

## LIS 603: Management in Library & Information Science

University of Kentucky  
School of Information Science  
Spring 2017  
January 11-April 28

### INSTRUCTOR INFORMATION:

Name: Melissa Adler  
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Office Hours: Tues. & Thurs. 11-1 & 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 Canvas.

**Contact Information:** I am most accessible through email: [melissa.adler@uky.edu](mailto:melissa.adler@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

- Students will evaluate and apply the principles and functions of management, including planning, budgeting, organization, human resource development and controlling, and how they are integrated into a 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*. ALA Editions.

Additional readings are included in the schedule below. It is your responsibility to locate these resources via UK library databases or the web.

## ASSESSMENT & GRADING

**Assignments & Grading** (total grade = 100 points)

- |   |                 |
|---|-----------------|
| - <b>Strategic Plan (Part 1, 2, 3, and 4)</b> | 60 points (60%) |
| - <b>Leadership Paper</b>                     | 20 points (20%) |
| - <b>Attendance/Participation</b>             | 20 points (20%) |

### **Final Grading Scale:**

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

**Strategic plan:** You will create a strategic plan for an information organization (including libraries of any type, museums, archives, data centers, etc.). The purpose of this project is to simulate a real world planning process. It is necessarily limited due to time and resource constraints, but because it is applied to an existing organization, and because you will use real documents to prepare your written work and presentation, the assignment puts planning, writing, marketing, and leadership into practice. This is a team project; you will be placed in teams of 3-4 people. Your team does not need to be co-located. Your team should plan, as soon as possible, how you will regularly communicate. Some ideas: check-in emails on a regular basis; Google hangouts; Adobe connect meeting rooms; Skype video; conference phone calls. Full details are posted in Canvas.

This project has four parts:

- Organization familiarization (15% of final grade)
- Written strategic plan part A (15% of final grade)
- Written strategic plan part B (15% of final grade)
- Marketing plan (15% of final grade)

**Leadership paper:** You will write a reflection paper based on your own effectiveness as a leader over the course of the Strategic Plan project. You will return to the readings on leadership and group dynamics from the beginning of the semester and think about some of the ways in which you led or followed others' lead in the project. This will be an opportunity to consider what was most effective, some of the challenges you encountered, and areas in which you could improve. You might also critique your group members' leadership abilities and how they

affected the group. The paper will be a thoughtful analysis that engages course readings and your experience. Full details are posted in Canvas.

**Attendance and participation:** Your participation is critical to the overall success of the course and your learning. Online attendance is measured by participation in the discussion forums. A minimum of two hours per week should be spent engaged in class participation—reading your classmates’ posts and contributing your own and viewing lecture material. This is in addition to doing the readings and completing assignments. Think of the online discussion space and lecture material as the classroom.

You will assess your own performance in the discussion boards using a rubric. You may also earn points by posting items related to the course, e.g., reports of talks or events you attend. More information will be available in Canvas.

## **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.

Absence in this class is a week of no activity on Canvas. Any student with 3 unexcused absences will automatically receive a maximum of a B for the course. Please let me know if you will be absent for any of the reasons below.

- 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 (725 Rose Street, Multidisciplinary Science Building, Suite 407, 257-2754, [susan.fogg@uky.edu](mailto:susan.fogg@uky.edu)) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution. More information is available at the Disability Resource Center web site:

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/current.html>

**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.

**Late Work:** Assignment due dates are indicated in the assignment section above. Late assignments incur a 10% markdown for each day late and are not accepted after three days unless arrangements have been made with the instructor prior to the due date.

**Classroom Behavior, Decorum and Civility:** Please be respectful to others in the class and engage in civil discourse in the discussion forums. I do not expect problems to occur, but if you feel threatened or harassed in the discussion board, I would prefer that you allow me to handle the situation. If you must reply, do not attack the individual.

### **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/veterans> for more available resources.

## **TECHNOLOGY INFORMATION & RESOURCES**

Students must have a computer with a reliable Internet connection and audio capabilities, a PDF reader, and word processing software that allows you to save files as .docx, .doc, .odt, or .rtf files. Microsoft Office and other software is available from <https://download.uky.edu/>. LibreOffice is available from <http://www.libreoffice.org/>. OpenOffice is available from <https://www.openoffice.org/>.

Please let me know when you are having technical issues first. For more assistance, contact the following:

### **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](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**

**Our class weeks will begin on Wednesdays. All assigned work must be completed by 11:59 pm on the Tuesday at the end of the week it is assigned. Due dates are noted below in the schedule.**

### **Week One, January 11**

#### **Intro, Team Dynamics**

- Velasquez textbook: Chapter 1: Introduction to Management (pp. 1-9)
- 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.

**Instructor will assign groups by January 17**

### **Week Two, January 18**

#### **History & Theory**

- Velasquez textbook: Chapter 2: Classical Theory (pp. 9-28).
- Velasquez textbook: Chapter 3: Modern Theory (pp. 29-52).

- 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, January 25**

### **Leadership**

- Velasquez textbook: Chapter 6: Leadership and Decision Making (pp. 91-106).
- 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.
- *Optional*: 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.

**\*\*Submit name of library/organization via email by January 30**

## **Week Four, February 1**

### **Planning/ Strategic Planning**

- Velasquez textbook: Chapter 5: Strategic Planning (pp. 77-91).
- Wayne, R. (2011). The academic library strategic planning puzzle: Putting the pieces together. *College & Research Libraries News*, 72(1), 12-15.
- 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.
- 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.

**\*\*Letter of inquiry to organization by February 7**

## **Week Five. February 8**

### **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, February 15**

### **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.

**\*\*Submit interview notes and summary by February 23**

**\*\*Peer evaluations due February 5**

## **Week Seven, February 22**

### **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, March 1**

### **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>

**\*\*Strategic plan, Part A due March 7**

**\*\*Peer evaluations due March 9**

## **Week Nine, March 8**

### **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.

**\*\*\*\*\*March 13-17-SPRING BREAK\*\*\*\*\***

## **Week Ten, March 22**

### **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.

**\*\*Strategic plan, Part B due March 28**

**\*\*Peer evaluations due March 30**

## **Week Eleven, March 29**

### **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., & Corral, 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](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/>

**\*\*Submit identification of stakeholders by April 4**

## **Week Twelve, April 5**

### **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, April 12**

### **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>

**\*\*Marketing presentation due April 18**

**\*\*Peer evaluations due April 20**

## **Week Fourteen, April 19**

### **Facilities and Future Trends**

- 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 21<sup>st</sup> 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, April 26**

### **Future Trends, wrap up (short week – class ends April 28)**

- Velasquez textbook: Chapter 20: Future Trends (pp. 323-332).

**\*\*Leadership paper due May 2**