



University of Hawai'i at Mānoa

Library & Information Science Program  
Information & Computer Sciences Department

Course Syllabus Spring 2018

# LIS 650: Management of Libraries & Information Centers

**Instructor:** Dr. Andrew Wertheimer

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**Course Portal:** <https://lulima.hawaii.edu/portal>

**Office Hours:**

- ❖ Tuesdays & Thursdays 4:00-5:00.
- ❖ If possible, please e-mail me to make an appointment.
- ❖ I can also meet with you after class on Thursdays.

**Class Meets:** Thursdays: 5:00 - 7.40 PM /Hamilton Library Room 3F.

**Course Catalog Description:**

**LIS 650: Management of Libraries and Information Centers (3)** Basic theories and principles of administration for effective management of public, academic, and special libraries and information centers, with emphasis on planning, organizing, staffing, directing, and control. Administrative aspects of public and technical services, facilities, planning, evaluation, public relations, interagency cooperation, and the management of change in bureaucratic organizations. **Prerequisites:** None

**Required Textbook:** *(one of the following):*

Barbara B. Moran & Claudia J. Morner , *Library and Information Center Management*. 9th ed. (Greenwood Village, CO: Libraries Unlimited, 2017). Paperback ISBN 13: 9781440854477.

(At the University Bookstore, 1-800-UH-BOOKS).  
(Also available from them as an e-book).

- Most additional required readings will be available from Electronic Reserves or distributed in class or online.
- Additional readings may be assigned

### **Course Schedule (subject to change)**

#### **11 January 2018**

Class 1: a] **Introductions**  
b]Lecture/ Class Discussion: **Why study Management?**  
c Current Events in Management / LIS Management  
gd] Management Toolbox

**Readings:** None.

**DUE:** Nothing. (Nothing could be done on the first day, could it?)

#### **18 January 2018**

Class 2: **Library Income and Managing Budgets**

**Readings:** None

**DUE:** None

#### **25 January 2018**

Class 3: **Marketing & Public Relations, Part 1**  
a] Lecture: Marketing Libraries and Information Centers  
b] Library / Archive/ Info. Policy /Management Current Events  
c] Management Toolbox

**Readings:** M&M: 1-78

**DUE:** **Assignment** : Lulima Posting on Readings (LR1)

## 1 February 2018

Class 4:       **Marketing & Public Relations, Part 2**  
a) Lecture: Marketing Libraries and Information Centers  
b) Library / Archive/ Info. Policy /Management Current Events  
c) Management Toolbox

**Readings:**    M&M: 79-140

**DUE:**         None

## 8 February 2018

Class 5:       **A Brief History of Management**  
a) Lecture: **A Brief History of Management and Library Management**  
b) Looking Ahead: **Management Pioneers (Assignment 1)**  
c) Library / Archive/ Info. Policy /Management Current Events  
d) Management Toolbox

**Readings:**    M&M: 141-220.

**DUE:**         **Assignment** : Laulima Posting on Readings (from this week / last) (LR2)  
**Brief Class Presentation on Group PR/ Marketing Project**

## 15 February 2018    Planning, Policies, and Strategizing

Class 6:       a) Brief Student Presentations on Pioneers  
b) Lecture/ Class Discussion: **Forming Policies**  
c) Lecture/ Class Discussion: **Strategic Planning and Strategizing**  
d) Current Events in Management / LIS Management  
e) Small Group/ Class Discussion: **UHM LIS Program Strategic Plan**  
f) Management Toolbox: *Resumes and Vitae*

**Readings:**    None

**DUE:**         **Assignment** :Brief **Oral & Written**(Laulima) Presentation on Library Management / Management Pioneer on Laulima

## 22 February 2018

Class 7:       **Human Resources Part 1**  
a) Lecture: **Human Resources: Legal and Managerial Issues**  
b) Lecture: Human Resources from the perspective of an employer  
c) Lecture: Human Resources from the perspective of an LIS graduate  
d) Lecture: Other jobs beyond libraries and archives

**Readings:**    M&M: 221-304.

**DUE:**         **Assignment:** CV/ Resume Draft for Critique

### **1 March 2018**

Class 8: Human Resources Part 2  
a) In Class Interviewing Practice  
b) Student Presentations on Group PR/ Marketing Project

**Readings:** None

**DUE:** : Preparing yourself for the Professional Market: Interview Questions  
Preparing yourself for the Professional Market: Peer Critique of Vitae and Cover Letter

