

UNIVERSITY OF KENTUCKY
SCHOOL OF INFORMATION SCIENCE

MANAGEMENT OF INFORMATION ORGANIZATIONS

DELIVERED ONLINE VIA CANVAS

LIS603.202 – SPRING 2020

JANUARY 15 – MAY 8, 2020

Instructor Information

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Virtual Meetings Available by Appointment

Canvas's "Inbox" e-mail preferred

Course Description

Students learn and apply the basic elements of management and leadership within the context of information organizations. *Part of the Library Science Core.*

The student successfully completing this course 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

Objectives

Program Learning Objectives	Course Objectives	Assignment tie-in
Describe how communities & individuals interact with/in information eco-systems	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. Many readings that discuss countries other than the U.S. are included in several different weeks. We spend a full week focusing on diversity in information professions. Several lectures also incorporate discussion of diversity. Part of the semester-long project focuses on diversity within an information organization’s community.

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 in a variety of ways. We discuss technology infrastructure and its importance in information organizations, as well as the role of technology in information ecosystems. We spend a week discussing the impact of technology and several lectures contain further information about technology. In addition, students will utilize technology to participate in the course. Readings that are particularly relevant to the theme of technology are marked with a 📖 symbol.

Required Course Text

Velasquez, D. L. (Ed.). (2013). *Library management 101: a practical guide*. Chicago: ALA Editions. ISBN: 978-0-8389-1148-8 (paper). [**Important:** We are still using the 1st edition, which is available for rent from Amazon.]

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

STUDENT EVALUATION

Assignments (300 points total)

- **Participation (weekly small group discussion)**
 - **Discussion:** 15 sessions; 5 points each = 75 points total; 20% of total course grade
- **Course Projects**
 - **Strategic Plan Project:** 175 points; 60% of total course grade
 - **Leadership Paper:** 50 points; 20% of total course grade

Grading Scale

Percentage	Final Grade
90% and above	A
80% – 89%	B
70% – 79%	C
0% – 69%	E

Note that the Graduate School considers a grade below a C a failing grade.

Grading Guidelines

I operate with the 24/7 rule. This means that when a graded assignment is returned, you must wait at least 24 hours to discuss it with me. I am more than happy to discuss grades with you but ask that you take the time to review the feedback provided and the rubric, as well as carefully compare your work with the assignment. You must communicate with me

within one 7 days of receiving the grade. After 7 days have passed, the grade will not be changed under any circumstances. When you communicate with me regarding a grade, make sure you have prepared a thoughtful justification for why you deserve a higher grade.

COURSE EXPECTATIONS

Participation

Participation in the Graded Discussion Boards is a vital component of your grade and requires regular engagement in each session's discussion and the book evaluation discussion. Please see Discussion Board Guidelines under Course Participation on page 6 below for complete instructions. The Guidelines are also provided in Canvas. Your discussion posts must be substantive and thoughtful, but not essays. I encourage you to complete your discussion posts in Word (or other application) and then paste them to the discussion board. If you compose online and there is a technology-related failure, you will likely lose your work. Late work will not be accepted without prior approval.

Communicating with Dr. Reynolds

Ask Three, Then Me

I receive e-mails every day from students asking questions that could easily have been answered by reading the syllabus or asking a classmate. Thus, BEFORE e-mailing me, please follow these steps:

1. Consult the class schedule and/or syllabus.
2. Check Canvas.
3. Confer with three classmates.

For questions that do not pertain to the class at large, please use Canvas email to communicate with me; grading related questions should always be sent to me via email. While I will always respond to email and discussion posts as soon as possible, please do not expect an immediate response, especially during the weekend and outside of normal business hours on weekdays. It is each student's responsibility to be certain that all course communications (e.g., Announcements, Discussion posts, and e-mails) are read in a timely manner. Please do not expect a response to questions relating to assignments on the day that they are due, though I will always try to respond. Plan ahead!

Additionally, use your emails and other correspondence as an opportunity to practice good communication skills! All correspondence must include an appropriate greeting (e.g., "Hello, Dr. Reynolds), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well written with as few mistakes as possible.

Submission of Course Projects

All work is to be submitted via Canvas upload by **11:59 PM ET** on the dates indicated on the Course Schedule and in Canvas (work may not be submitted via email). More details about each assignment can be found in the Assignments section in Canvas, where all assignments will be submitted. Assignments are **not** accepted via email. Unless otherwise indicated, all documents must be submitted as a Word document (doc or docx) or as an Adobe Portable Document Format (pdf) file. Microsoft Office and other software is available for free download; visit <https://download.uky.edu/>. Papers must be written in 12-point Times New Roman or Candara and be formatted using the Document Template provided in Canvas.

Late Work

It is expected that you will submit course work on time. However, life happens. “Normal” life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, you need to let me know at least 2 days *before* the due date. Technology issues are not valid excuses for late work. **Late assignments will not be accepted without prior approval.** If you are consistently late, you may be advised to withdraw from the course.

ACADEMIC STANDARDS

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.

Part II of *Student Rights and Responsibilities* 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 the question of plagiarism involving their own 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 anything else from another source without appropriate

acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism. (<http://www.uky.edu/StudentAffairs/Code/part2.html>)

Incompletes

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2.

