LIS 650
Management of Libraries and Information Centers
3 Credits

Fall 2016

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Course page: via login at http://laulima.hawaii.edu/
Office Hours: by appointment — please send e-mail also available via Skype
Classroom: online
Schedule: asynchronous, August 8th to December 22nd, 2016

Course Description

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.

Prerequisites: None

Required Textbooks


The 2005 edition of the book can also be used (as far as I can tell, it is the same book). Cheap used copies are available.


Note that this is not on the bookstore’s list. There should be copies associated with the LIS 610 class. Any edition will do.

Additional readings will be assigned and made available from Laulima https://laulima.hawaii.edu/.
Technology Requirements

This is an online class where students must have a reliable internet connection and a computer capable of running up-to-date programs, including a web browser, a word processor, and so on.

One special technology requirement for this course is that students must be able to record themselves with a video camera and upload the clip (no more than a couple minutes) to Laulima in a standard video format.

If you have issues with the technology, online help is likely available. For Laulima problems, there is a "Request Assistance" link at all Laulima pages. Also, you can contact me any time. Technical problems are one of the main reasons why students do not succeed in online classes, and the faster they can be resolved, the better.

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/students/professional-expectations-notice/) and the Manoa Student 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."

Kokua

If you need reasonable accommodations to complete required 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.

Support Services

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/.
Student Learning Outcomes (SLOs) Addressed

This course addresses the following Program SLOs:

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
   a: Apply LIS theory and principles to diverse information contexts
   b: Demonstrate understanding of the historical context of information services and systems
   c: Develop and apply critical thinking skills in preparation for professional practice.
   d: Craft and articulate a professional identity.

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
   a: Demonstrate understanding of leadership.
   b: Work effectively in teams
   c: Develop, manage, and assess information services for specific users and communities
   e: Demonstrate the ability to advocate effectively for information services.

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.
   a: Demonstrate understanding of the processes by which information is created, evaluated and disseminated

SLO 4: Evaluate and use the latest information technologies, research findings and methods.
   c: Apply current research findings to professional practice

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.
   a: Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
   d: Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

from http://www.hawaii.edu/lis/content/advising/ALA_Core_Alignment_LIS_Student_Outcomes.pdf

Course Learning Objectives

The successful student will be able to:

1. Engage in relevant discussions concerning current issues relevant to the management of libraries and information centers, and develop strategies to address these issues in practice.
2. Explain basic management theories, terminology and methods.
3. Explain and evaluate leadership, team dynamics and interpersonal communication skills.
4. Explain theories and processes involved in managing personnel, resources, facilities and budgets.
5. Anticipate and respond to management challenges unique to diverse information environments.
6. Engage with library management research literature, and develop the skills to contribute to it.
Teaching Methods

The course will be taught in an asynchronous-online environment where interactions with the instructor, your peers, and the learning materials are primarily through Laulima, the University's Learning Management System.

The online modality means that the course is able to take advantage of different types of learning resources and activities. At the same time, learners are given more responsibility for their learning, including developing adequate technology skills and time management, and engaging with the class.

Two main reasons why students do not succeed in online classes is because of technological problems that are not addressed right away or because the course timeline is not followed. These issues are not unique to online classes, but they are much more pronounced online. Of course, as you may point out, this data is largely based on undergraduate students, and so other factors may also be at play. Nonetheless ...

A meaningful online presence and constructive participation are required. Some assignments will appear readily applicable, while others will lay the foundations for more advanced understanding.

Assignments are designed to promote critical analysis and reflection on class materials. Assignment due dates are indicated on the course schedule in Laulima.

The course is intended to develop technological and intellectual skills that include the ability to write institutional and academic work.

LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from "Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses" (see http://www.hawaii.edu/lis/program/advanced-certificates/research-methods/):

- **Action Research** ------------ the course applies to the creation of action research as part of the assessment and creation of management strategies.
- **Case Study** ---------------- the course applies to studying specific examples of management issues.
- **Evaluation Research** ------ the course will include tools and approaches for evaluating situations relevant to library management.
- **Historical Research** ------ students in the course will approach management issues from an historical perspective.
- **Needs Assessment** -------- the course will consider the value and limitations of needs assessment in management-related decision-making.
Course Requirements

Assignment 1: Note Taking - from the readings 20%
Assignment 2: Short Writings (top 6 counted) 30% total, 5% each
Assignment 3: Discussion Board postings 15% total
Assignment 4: Fahrenheit 451 Analysis 15%
Assignment 5: Managing Change in the Library 20%

Details of the assignments can be found on the course Laulima site. The assignments can be submitted up until the last day of class. No late assignments will be accepted.