### **8 March 2018**

Class 9: Motivating Employees and Volunteers, Participatory Management

**Readings:** M&M: 305-440.

**DUE: Assignment :** Lulima Posting on Readings (from this week / last) (LR3)

### **15 March 2018**

Class 10: **Philanthropy and Grant-writing**  
a] **Lecture: Philanthropy and Grant-writing**  
b] Current Events in Management / LIS Management  
c] In class Exercise: Interview Practice

**Readings:** M&M: 441-510

### **22 March 2018**

Class 11: Motivation and Leadership  
a] Lecture/ Class Discussion: Motivation  
c] Lecture/ Class Discussion: Leadership  
d] Management Toolbox  
e] Small Group/ Class Discussion: **Case Study**

**Readings:** None

**DUE:** Preparing yourself for the Professional Market: Interview Journal  
Group PR/ Marketing Project

### **29 March 2018**

**No Class: Spring Break**

### 5 April 2018

- Class 12:
- a) Lecture/ Class Discussion: Ethical Management
  - b) Small Group/ Class Discussion: **Case Studies**
  - c) Management Toolbox
  - d) **Looking Ahead:** Information on Library Architecture

**Readings:** M&M: 511-528; and TBA.

**DUE:** **Assignment:** Library Management / Management Research Article Critique (Laulima)

### 12 April 2018

- Class 11:
- Communicating as a Manager**
- a) Lecture/ Class Discussion: **Communications**
  - b) **Video:** *Meetings, Bloody Meetings*
  - c) Management Toolbox
  - d) Small Group/ Class Discussion: **Case Study**
  - e) Student Presentations on **Library / Archive Architecture**
  - f) Lecture/ Class Discussion: **Construction, Remodeling, ADA, LEED**

**Readings:** TBA

**DUE:** Assignment 8: **In Class Presentation on Library / Archive Architecture**  
Laulima Posting on Readings (from this week / last) (LR4)

### 19 April 2018

- Class 12:
- Participatory Management**
- a) Lecture/ Class Discussion: **Diversity and Management with Aloha**
  - b) Lecture/ Class Discussion: **Unions and Workplace Issues**
  - c) Small Group/ Class Discussion: **Case Study 12**
  - d) Management Toolbox
  - e) **Looking Ahead:** Doing the **Consultant's Report (Assignment 10)**
  - f) Current Events in Management / LIS Management

**Readings:** TBA

**DUE:** **Nothing.**

### 26 April 2018

- Class 13:
- Measurement Research, Architecture, & The Library / Archive Physical Plant**

- a] Lecture/ Class Discussion: **Measuring and Evaluating Performance**
- Fiscal Issues**
- b] Lecture/ Class Discussion: **Budgeting**
- c] Lecture/ Class Discussion: **Library Funding and Development Work**
- d] Group Presentations: **“Consultant’s Report”**
- e] Lecture/ Class Discussion: **Advocacy & the Political Process**
- Readings:** TBA.
- DUE:** **Consultant’s Report**  
**Brief Presentations on “Consultant’s Report”**

**3 May 2018**

- Class 14: **The Next Generation of Library Managers**
- a] Lecture/ Class Discussion: **Looking Ahead**
- b] Small Group/ Class Discussion: **Leadership in Times of Crisis and Change**
- c] Management Toolbox
- d] Final Exam
- e] Class Evaluation

- Readings:** TBA
- DUE:** Nothing.

## Instructions for Specific Assignments

<b>ASSIGNMENT 0: Introduce Yourself on Laulima</b>		
Individual Work	0 points	<b>Post Outline on Laulima (L-1)</b>

### Instructions

This “assignment” is not for credit, but is designed so everyone can get to know each other, and so you can become comfortable with Laulima.

Please introduce yourself. Tell us how you want to be called. Please also describe your experience in (a) the LIS Program (such as your focus), (b) in Libraries/ Archives/ Information Industry, and (c) Management education or experience. Please also feel free to add if you have any hobbies or something interesting in your life beyond LIS. Feel free to add if there is anything you want to focus in on during the class.

<b>ASSIGNMENT 1: Presentation on Library / Management Pioneer</b>		
Individual Work	4 points	<b>Oral Presentation + Post Outline on Laulima (L2)</b>

### Instructions

The main focus of this assignment is to introduce the class to a significant player in either the management of libraries or the historical development of management studies. You will be randomly assigned a subject the week before, although you are welcome to propose an alternative subject if you have a reason to research someone in particular.

You should research the person using a variety of sources, including published (print or online) sources, such as encyclopedias, books, or articles. For librarians, be sure to emphasize managerial aspects of their accomplishments.

Your main emphasis should be on what this person contributed to the study of management or library/ archive management. Did this person introduce a theory, concept or managerial law? If so, spend the majority of your time explaining this concept. You are encouraged to add criticism of how this concept is viewed today.