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. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC), which coordinates campus disability services available to students with disabilities. The DRC (<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>) is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them at (859) 257-2754 or email at drc@uky.edu. 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. Chrome is the recommended browser on both PCs and Macs. 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, contact the IT Customer Service Center (UKIT): (859) 218-4357 or <http://www.uky.edu/UKIT/>.

Library Services & Distance Learning Services are vital for distance education students. You can find out more at <http://www.uky.edu/Libraries/DLLS> or contact Carla Cantagallo, DL Librarian, at (859) 218-1240 or dllservice@email.uky.edu. DL Interlibrary Loan Services can be accessed at http://libraries.uky.edu/page.php?lweb_id=8<ab_id=702. 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 at <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 need 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.

Course Participation

Participation within the Group Discussion Boards is a vital component of your grade and requires regular engagement in each Session's discussion. Participation is measured by your contributions to the online discussions during each Session. For an A grade, students must answer each of the posted questions in a timely manner (this means before midsession) and respond to a minimum of four posts by group mates. Less participation will lower the grade. In addition, consistently thoughtful contributions that advance discussion will receive more credit. Late work will not be accepted without prior approval.

Discussion takes place throughout each 7-day session. For each session, there are discussion questions (you will have these ahead of time), which may include short assignments, as well as journal article or book evaluations to complete. Your responses to these questions and to evaluations must be substantive and thoughtful, but they are not to be essays. Remember to write first in Word (or other off-line application) and then copy/paste your work to Canvas. This can be a hard habit to develop, but I have lost my work – it's not fun!

Each session's discussion is worth 5 points and is 20% of your final grade. Poorly written posts (i.e., poor syntax, spelling, or punctuation) will not earn credit. If participation (original posts and well as responses) are on the last day of the session, points will be deducted. Why? Because everyone's voice matters! Please see the rubric in Canvas for details. Please do not think that each point is not important — a 4 is equivalent to 80%.

Evaluation Criteria: Completeness and thoughtfulness of responses which demonstrate respect for other points of view, and evidence of comprehension of the textbooks and other

readings. Engagement with the course material, other students, and the instructor.

Learning Outcomes: A greater understanding of the larger scope of collection development and related library polices, which will facilitate the successful completion of the course assignments.

Course Schedule & Readings

Session 1 (1/15 - 1/21): Course & Syllabus Overview

- Review syllabus and familiarize yourself with the course organization in Canvas.
- Velasquez textbook, Chapter 1: Introduction to Management (pp. 1-8).
- Complete survey indicating time/day availability and preferences for type of organization.

Session 2 (1/22 – 1/28): Team Dynamics

- Hansen, R.S. (2006). Benefits and problems with student teams: Suggestions for improving team projects. *Journal of Education for Business*, 82(1), 11-19.
- 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.
- **Optional:** Siebdrat, F., Hoegl, M., & Ernst, H. (2009, Summer). How to manage virtual teams. *MIT Sloan Management Review*, 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.

Session 3 (1/29 - 2/04): History & Theory

- 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>
- **Team Contract**, due by February 3rd

Session 4 (2/05 – 2/11): 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 ed.), (pp. 319-337). Chicago: 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/#2998d6fb469f>.
- **Strategic Plan Organization Selection**, due by February 17th

Session 5 (2/12 - 2/18): Planning/Strategic Planning

- Velasquez textbook, Chapter 5: Strategic Planning (pp. 77-91).
- Evans, G. E. & Aire, C. A. (2013). Chapter 4: The Planning Process. In *Management basics for information professionals* (3rd ed.), (pp. 85-105). Chicago: 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.
- **Business Letter**, due by February 17th

Session 6 (2/19 - 2/25): 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.

Session 7 (2/26 - 3/03): 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.
- **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.
- **Interview Notes & Peer Evaluations**, due by March 2nd

Session 8 (3/04 - 3/10): Evaluation & 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.

Session 9 (3/11 - 3/24): Marketing

encompasses Spring Break during which no work is expected

- 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>
- **Strategic Plan Part A & Peer Evaluations**, due by March 23rd

****SPRING BREAK: March 16th - March 20th****

Session 10 (3/25 - 3/31): 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>

Session 11 (4/01 - 4/07): 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 & Peer Evaluations**, due by April 6th

Session 12 (4/08 - 4/14): Human Resources

- 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
<https://slate.com/technology/2013/01/google-people-operations-the-secrets-of-the-worlds-most-scientific-human-resources-department.html>
- **Identify Stakeholders for Presentation**, due by April 13th

Session 13 (4/15 - 4/21): Human Resources & Diversity

- 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. 📖
- **Marketing Presentation and Peer Evaluations**, due by April 20th

Session 14 (4/22 - 4/28): Professionalism

- Velasquez textbook, Chapter 19: Outsourcing (pp. 305-322).
- Barriage, S. (2013). Library workers will not be shushed. *Progressive Librarian*, 41, 86-97. Available at <http://www.progressivelibrariansguild.org/PL/PL41/086.pdf>

Session 15 (04/29 - 5/05): Facilities & Future Trends

- 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.
- **Reflection Paper**, due by May 4th