS AND VETERANS

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit http://www.uky.edu/veteransfor more available resources.

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

Module One (1/09-1/15): Course and syllabus overview
- Review syllabus and familiarize yourself with the course organization in Canvas.
- Velasquez textbook, Chapter 1: Introduction to Management (pp. 1-8).
- Email professor with time/day availability and preferences for type of organization.

Module Two (1/16-1/22): Team dynamics
- ☝ 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.

Module Three (1/23-1/29): History and theory
Note: Team Contract due
- Velasquez textbook, Chapter 2: Classical Theory (pp. 9-28).
- Velasquez textbook, Chapter 3: Modern Theory (pp. 29-51).

- 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

Module Four (1/30-2/05): Leadership
Note: Identify organization your team will study
- 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.
- Patel, D. (2017). 11 powerful traits of successful leaders. Forbes.com. Available at: https://www.forbes.com/sites/deeppatel/2017/03/22/11-powerful-traits-of-successful-leaders/#684e43e1469f

Module Five (2/06-2/12): Planning/ strategic planning
Note: Business letter due
- 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.

Module Six (2/13-2/19): Ethics
- Velasquez textbook, Chapter 13: Ethics and Confidentiality (pp. 209-228).
- ALA Code of ethics: http://www.ala.org/tools/ethics
- 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.

Module Seven: (2/20-2/26): Budgeting
Note: Turn in interview notes and peer evaluations
- 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.
- *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.

Module Eight (2/27-3/05): 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.
- *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.

Module Nine (3/06-3/19): Marketing
Note: Spring Break is 3/11-3/15 (no work expected during spring break)
Note: Turn in Strategic Plan Part A and peer evaluations
- 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, Libraries Transform Campaign [take a closer look at any of the resources that interest you]: http://www.ala.org/advocacy/libraries-transform-campaign

Module Ten (3/20-3/26): 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

Module Eleven (3/27-4/02): Organizational culture
Note: Turn in Strategic Plan Part B and peer evaluations
- 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.

Module Twelve (4/03-4/09): Human resources
Note: Identify stakeholders for presentation
- Velasquez textbook, Chapter 4: Human Resources Management (pp. 53-76).

- Velasquez textbook, Chapter 14: Understanding and Resolving Conflict (pp. 229-240).
- 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/

Module Thirteen (4/10-4/16): Human resources and diversity
Note: Turn in marketing presentation and peer evaluations
- 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.

Module Fourteen (4/17-4/23): Professionalism
- Velasquez textbook, Chapter 19: Outsourcing (pp. 305-322).
- Barriage, S. (2013). Library workers will not be shushed. *Progressive Librarian, 41*(Fall), 86-97. Available at:
- Hamerly, D. and Crowley, B. (2014). Sustaining professionalism in the fields of library and information studies. *Library Philosophy and Practice*, Paper 1231.

Module Fifteen (4/24-4/29): Facilities & future trends
Note: Turn in reflection paper
- Velasquez textbook, Chapter 16: Facilities Management (pp. 253-270).
- Velasquez textbook, Chapter 17: Information Technology Management (pp. 271-284).
- Velasquez textbook, Chapter 20: Future Trends (pp. 323-332).
- 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.

✍**:** Readings that are particularly relevant to the theme of diversity
🖰**:** Readings that are particularly relevant to the theme of technology