### Oral Presentation

- Give a 4-6 minute presentation following the above instructions. You are encouraged to supplement your presentation with PowerPoint slides or any creative presentation.
- The initial 1 to 2 minutes should give a brief biographical overview of where and when your pioneer lived and worked. The main emphasis, however, should be on

that person's contribution to management at large or library / archive / information industry management or management in general.

**Laulima Posting**

Before coming to class, you should post a brief (one paragraph) summary of your pioneer's:

- Full name and dates (e.g., George Philadelphia Bagelovski, 1915-1977)
- List one or two professional positions or publications that are related to her/ his managerial contribution.
- Focus on explaining what this pioneer did for either management in general or library / archive management in particular.
- Supplement this with a bibliography of references used, including links.

**Evaluation** Your assignment will be evaluated by the instructor on the following criteria:

a) The <b>presentation</b> follows the instructions in terms of delivering required content within the allotted time. It clearly explains the subject's main contribution(s) to either management at large or to library / archive / information industry management.	2 points
b) The <b>presentation</b> is interesting, well organized, well delivered, and supplemented with either some creative flair or an informative PowerPoint presentation.	1 point
c) The <b>Laulima posting</b> provides information mentioned in the instructions. The bibliography of works consulted shows a variety of respectable sources.	1 point

<b>ASSIGNMENT 2: Laulima posting on Case Study</b>		
Individual Work	4 points	<b>Send as MS Word attachment via Laulima e-mail</b>

**Instructions**

I will give you Case Study 2 in class. You should read it and respond as if you were a manager in the case. **Step 1:** Briefly describe the situation and problem from a management perspective, and **Step 2:** use a diagnosis approach to suggest possible solutions to the problem. You certainly can use commonsense, but should primarily use management terminology and concepts from the text and lecture notes. We will go through a sample case study the previous week in class. Your summary and diagnosis/ suggested paths should be 2 to 3 pages long.

**Evaluation** Your assignment will be evaluated by the instructor on the following criteria:



a) The <b>summary</b> of the situation reflects the relevant players from a managerial perspective, and clearly identifies the problem at hand. The paper shows evidence of managerial thought from the textbook, and lectures or class discussion. The paper properly uses terms introduced in the course.	1 point
b) The <b>diagnosis</b> addresses the majority of required aspects mentioned in the position description. The cover letter details areas of excellence in the desired categories and other skills or experience not mentioned in the position description.	2 points
c) The writing is grammatically correct, free of typographical errors, and flows logically.	1 point

<b>ASSIGNMENT 3: Confidential Critique of a Library / Archive Policy</b>		
Individual Work	4 points	<b>Post Outline on Laulima (L4)</b>

**Instructions**

For this assignment you should investigate a certain public policy from a library / archive / information center.

If someone else has already posted an analysis of the same policy you are interested in, you should either find another policy, or should be sure to write about unique points that are not already mentioned.

Reflect on the policy and write up a brief Laulima posting with the following:

- 1) Name of the Library/ Archive/ Institute
- 2) Name of the Policy
- 3) Post a URL link if online
- 4) Give a brief summary of the policy.
- 5) Reflect on this policy. Write a brief essay responding to questions like: Why do you think the agency created the policy? Is the policy legal? Is this policy enforced? What are the ramifications of such a policy? Does the policy discriminate against certain people? Should the policy be retained/ modified/ scrapped? Why? Would the policy be appropriate in other agencies? How does the policy compare with professional ethics? You are welcome to compare the policy with other examples in order to make your points. Be sure to cite other examples.

**Evaluation** Your assignment will be evaluated by the instructor on the following criteria:

a) The <b>posting</b> meets the requirements described above in terms of citation / overview.	1 point
b) The <b>analysis</b> is original and is a well-considered evaluation of the policy based on management research.	1 point

c) The writing is grammatically correct, free of typographical errors, and flows logically.	1 point
d) The posting shows evidence of managerial thought from the textbook, and lectures or class discussion. The posting properly uses terms introduced in the course.	1 point

<b>ASSIGNMENT 4: Laulima posting on the LIS Program’s Strategic Plan</b>		
<b>Individual Work</b>	<b>4 points</b>	<b>Post Outline on Laulima (L5)</b>

**Instructions**

For this assignment you should review the UH LIS Program’s Strategic Plan. You should review this critically, and write a brief critique of some aspect. You could focus on one goal of the plan or make a series of general observations.

If someone else has already posted an analysis of the same aspect you are interested in, you should find another aspect not already mentioned by others. You are also able to analyze another library / archive / information center strategic plan and ask the same questions.