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<th>Grade</th>
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<tr>
<td>A+</td>
<td>100 to 98</td>
<td>B+</td>
<td>89 to 87</td>
<td>C+</td>
<td>79 to 77</td>
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<tr>
<td>A</td>
<td>97 to 94</td>
<td>B</td>
<td>86 to 83</td>
<td>C</td>
<td>76 to 73</td>
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<tr>
<td>A-</td>
<td>93 to 90</td>
<td>B-</td>
<td>82 to 80</td>
<td>C-</td>
<td>72 to 70</td>
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<td>69 to 67 D+</td>
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<td>62 to 60 D-</td>
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Assignments

Assignment details are available online in Laulima via the Assignments tool. Due dates and late policy for specific assignments will be indicated in the respective assignment's description.

Assignment 1: Note Taking (20%)

A series of short writings (based on handouts) connected to the readings for the course. This is the primary way that students will demonstrate their immediate understanding of the readings.

Assignment 2: Short Writings (30%)

A series of short projects will be assigned. A list, which will evolve during the semester, will be listed on the Laulima site. The top six short writings will be counted towards the final grade. Students are free to submit more than six short writings, but they are not obligated to do so.

This is one way that students will demonstrate their ability to assimilate the course readings with specific topics connected to library management.

Assignment 3: Discussion Board postings (15%)

Every week, there will be Discussion Board postings and responses on topics relevant to management and library management in particular. Some examples may include the relevance of Myers-Briggs, a description of your worst boss, and how you respond to a "demotivators" poster. Consult the Discussion Board for details as the course progresses.
**Assignment 4: Fahrenheit 451 Analysis (15%)**

Imagine that you have moved into a city like the one where *Fahrenheit 451* takes place, although you have arrived about a year before the books have been banned. This is not a good situation for an information center (don't dare call it a library!). Books have become unpopular and it looks like they are going to be banned. As the new manager of the information center, how would you approach your job? What resources would you secure? What activities would you encourage?

This is likely the most difficult assignment in the course, primarily because it will be tempting to offer a superficial analysis of the situation and, as a result, provide an obvious (but uninteresting) solution.

Surrender is unacceptable.

**Assignment 5: Managing Change in the Library (20%)**

Find an emerging issue with information management, analyze why the issue has arisen, and describe how management principles are connected to the problem and its solution. The issue can be with a particular institution or with broader issues connected to libraries and information management. The paper should be written in the style of an open letter written to employees from the perspective of a library manager.

In this assignment, students will identify an emerging issue in librarianship and demonstrate an understanding of the relevance of management principles.
## Alignment of Assignments to Student Learning Outcomes

<table>
<thead>
<tr>
<th>Assignment 1: Note Taking</th>
<th>Assignment 2: Short Writings</th>
<th>Assignment 3: Discussion Board postings</th>
<th>Assignment 4: <em>Fahrenheit 451</em> Analysis</th>
<th>Assignment 5: Managing Change in the Library</th>
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</thead>
<tbody>
<tr>
<td>SLO 1a: Apply LIS theory and principles to diverse information contexts</td>
<td>X</td>
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<td>SLO 1b: Demonstrate understanding of the historical context of information services and systems</td>
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<td>SLO 1c: Develop and apply critical thinking skills in preparation</td>
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<td>SLO 1d: Craft and articulate a professional identity</td>
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<td>SLO 2a: Demonstrate understanding of leadership</td>
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<td>SLO 2b: Work effectively in teams</td>
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<tr>
<td>SLO 2c: Develop, manage, and assess information services for specific users and communities</td>
<td>X</td>
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<tr>
<td>SLO 2e: Demonstrate the ability to advocate effectively for information services.</td>
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<td>SLO 3a: Demonstrate understanding of the processes by which information is created, evaluated and disseminated</td>
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<td>SLO 4c: Apply current research findings to professional practice</td>
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<td>SLO 5a: Communicate and collaborate with diverse colleagues, information seekers and community stakeholders</td>
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<td>SLO 5d: Demonstrate understanding of the social, cultural, political, and economic context of information services and systems</td>
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General Assignment Policies

Plagiarism, if caught, will result in failing the class. It also will be reported to the department for appropriate action. This is a major departmental concern, as reflected in the “Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii”.

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts. Block quotes are single-spaced and indented on both sides and do not use quotation marks. You do not need to put these in italics. Either type of quotation or paraphrased information should be cited.

You may use any recognized citation style (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you cite the specific page. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article.

For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need a bibliography, however, if you use complete citations in the footnotes. Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date (and URL for the Internet).

In addition to being careful with citations, you should limit the number of times that you use quotations except for interviews. Quotations should be selected to show the tone of an author or demonstrate precise definitions. Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

In a Library Journal interview, Flushing (NY) Branch Librarian, Esther Y. Cheng, claimed, “….”

This context shows the reader the credibility of the source and its value. Quotes should not be used simply as if they were your own words to make your argument. Because of that papers should rarely start or end with quotes.

Use 12-point Times (or Times New Roman or something similar) font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Each page should be paginated.

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical, well-written paper, and provide evidence for your observations.