LIS 603 Management in Information Organizations (Tentative)

Dates of Semester: January 15 – May 1, 2020
Course to be Conducted Online

INSTRUCTOR INFORMATION:

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Office hours: Tuesdays and Thursdays, 10:45 a.m. – 12:45 p.m. (or by appointment)
Preferred contact method: Email
Response time: If you email me, you should expect a response within 24 hours. There may be a delay over weekends or holidays.

COURSE DESCRIPTION

LIS 603 is one of four core 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	Strategic Plan
	Operate successfully as a team member and team leader	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 = 300 points):

- **Strategic Plan Project**   180 points (60%)
- **Leadership Paper**   60 points (20%)
- **Participation on Discussion Boards**   60 points (20%)

Final Grading Scale:

90% and above (270 – 300) =   A
80% to 89%   (240 – 269) =   B
70% to 79%   (210 – 239) =   C
Below 70%   (0 – 209) =   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 6 points off per day.**

Participation on Discussion Boards:

Participation is a large portion of your grade (4 points per week x 15 weeks = 60 points) because it is an important component of facilitating learning in this asynchronous online class. 1-3 discussion questions will be posted every Monday. You are required to make **one original posting on the question of your choice**. A quality original post is both substantive (in most instances this means **at least one hundred fifty words**) and thoughtful ("I agree with the author" is not a credit-worthy response). You are also required to make **one response to other students' postings**. **No credit will be given for postings that occur after the week.**

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.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

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.

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. In this course, you must provide appropriate documentation of an excused absence no later than the day you return to class.

Regarding University Health Services Health Notes:
1. *Tier 1* excuses **are not** accepted as a valid excused absence. You may use your freebie coupons instead.
2. *Tier 2* excuses **are accepted** as a valid excused absence. However, the instructor reserves the right to request additional or alternative documentation if the instructor, under the circumstances, has concerns about the validity of the Tier 2 documentation.
3. *Tier 3* excuses are **always accepted** as a valid excused absence. The UHS restricts students from attending class with Tier 3 excuses

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

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.

Title IX Information: The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy. Discrimination is prohibited at UK. If you experience an incident of discrimination, we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, 859-257-8927.

Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence: If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to or share information with a faculty member, instructor, TA, or RA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office (859-257-8927). If you would like to speak with someone who may be able to afford you confidentiality, the Violence Interven-

tion and Prevention (VIP) program (Frazee Hall – Lower Level; VIP Center http://www.uky.edu/VIPCenter ; 859-257-3574), the Counseling Center (106 Frazee Hall, UK Counseling Center http://www.uky.edu/counselingcenter/; 859-257-8701), and University Health Service (830 S. Limestone; Student Health https://ukhealthcare.uky.edu/university-health-service/student-health; 859-323-2778) are confidential resources on campus.

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

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

Our College has a page with a comprehensive list of technology resources here:
http://ci.uky.edu/sis/students/techtips

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

There follows an outline of course content for each week of the semester, with course assignments.

Week	Begins	Read
1	Jan. 15	**Course and Syllabus Overview:** • Review syllabus and familiarize yourself with organization of the course in Canvas. • Velasquez textbook: Chapter 1: Introduction to Management (pp. 1-8). **The strategic plan project will be released.** **Please email me with time/day availability and preferences for type of information organization by 11:59 p.m., Wednesday, Jan. 22.**
		Jan. 20 - Monday - Martin Luther King Birthday - Academic Holiday

2	Jan. 21	**Team Dynamics:** • 🖰Lee, H.-J., & Lim, C. (2012). Peer evaluation in blended team project-based learning: What do students find important? *Journal of 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. • (Optional) Chou, S. Y., & Ramser, C. (2019). Becoming motivated to be a good actor in a student project team. *Journal of International Education in Business,* 12(1), 65-79. • (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.
3	Jan. 27	**History & Theory:** • Velasquez textbook: Chapter 2: Classical Theory (pp. 9-28). • Velasquez textbook: Chapter 3: Modern Theory (pp.2 9-51). • Gosling, J., & Mintzberg, H. (2003). The five minds of a manager. *Harvard Business Review, 81*(11), 54-63. (HBR gives up to three articles for free. If you have already used up the free three trials, you can read a summary of the article from https://www.cbsnews.com/news/the-five-minds-of-a-manager/) **Email me your team contract by 11:59 p.m., Sunday, Feb. 2.**
4	Feb. 3	**Leadership:** • Velasquez textbook: Chapter 6: Leadership and Decision Making (pp. 91-106). • ✍ (Optional) Lombard, E. (2018). Gender and Leadership in Academic Libraries. The Journal of Academic Librarianship, 44(2), 226-230. • (Optional) Patel, D. (2017). 11 powerful traits of successful leaders. Forbes.com. • (Optional) Unaeze, F.E. (2003). Leadership or management: Expectations for head of reference services in academic libraries. *The Reference Librarian, 39*(81), 105-117. **Identify and submit organization your team will study by 11:59 p.m., Sunday, Feb. 10.** **The leadership paper assignment will be released.**
5	Feb. 10	**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. **Submit business letter by 11:59 p.m., Sunday, Feb. 16.**
6	Feb. 17	**Ethics:** • ALA Code of ethics. • 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. • (Optional) Velasquez textbook: Chapter 13: Ethics and Confidentiality (pp. 209-228).
7	Feb. 24	**Budgeting:** • Velasquez textbook: Chapter 10: Financial Management (pp. 161-176).