**Evaluation** Your assignment will be evaluated by the instructor on the following criteria:

a) The <b>posting</b> meets the requirements described above in terms of citation / overview.	1 point
b) The <b>analysis</b> is original and is a well-considered evaluation of the Strategic Plan based on management research (citing the textbook, lecture notes or other readings).	2 points
c) The writing is grammatically correct, free of typographical errors, and flows logically.	1 point
d) The posting shows evidence of managerial thought from the textbook, and lectures or class discussion. The posting properly uses terms introduced in the course.	1 point

<b>ASSIGNMENT 5a: Brief Class Presentation on Group PR/ Marketing Project</b>		
<b>Group Work</b>	<b>4 points</b>	<b>Oral Presentation</b>

Instructions Form a group to work with a client in order to create a public relations / marketing product. You should select a client library / archive / information center and see if they have a public relations or marketing campaign they would like help with. You are to work with the client to create some product. The more complex the project the more people you can have in a group. For example, designing a bookmark or bookplate

could be an individual project, whereas designing a website or newsletter could have up to 8 team members. Other possible products include: Brochure/ Pamphlet, Annual Report, Poster, TV spot, Radio announcement, press release.

Your presentation in class should clearly identify:

- a) The Client; b) The Product; c) The Message; d) The Intended Audience (be as specific as possible); e) How your team went about creating the “product.”; f) Identify good resources for others on creating the “product.”; g) What your group has learned about marketing / PR through the assignment; h) How the “product” could be improved; i) What further research or PR/marketing would help the agency meet its objectives?

The presentation should range between 4 minutes for “groups of one” to up to 20 minutes for a group of 8. Larger groups should show mock-ups of early drafts (yes, they are messy) and discuss the complex process of working with the client as well as others involved with the process.

**Evaluation** All group members will receive the same score unless a complaint is raised that certain member(s) did not contribute equally to the final product. Your assignment will be evaluated by the instructor on the following criteria:

a) The <b>presentation</b> follows the instructions in terms of delivering required content within the allotted time. It clearly identifies the client, and the roles that individual team members played in crafting the product.	1 point
b) The <b>presentation</b> explains the intended audience, and how the audience was researched.	1 point
c) The <b>presentation</b> is interesting, well organized, well delivered, and supplemented with either some creative flair or an informative PowerPoint presentation or samples of related products.	1 point
d) The <b>presentation</b> includes a draft or sample version of the final product.	1 point

<b>ASSIGNMENT 5b: Group PR/ Marketing Project</b>		
Group Work	15 points	<b>submit online or bring a hard copy to class</b>

**Instructions**

Follow the instructions for Assignment 5a. Hand in two hard copies of your final product. The instructor will keep one on file, and the other will be handed back with notes.

You also should submit a brief 2-4 page journal reiterating the a) client [name, position, agency, e-mail], b) message, c) list team members, d) describe who did what, e) critically review the final product: What could have been done better. Is it effective? Will the agency actually use your product?

**Evaluation** Your assignment will be evaluated by the instructor on the following criteria. All group members will receive the same score unless a complaint is raised that certain member(s) did not contribute equally to the final product.

a) The <b>final product</b> appears to meet your agency's objectives of delivering a specific message (explained in the journal) to a specific audience (also explained in the journal).	4 points
b) The <b>final product</b> is the product of research, such as identifying users/non-users, and locating samples from other agencies.	3 points
c) The <b>final product</b> is interesting, original, creative, aesthetically pleasing, eye-catching in order to meet the intended audience.	4 points
d) The <b>journal</b> meets the above requirements and is interesting, and well organized. It reflects the decision-making process that led to envisioning the audience and how to best reach them. It describes how the team conducted the research and creative efforts as well as documenting the negotiations with the client during the project.	4 points

<b>ASSIGNMENT 6a-c: Position Description, Complete Vitae, Cover Letter</b>		
Individual Work	5 points	<b>** Bring two printed copies of each to class</b>

### Instructions

#### **A6a: Selecting A Position Description**

Select a real library/ archive/ information profession job opening (either for one that is currently available or was advertised within the past three years) and secure a full position description (usually 1 to 2 pages long).

It should be an entry-level professional position that you are interested and somewhat preparing for. Bring two hard copies of the full position description to class.

#### **A6b: Cover Letter**

Craft a persuasive 1 to 2 page cover letter applying for the position. The cover letter should be a professional letter that would convince an employer of your suitability for the position. Your letter will be evaluated by your writing style, aesthetics, and especially your ability to address the areas named in the job description. Bring two hard copies of the full position description to class.

Your co-students and instructor will comment on the cover letter with constructive criticism. This certainly may be a real application. You are welcome to mask your home address and e-mail on the cover letter and vita.

