LIS 650: Management of Libraries and Information Centers
LIS 684: Administration of School Library Media Centers

Spring 2017

University of Hawaii Library & Information Science Program | CRN 88271
HL 003F | Mondays 5-7:40 pm
Rich Gazan (gazan@hawaii.edu | HL 2A | office hours Mondays 3:00-4:30 or by appointment)
Violet Harada (vharada@hawaii.edu | HL 3I | office hours by appointment)

Catalog descriptions

LIS 650: Theories and principles of administration for effective management of libraries and information centers, with emphasis on planning, resource allocation, team skills, project management, assessment, leadership, outreach, and advocacy.

LIS 684: Effective management of school library media centers. Philosophy and objectives, standards, personnel, facilities, resources, budget, services, library instruction, public relations, program planning and evaluation.

LIS Program Student Learning Outcomes mapped to major assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Evolving the library</th>
<th>Critical friend</th>
<th>Case study</th>
<th>Reflective assessment</th>
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<tbody>
<tr>
<td>1a) Apply LIS theory and principles to diverse information contexts</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>1b) Demonstrate understanding of the historical context of information services and systems</td>
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<td>X</td>
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<tr>
<td>1c) Develop and apply critical thinking skills in preparation for professional practice</td>
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<td>X</td>
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<td>1d) Craft and articulate a professional identity</td>
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<td>X</td>
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<tr>
<td>2a) Demonstrate understanding of leadership</td>
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<td>X</td>
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<td>2b) Work effectively in teams</td>
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<td>X</td>
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<tr>
<td>2c) Develop, manage, and assess information services for specific users and communities</td>
<td>X</td>
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<td>X</td>
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<td>2e) Demonstrate the ability to advocate effectively for information services</td>
<td>X</td>
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<tr>
<td>4c) Apply current research findings to professional practice</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems</td>
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<td>X</td>
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Professional expectations

Students are required to follow the highest standards of intellectual and personal honesty throughout their careers at the University of Hawaii, as stated in the LIS Program guidelines: [http://www.hawaii.edu/lis/resources/professional-expectations/](http://www.hawaii.edu/lis/resources/professional-expectations/) and the Manoa Student Conduct Code [http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/), which “reaffirms the principle of student freedom that is coupled with an acceptance of responsibility for one’s actions and the consequences of such actions.”
Course structure and philosophy

Our main role in this class is to introduce you to management and administration concepts and issues from within and outside of LIS, and to create an environment where you can apply them to professional settings and situations that interest you. Your role is to find and articulate the link between the concepts in the course and your academic and professional goals, demonstrate critical understanding, and develop the skills necessary to work effectively in libraries and other information organizations. Class sessions will combine lecture, guest presentations, discussion, small group discussions and activities. Completing assignments successfully will require that you spend significant time outside of class, both individually and in groups.

Understand that readings and lectures will not overlap completely. Consider the slides from each lecture, including guest lectures, as part of the required readings.

Research methods

The case study is a form of research that entails a close and careful investigation of an individual, program, or organization. In this course, you will explore, describe, and analyze the programs, services, and working dynamics of a specific library or information center. This form of research involves multiple methods of data collection including interviews, observations, and document analysis. It requires visits and observations over a period of time. Through such a study, you gain valuable insights into the complexities of administering today’s libraries and information centers.

Through readings and class lectures and exchanges, you will also be introduced to elements of action research, critical incident analysis, ethnography, naturalistic inquiry, needs assessment and usability studies.

Technology

To complete required assignments you will need to be proficient in word processing, spreadsheet and presentation applications. You will need to search the Web, library catalogs and journal article databases regularly and professionally, use screen capture software and collaborative tools such as Google Docs. Depending on the details of your projects, you may also need to download, install and use apps, browser plugins or other software. Please note that all course communications will be sent to your hawaii.edu email account. You are encouraged to bring laptops and similar devices to lecture, just make sure they don’t interfere with the class.

Support Services

If you need reasonable accommodations to complete coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Manoa’s KOKUA program (http://www.hawaii.edu/kokua/). KOKUA provides disability access services to individuals on a case-by-case basis, and students are not charged for these services. A student’s disability status is considered confidential information and is only disclosed to faculty with the student’s permission.