		- Cottrell, T. (2012). Three phantom budget cuts and how to avoid them. *Bottom Line: Managing Library Finances, 25*(1), 16-20. (Optional) Collins, T. (2012). The current budget environment and its impact on libraries, publishers, and vendors. *Journal of Library Administration, 52*(1), 18-35. **Submit interview notes by 11:59 p.m., Sunday, Mar. 1.** **Submit peer evaluations (1) by 11:59 p.m., Sunday, Mar. 1.**
8	Mar. 2	**Evaluation and Assessment:** - Velasquez textbook: Chapter 11: Assessment and Evaluation (pp. 177-194). ✍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. (Optional) Welch, A. N., & Wyatt-Baxter, K. (2018). Beyond metrics: Connecting academic library makerspace assessment practices with organizational values, 36(2), 306-318.
9	Mar. 9	**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. 🖱(Optional) Choi, N. & Joo, S. (2018), Understanding public libraries' challenges, motivators, and perceptions toward the use of social media for marketing. *Library Hi Tech.* 🖱(Optional) Luo, L. (2013). Marketing via social media: A case study. *Library Hi Tech 31*(3), 455-466. (Optional) ALA. Libraries Transform Campaign [take a closer look at any of the resources that interest you]. **Submit strategic plan part A by 11:59 p.m., Sunday, Mar. 15.** **Submit peer evaluations (2) by 11:59 p.m., Sunday, Mar. 15.**
10	Mar. 23	*****Mar. 16-21 - Monday through Saturday - Spring Vacation - Academic Holidays***** **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). (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. (Optional) ALA. Library Fund Raising Annotated Bibliography [take a closer look at any of the resources that interest you].
11	Mar. 30	**Organizational Culture:** - Velasquez textbook: Chapter 7: Organizational Communication (pp. 107-120). - Velasquez textbook: Chapter 8: Change Management and Organizational Culture (pp. 121-144). (Optional) Michalak, S. C. (2012). This changes everything: Transforming the academic library. *Journal of Library Administration, 52*(5), 411-423.

		Submit strategic plan part B by 11:59 p.m., Sunday, Apr. 5. **Submit peer evaluations (3) by 11:59 p.m., Sunday, Apr. 5.**
12	Apr. 6	**Human Resources:** • Velasquez textbook: Chapter 4: Human Resources Management (pp. 53-76). • Velasquez textbook: Chapter 14: Understanding and Resolving Conflict (pp. 229-240). • (Optional) DeRose, C. (2013). How Google uses data to build a better worker. *The Atlantic,* Oct. 7, 2013. **Identify and submit stakeholders for presentation by 11:59 p.m., Sunday, Apr. 12.**
13	Apr. 13	**Human Resources, cont.:** • ✍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. • ✍(Optional) Hill, H. (2013). Disability and accessibility in the library and information science literature: A content analysis. *Library & Information Science Research, 35*(2), 137-142. • ✍(Optional) Velasquez textbook: Chapter 15: Diversity (pp. 241-252).
14	Apr. 20	**Professionalism:** • Velasquez textbook: Chapter 19: Outsourcing (pp. 305-322). • Fraser-Arnott, M. (2019). Personalizing professionalism: The professional identity experiences of LIS graduates in non-library roles. Journal of Librarianship and Information Science, 51(2), 431-439. • Hamerly, D. and Crowley, B. (2014). Sustaining professionalism in the fields of library and information studies. *Library Philosophy and Practice,* Paper 1231. • (Optional) Barriage, S. (2013). Library workers will not be shushed. *Progressive Librarian, 41*(Fall), 86-97. **Submit marketing presentation by 11:59 p.m., Sunday, Apr. 26.** **Submit peer evaluations (4) by 11:59 p.m., Sunday, Apr. 26.**
15	Apr. 27	**Facilities:** • Velasquez textbook: Chapter 16: Facilities Management (pp. 253-270). • Velasquez textbook: Chapter 17: Information Technology Management (pp. 271-284). • (Optional) Otterman, S. (2019). New Library Is a $41.5 Million Masterpiece. But About Those Stairs, The New York Times. • (Optional) Gisolfi, P. (2014). UpClose: Designing 21st century libraries. *Library Journal,* June 16. **Submit leadership paper by 11:59 p.m., Friday, May 1.**

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

☝**:** Readings that are particularly relevant to the theme of technology