#### **A6c: Curriculum Vitae**

Submit an updated Curriculum *Vitae* in an appropriate professional format. Your vita should include:

- Your e-portfolio/ website
- Career objectives conveniently related to the position description
- Education (most recent last)
- Professional experience (include internships and library volunteer experience) with brief descriptions that relate to the position you are applying for
- Service and Leadership
- Other work experience, especially ones that relates to the position
- Relevant library and technological skills, languages, etc.

Bring two hard copies of the full position description to class.

**Evaluation** Your assignment will be evaluated by the instructor on the following criteria:

a) The attached <b>position description</b> is a full description of a recent <i>professional</i> entry-level position.	1 point
b) The <b>cover letter</b> addresses the majority of required aspects mentioned in the position description. The cover letter details areas of excellence in the desired categories and other skills or experience not mentioned in the position description.	1 point
c) Overall writing on the <b>cover letter</b> is grammatically correct, free of typographical errors, and flows logically. The letter is a strong example of persuasive writing in terms of style, content, and aesthetics. This is somewhat of a judgment call of balancing between professional and personal style, and between too short and too long.	1 point
d) The <b>vitae</b> is updated and includes information mentioned in the cover letter as well as elements mentioned in the instructions.	1 point
e) The <b>vitae</b> is free of typographical errors, and flows logically (most recent/ important elements first). It also is readable and aesthetically pleasing.	1 point

<b>ASSIGNMENT 6-d-f: Interview Questions, Interview Journal, CV/Cover Letter Peer Critique</b>		
Individual/Group Work	5 points	<b>** Bring two printed copies of each to class</b>

**Instructions**

For this assignment you should form groups of three (or four if needed) preferably with others interested in the same employment track (e.g., academic librarianship). Each group member should have a chance to be in the roles of (a) interviewer; (b) interviewee; and (c) observer. We will dedicate some time for this in class. You may need additional time outside of class for the interview, especially if you have a large group.

Each interview and interviewee pair should base their role-play on the “applicant’s” real position, cover letter application and vita. You are encouraged to treat this as a mock interview, and to dress as if it was a real interview, although you certainly won’t be graded on this aspect. This assignment has several aspects:

At least **one week before this class**, you should form your group, and decide who will interview whom. Each **interviewee** should then forward a copy of your (1) cover letter draft, (2) most recent vitae, and the position description to the person who will interview you.

Each **interviewer** should then prepare a list of questions to ask the interviewee. You should first read chapters 10 and 12 in the text. You are welcome to contact the employer and tactfully ask for the list of questions *if* these are public. In the case every group member is applying for the same position you *may* collaborate on questions (but each interviewer should ask one or two new additional questions).

The **observer** will observe both parties in the entire interview process. Each person then rotates position, so everyone gains experience as being interviewer, interviewee, and observer.

Each person should take notes on the entire process so as to inform the written part of the assignment. After you each complete the entire set of interviews you are encouraged to debrief diplomatically and share your impressions with each other. How could each of you improve your work as interviewer or interviewee? You are encouraged to be diplomatic, but also comment on body language, preparation, etc. There are many things that we don’t see ourselves doing. You are not graded on your feedback to each other.

### **The Written Products:**

Each group member is expected to turn in (the following week) a brief word-processed document with the following three components:

#### **A6d: Interview Questions**

Submit 1-3 pages with interview questions that relate to the position your co-student is applying for. Your list should include:

- The names of your group members (noting who interviewed whom)
- The full set of questions you crafted for your role as an interviewer as well as the source(s) of inspiration for your questions. You may include potential follow-up questions. Be sure to pay attention to legal questions regarding acceptable questions. Be sure to craft questions that would filter good potential candidates.

#### **A6e: Peer Critique of Curriculum Vitae and Cover Letter**

Write a brief diplomatic note to your co-student with any suggestions on how to be a better candidate for her/ his desired position. We all can improve our interview skills.

How could she/ he have done a better job of answering the questions in the interview. Were there some nonverbal communications that your co-student might not be aware of that sent mixed signals or that helped the interview?

You should also hand back to the student an edited copy of the cover letter and Curriculum Vitae. Be sure to note suggestions on both that would help the student secure the desired position. Your comments should end on a positive note, but should be honest in pointing out any areas for improvement.

You should hand one copy to the student and another copy (including a photocopy of the marked-up vita and cover letter) to the instructor. Your evaluations will not impact the student's grade; however, a lack of critical and positive suggestions will negatively impact your grade on this assignment.