Other confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili‘uokalani Center for Student Services, Room 312. More information is available at the CSDC website: http://manoa.hawaii.edu/counseling/.

Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: http://manoa.hawaii.edu/titleix/.
# Course schedule (very much subject to change)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td><strong>Part 1: What should libraries and other info organizations be doing in the next 5 years?</strong></td>
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<tr>
<td>Week 1 1/9</td>
<td>Introduction: Issue leadership</td>
<td>Agre, AEE, Pew Research</td>
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<tr>
<td>Week 2 1/16</td>
<td>MLK Day—no class meeting</td>
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<tr>
<td>Week 3 1/23</td>
<td>Team skills and communication</td>
<td>Costa, Oakley, Patterson</td>
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<tr>
<td>Week 4 1/30</td>
<td>Value creation <em>Guest: Matt Brown, Public Libraries Branch, HSPLS</em></td>
<td>Hochschild, Horrigan, Matthews</td>
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<tr>
<td>Week 5 2/6</td>
<td>Strategic planning</td>
<td>Buchanan, Saunders</td>
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<tr>
<td><strong>Part 2: What are they doing now?</strong></td>
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<tr>
<td>Week 6 2/13</td>
<td>Services and workflow</td>
<td>Baxter, Little</td>
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<td>Week 7 2/20</td>
<td>Presidents Day—no class meeting</td>
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<tr>
<td>Week 8 2/27</td>
<td>Outreach and advocacy <em>Guest: Stephanie Nelson, Kapiolani Community College</em></td>
<td>Ewbank, Harrod, Hinze, Kuon</td>
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<tr>
<td>Week 9 3/6</td>
<td>Organizational structure</td>
<td>Brown</td>
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<tr>
<td>Week 10 3/13</td>
<td>Reporting and metrics <em>Guest: Carolyn Kirio, Kapolei Middle School</em></td>
<td>Andrews, LibQUAL+, Luther</td>
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<td><strong>Part 3: Why are they doing that?</strong></td>
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<tr>
<td>Week 11 3/20</td>
<td>Evolution of management thought</td>
<td>Heames, Stewart</td>
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<td>Week 12 3/27</td>
<td>Kuhio Day/Spring recess—no class meeting</td>
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<tr>
<td>Week 13 4/3</td>
<td>Cross-cultural management <em>Guest: Kapena Shim, Hamilton Library</em></td>
<td>Choo, Harford, Leong, Meyer, Woroniak</td>
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<tr>
<td>Week 14 4/10</td>
<td>Resource management and allocation <em>Guest: Ginny Tanji, retired from Health Services Library, JABSOM</em></td>
<td>Maina, Stevens</td>
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<td>Week 15 4/17</td>
<td>Organizational culture</td>
<td>Goleman, Staninger</td>
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<td>Week 16 4/24</td>
<td>Case study work day</td>
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<td><strong>Part 4: Now what do you think libraries etc. should be doing in the next 5 years?</strong></td>
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<td>Week 17 5/1</td>
<td>Final presentation and discussion</td>
<td>Case study symposium (5/1) Case study writeup (5/1) Reflective assessment (5/7)</td>
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Assignments

Each assignment and course requirement counts as the listed percentage of your final grade, with a maximum of 100 points overall:

98-100 A+ | 93-97 A | 90-92 A- | 88-89 B+ | 83-87 B | 80-82 B- | 78-79 C+ | 73-77 C

General guidelines for all assignments

- You must complete all assignments to pass the course. If circumstances arise that prevent you from turning in an assignment on time, tell us (and your group members, if appropriate) as far in advance of the due date as possible.
- Don’t procrastinate. Late assignments will be penalized 3 points, plus an additional 3 points for each 24-hour period after the due date.
- Don’t free-ride. Teams are responsible for addressing underperformance internally, using the skills developed in the course. Failing that, contact us as soon as possible. Any perceived inequality in contributions should also be addressed in the reflective assessment paper. Team underperformers will have their grade adjusted accordingly.
- Don’t plagiarize. Plagiarism may result in dismissal from the LIS Program.