### **A6f: Interview Journal**

Submit a confidential 2-3-page journal to the instructor with Observations on your group's interviews. Be sure to comment on your role as an interviewer and interviewee, as well as your co-students in both roles. If you were able to observe others' interviews, reflect on how the situation changed. Comment on how you could better prepare for such an interview (as employer or candidate). What role did nonverbal communication play? Feel free to include references from the text or lectures/ class discussion. How appropriate were the questions to the position? Were all of the questions legal? Did you or the mock employer feel awkward at any time. Did dressing for the role impact your perceptions (or not)? Confidentially, would you hire the candidate? Why or why not? How did this exercise compare to previous interviews? Be sure to include critical reflection on your own job as an interviewee, and how you might improve any problem areas. You also should make observations from your role as an observer, including comments on the interview process at large. Be sure to reflect how nonverbal aspects like body language and grooming impacted your opinions. You can include some of this information in A6e.

### **Evaluation**

I will observe the student interviews, but your **grade for this assignment** will be determined by the quality of your reflective comments on the interview process, and your ability to critically evaluate potential candidates. Once again, the evaluation given by your classmate will **not** impact the grade for the student you are interviewing. I will also evaluate the quality of your questions (with emphasis on the appropriateness of questions for the position) and the quality and variety of sources informing them. Your assignment will be evaluated by the instructor on the following criteria:

a) The <b>Interview Questions</b> are legal, and appropriate for the position described by the position description. The questions balance making the applicant feel at ease and allowing the employer to discern which candidates are best for the position. The list of questions notes the source for any questions.	2 points
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b) The <b>Interview Journal</b> is well written and makes critical reflections on the points mentioned in the assignment description.	2 points
c) The <b>Peer Critique of Curriculum Vitae and Cover Letter</b> offers a few positive and critical reflections on how to be a better interviewee. The photocopied edited vitae and cover letter contain notes emphasizing good points as well as diplomatic suggestions for improvement.	1 point

<b>ASSIGNMENT 7: Library Management / Management Research Article Critique</b>		
Individual Work	5 points	<b>Post Outline on Laulima (L6)</b>

### Instructions

Select a research article from the field of management studies or a management-related research article from an LIS journal. Some journals to browse include: *Journal of Library Administration*, *Administrative Science Quarterly*, *Harvard Business Review*, *Management Review*, *MIS Quarterly*, *Organization Science*, or the *Sloan Management Review*. The article should be of sufficient quality and depth that you can summarize and critique the article.

You should post a brief essay giving an overview of the article. Be sure to include:

- a) a full citation of the article in the title.
- b) a 1-2 sentence overview of the author's qualifications/ experience.
- c) a few sentences explaining the article's research question/ thesis, research method, and findings.
- d) reflect on the importance or relevance of the study
- e) how could the article have been improved?
- f) how does this information compare/ contrast with other research (other journal articles, textbook, lecture notes).
- g) are there implications of the study for Hawaii librarians / archivists today?

Your journal should be around 600-1,000 words long. The writing style can be either informal or formal. If another student selects the same article you should be sure that you have unique aspects in your article. For this reason I strongly discourage you from discussing your article with other students before you hand it in.

**Evaluation** Your assignment will be evaluated by the instructor on the following criteria. All group members will receive the same score unless a complaint is raised that certain member(s) did not contribute equally to the final product.

a) The essay follows the above instructions, including a complete citation, biographical information (from the journal or other cited sources).	2 points
b) The <b>overview</b> is succinct, well written, grammatically correct, logical.	1 point
c) The <b>analysis</b> is interesting, original, and shows evidence of mastery of managerial thinking. Possible evidence includes managerial terms, citing related research, sharp analysis.	2 points



<b>ASSIGNMENT 8: Presentation on Library / Archive Architecture</b>		
Individual Work	5 points	<b>Oral Presentation + Post Outline on Laulima (L8)</b>

### **Instructions**

Library and archive buildings are changing in response to societal and technological change. For this assignment you should research a topic related to library / archive architecture. You can focus on an individual library or archive facility or an architect, a standard like LEED, or a movement like the library commons. You will share this with the class in a brief presentation with visual aids (PowerPoint is strongly suggested rather than utilizing an existing website that may take time to load). You also should supplement this with a brief posting on Laulima giving a very brief overview of your topic, and offering a bibliography of print and online resources for further study.

Each year *American Libraries* and *Library Journal* have issues on library architecture. You can also use indexes to locate articles. You are encouraged to also use websites, but should not only rely on an architect's or library's website. Be sure to highlight managerial aspects in your presentation (budget, fundraising, legal issues, HR implications, safety issues, etc.)

### **Oral Presentation**

- You should give a 4-6 minute presentation following the instructions above. You should supplement your presentation with visual aids, such as PowerPoint slides.
- Be sure to focus on what is unique about the building/ architect besides the fact that it may be new.
- You are encouraged to skim a book about architecture in order to learn more about this fascinating subject, and so you can use appropriate architectural terms.

### **Laulima Posting**

Before coming to class, you should post a brief (one paragraph) summary of your topic.

- Be sure to use proper names for buildings/ agencies/ architects, etc.
- Focus on explaining what is unique about your library / archive/ architect/ movement, and how this offers inspiration or potential for libraries/ archives elsewhere, such as Hawaii.
- Include a bibliography of references used: website links, full article citations, etc.

**Evaluation** Your assignment will be evaluated by the instructor on the following criteria:

a) The <b>presentation</b> follows the instructions in terms of delivering required content within the allotted time.	2 points
b) The <b>presentation</b> clearly explains what is unique about your library / archive/ architect/ movement/ etc. This could be balanced by inspirational positive aspects and critical observations.	1 point
c) The <b>presentation</b> is interesting, inspiring, well organized, well-delivered, and supplemented with either some creative flair or a visually-rich PowerPoint presentation.	1 point
d) The <b>Laulima posting</b> provides information mentioned in the instructions. The bibliography of works consulted shows a variety of balanced respectable sources.	1 point

<b>ASSIGNMENT 9: Consultant's Report and Presentation</b>		
Group Work	25 points	<b>Oral Presentation + submit online or bring a hard copy to class</b>

### **Instructions**

The purpose of this assignment is for you to study one library's or archive's physical plant, organizational structure, and other aspects. On one hand the purpose is for you to study a given library so that you can create a standard library that you can visualize. On the other hand you should treat this assignment as if you were an experienced group of outside consultants who are being paid to examine the library / archive in terms of physical plant, organization, and demographics in order to offer a brief report with some recommendations.

You may do this assignment in a group of up to 5 people. This assignment consists of several parts:

#### **Portfolio – Gathering Reference Materials (A)**

From the library / archive, you should be able to secure background reference material:

- The library's / archive's blueprint
- A diagram of the organizational structure
- A copy of the library's mission statement and policies
- A recent annual report and budget

#### **Portfolio – Gathering Reference Materials (B)**

Do research using government data (census, DOE data), or newspapers, etc. to gather more reference materials. Be sure to explore basic demographic information (such as the number of users and possible users).

These can simply be photocopied and scanned and added to the notebook. Be sure to cite sources of information.

- Community profile information (users/non-users/community demographics/literacy/educational institutions/transportation/etc.)
- Media coverage of the library / archive. There often are articles when a building was built, renovated, threatened with closure, etc. The agency might have these in a vertical file or administrator's office. Branch libraries might have this information at the main branch or the State Archives or central administrative office.
- *The American Library Directory* or other sources may have additional information.

### **Portfolio – Research Notes (C)**

By doing a walking inspection and other **unobtrusive research** you should be able to make a log of observations noting which collections/ areas / are being used or not. For example, if a large amount of prime space is devoted to a reference collection, but it is out of date and not used, this would be something to consider. Be sure to observe at different times of the day / week so that you can track different types of users. This might be compared with the library's own data about use.

- If the library/ archive allows you to photograph the building, you may wish to include photographs. You can annotate these and also use them in your presentation. Be careful with photographing users (especially minors without parental permission) or even staff as they may feel uncomfortable.
- Be sure to examine the library/ archive's website, newsletter and signage (inside and outside).
- Also pay attention to public transit, parking, and how the library location relates to community development and public transit futures.
- You should take notes on the physical plant (ADA compliance, needed repairs, structural concerns, evidence of leaks, furniture, paint). You can also make observations on collections, computer equipment, Kurzweil readers, copiers, microform readers, etc.
- You should also observe staff coverage, customer service, operating hours, and programming.
- After conducting unobtrusive research you are welcome to request a brief interview with the library/ archive's director. If you decided to do this, be sure to explain that this is only for a class project. If you do such an interview you should be sure to plan a list of relevant questions in advance of your visit.
- You should understand if the director is somewhat hesitant about such a study, and also has a tight schedule. Please remember that the professionals you are studying are busy and have their own agendas within the larger complex organization, so be respectful of their time and priorities. That does not mean that you cannot criticize your understanding of their practices. This report will be confidential, but you are encouraged to provide the library/ archive/ information center director with a copy of your paper, along with a nice thank you note.

## **Portfolio – Research from Professional Literature (D)**

Examine professional literature for benchmarking standards that you can use to analyze or compare your library/ archive. The Public Library Association and other associations have published standards for types of library depending on emphasis and community size. Other information sources, such as *Hennen's American Public Library Ratings* may be of assistance to find comparable institutions.