Exercises, participation and professionalism (20%)

Exercises, roundtables and informal class discussions are your chance to contribute to the direction of the class, ask questions and share your experiences. Professionalism means doing your best work, ethically and conscientiously, and delivering it on time—especially when others are counting on you. Full marks will be given to students who attend every class meeting, participate actively, communicate dependably and deliver what they promise, and who contribute to an environment where others can do the same.

Evolving the library (20%)

In teams, choose one of the near-future issues you identified in the Week 2 Laulima posts, and lead an informal presentation and discussion designed to help a library director address the issue effectively. Be as creative as you like with the content and format of the presentation and discussion, and topics need not relate to the corresponding week’s readings.

- Before your presentation: Create an annotated bibliography of 9 information resources about your chosen topic: 6 from the LIS literature (don’t include required readings), and 3 non-LIS resources that address the same issue in a different light. Each entry should include a brief evaluative synopsis that is informative (ingredients X, Y and Z make the best banana cream pie), not indicative (discusses banana cream pie ingredients). For example, if you’re interested in how libraries can publicize new services effectively, your annotated bibliography should include a range of current resources from the LIS literature summarizing how specific libraries are innovating in this area, and your non-LIS resources might describe how coffee houses or airlines publicize new products and services in unique ways.

- The day of your presentation: Post your annotated resource list to the Laulima resource repository before the beginning of class. Give a 10-15-minute presentation that frames the problem, summarizes key points from your annotated resource list to survey possible solutions (you need not summarize every resource), and explains how your non-LIS resources inform thinking about the issue. Conclude your presentation with 3-4 takeaways—bullet points that summarize how you think a library should evolve to address the issue most effectively. To conclude, lead a 10-15-minute class discussion or activity designed to give students a chance to respond and contribute.
Case study (40%; see breakdown below)

To address the questions of what libraries and other information organizations are doing now and why, you will build on the ideas generated in the Evolving the Library project, and undertake an individual case study analysis of a real-world organization, focusing on specific facets of how it accomplishes its mission. For example, you might build your case study around questions like:

- Are the services and/or spaces provided by the organization aligned with its mission? How could that alignment be improved?
- What is the workflow behind one or more of its functions, and how could the workflow be improved?
- Does the organization maximize the engagement and professional growth of its staff? What changes could be made, and with what consequences?
- How does information flow within and outside the organization? Are there areas of too much or too little information flow?
- How are new services proposed and implemented? Whose voices are present and missing?
- What relationships does your organization have with others, and how might those partnerships better support both organizations?
- How does the organization measure its success? What important items are they not measuring, and how might they do so?

To address these questions, you will be expected to use, apply and evaluate concepts from the readings, lectures, class discussions and your original research to produce a final case study project that meets professional standards. We will devote significant time in class to creating a structured, supportive environment to allow you to continuously refine your projects.

Case study project summary

Week 6 Roundtable: Site selection, observation strategies, background research
Week 8 Roundtable: Generate questions for data collection
Week 9 Roundtable: Data collection progress report and feedback
Week 10: Data collection chapter draft and resource repository upload due (5%)
Week 11: Critical friend feedback on data collection chapter due (2.5%)
Weeks 13-14: Roundtable: Data analysis progress report and feedback
Week 15: Data analysis chapter draft and resource repository upload due (5%)
Week 16: Critical friend feedback on data analysis chapter due (2.5%)
Week 17: Final case study presentations and write-ups due (25%)

Roundtable sessions: These take place during class. Come prepared to participate actively.

Resource repository: When you submit each chapter draft, upload the two resources you found most valuable to the same repository where you uploaded the annotated bibliography from the Evolving the Library project, following the same annotation format.

Chapter drafts: Each chapter should be 6-8 double spaced pages (not counting bibliography and appendices), address specific questions about the organization with original research, and include 4-5 references. Submit these via email to the instructors and your Critical Friend.

Critical friend feedback: Provide constructive commentary on drafts of two case study chapters that will help strengthen and clarify the final product for a colleague in class, following the criteria below. Written feedback for each chapter should be a minimum of 500 words (roughly two double-spaced pages). The writing style can be informal; however, the feedback should directly address the assessment criteria for the chapters. Submit this to the student you’re critiquing and to the instructors via email.
Case study evaluation criteria

Use the following criteria to assess your work. As instructors, we will apply the same criteria in scoring your chapter drafts and final case study.

1. **Completeness**: All required elements (content, format, length) are present.
2. **Justification**: The choices of case study organization, data collection method and data analysis approach are convincing, citing appropriate supporting resources.
3. **Strengths**: The strengths of the organization are clearly stated, grounded with detailed discussion of the case investigation, citing appropriate supporting resources.
4. **Areas for improvement**: The organization’s areas for improvement are clearly stated, grounded with detailed discussion of the case investigation, and include specific strategies to accomplish change.
5. **Quality**: Overall, the case study is clearly and convincingly written, well structured, and carefully proofread. References are in a consistent, professional format.

<table>
<thead>
<tr>
<th>Scoring for drafts of case study</th>
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<tbody>
<tr>
<td>5 points = satisfactorily meets the 5 criteria</td>
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<tr>
<td>4 points = satisfactorily meets 4 of the 5 criteria</td>
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<tr>
<td>3 points = satisfactorily meets 3 of the 5 criteria</td>
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<tr>
<td>2 points = satisfactorily meets 2 of the 5 criteria</td>
</tr>
<tr>
<td>1 point = satisfactorily meets 1 of the 5 criteria</td>
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<table>
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<tr>
<th>Scoring for final case study</th>
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<tr>
<td>The highest score possible is 25 points. Each of the two sections (data collection, data analysis) will receive a maximum of 10 points if it satisfactorily meets the above criteria. In addition, a maximum of 5 points will be given for the overall organization of the case study (including cover page, table of contents, references and appendices)</td>
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</table>

Critical friend evaluation criteria

Use the following criteria to assess your peers’ drafts and structure your critiques. As instructors, we will apply the same criteria in scoring your critiques.

1. Identify strengths of the draft.
2. Pose thoughtful questions and/or suggestions that help your partner clarify or expand on his/her own ideas.
3. Support your remarks with specific, actionable details that will be helpful to your partner.

<table>
<thead>
<tr>
<th>Scoring for critiquing drafts</th>
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<tr>
<td>2.5 points = satisfactorily meets 3 of the criteria</td>
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<tr>
<td>1.5 points = satisfactorily meets 2 of the 3 criteria</td>
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<td>.5 point = satisfactorily meets 1 of the 3 criteria</td>
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Reflective assessment (20%)

In a 7-10 page double spaced paper, describe and evaluate the work processes of your Evolving the library and Case study experiences. Write informally and/or in journal style, but specifically and critically relate your observations and reflections to at least five concepts from course readings, lectures or guest presentations. You are encouraged to focus your reflective assessment on areas where you feel you learned the most, or where you would like to learn more. Conclude with 2-3 paragraphs describing what you, your fellow students, and the instructors could have done to make the course work more effectively as an organization.
Readings and resources

One required textbook (Patterson), all readings not linked are posted on Laulima.

Week 1: Introduction: Issue Leadership

Weeks 2-3: Team skills and communication

Week 4: Value creation

Week 5: Strategic planning

Week 6: Services and workflow

Weeks 7-8: Outreach and advocacy
http://site.ebrary.com.eres.library.manoa.hawaii.edu/lib/uhmanoa/detail.action?docID=10828983&p00=school+libraries (Read one chapter that interests you)


Week 9: Organizational structure

Week 10: Reporting and metrics


Week 11: Evolution of management


Weeks 12-13: Cross-cultural management


Week 14: Resource management and allocation


Week 15: Organizational culture

Supplemental resources

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/researchandstatistics/slcsurvey/2012/AASL-SLC-2012-WEB.pdf


http://csreports.aspeninstitute.org/documents/Libraries_Exponential_Age.pdf


http://www.oclc.org/content/dam/oclc/reports/tipping-point/215133-tipping-point.pdf
http://www.pewinternet.org/2016/04/07/libraries-and-learning/


Professional standards, guidelines and resources

American Association of School Librarians (AASL)

Association of College and Research Libraries (ACRL)


Hawaii Department of Education
Background information for DOE school library programs. Provides school-by-school background information that is useful for case studies.
DOE School Status and Improvement Reports.
http://arch.k12.hi.us/school/ssir/ssir.html

Library Leadership & Management Association (LLAMA)