## **Portfolio – Original Analysis**

Using the above data your group should write up a brief 8 to 15 page group paper answering the question if this is a model library/ archive or not. What practices were worthy of benchmarking and what areas seemed problematic? You might try to find out what institutions this library compares itself to, and then see how well they follow their goals and objectives.

Your analysis should start out with a brief summary of the library's factual information (structure, relationship to other agencies, staffing, collection size, number of computers, demographics on users and non-users). You should also explain how the library is divided in terms of collections, and overall condition of facilities – as far as you can tell. You should also note use patterns. Be sure to include community demographics (schools in the area, income, median age, ethnicity, literacy, etc) that relate to library use (past/ present/ future). You also should look at staff and hours of operation. Is the library / archive maximizing its potential or is it stuck because of some problems. For example, if a library has a large YA section, and many staff in that area, but few users, and demographics showing a decrease in that age group, you might encourage the library to reconsider this division – or encourage them to try different programs or initiatives to somehow reach this audience. You only have a few pages, so I encourage you to focus on a few areas. Please be sure to recognize areas of excellence as well as areas for improvement. Any suggestions should be precise. For example, don't simply suggest a library offer more programs, but rather point to libraries that have increased usage by offering specific types of programs and be sure to cite references.

## **Portfolio – Front Matter**

The Portfolio notebook should include a cover page listing the names of the team members, the full name of the library / archive/ the course name/ and the explanation: "Mock Consultant's Report." You also should create a table of contents and tabs separating each of the above sections.

## **Presentation**

Your presentation in class should clearly identify: a) The library / archive you examined; b) Basic Statistics; c) Community Demographics d) Non-Users; e) How your team went about establishing benchmarks and appropriate standards; f) some sample recommendations by your team. The presentation should range between 5 minutes for "groups of one" to up to 10 minutes for a group of 5. Your presentation should be visually rich with images of the library to support your recommendations.

## Evaluation

You will be evaluated on the basis of a) the materials you gather for your research, and b) your analysis. Your paper should be related to content learned in the LIS program (class texts, lecture notes, LIS literature). Be sure to cite your findings whether primary or secondary research. Your assignment will be evaluated by the instructor on the following criteria:

a) The reference materials provide extensive documentation on the library's plant, organizational structure, budget, etc. (per instructions).	3 points
b) The evaluation is based on appropriate / relevant / recent published research articles/ books (as per syllabus instructions). The paper evidences appropriate use of terminology from LIS management, Nonprofit administration and Management studies. Terms are defined (if not included in our textbook) either in a note or the text itself. Citations are properly noted according to style in a bibliography or footnotes following one of the following styles: APA/MLA/Chicago.	8 points
c) Overall writing in the analysis is grammatically correct, free of typographical errors, and flows logically.	4 points
d) the recommendations are balanced and thoughtful based on your research and appropriate benchmarks/ standards.	6 points
e) The presentation provides an informative overview following the instructions.	2 points
f) The presentation and printed materials are presented in a visually compelling way.	2 points

## Final Exam (Comprehensive) or Research Paper

Individual Work	10 points	In Class
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There will be a final exam on the last day of class. It will be comprehensive, so you are encouraged to review the textbook and class notes. As with the quiz, it may be a combination of matching, brief essay questions, True/False, etc. Hint: pay close attention to management terms and their definitions.

If you prefer, you may propose a research paper related to library / archive management in lieu of taking the final exam. It should be 5 to 10 pages reflecting research from at least five research articles.

## OPTIONAL EXTRA CREDIT

[1 point per extra work credit possible] Discuss options with Dr. Wertheimer

## Grading

### General Grading Criteria:

Specific grading criteria are mentioned in the instructions for each assignment, but in general I like to reward papers that are well-written, well-researched, creative, and show me that you are integrating questions from this class and your real life experiences and readings from relevant professional literature.

Part of demonstrating professionalism includes using LIS terminology when appropriate. I also am happy if you can tie theoretical issues to the larger world as long as this supplements your LIS readings (not in lieu of them).

I highly value critical thinking. Do not take everything you read or hear as truth.

### Grading:

I hope that you will focus more on learning and experience than your grade in this course. Your grade will be determined on the following basis.

<b>A1</b>	Posting on Library / Management Pioneer	<b>04 %</b>
<b>A2</b>	Laulima posting on Case Study 2.	<b>04 %</b>
<b>A3</b>	Confidential Critique of a Library / Archive Policy	<b>04 %</b>
<b>A4</b>	Laulima posting on the LIS Program's Strategic Plan	<b>04 %</b>
<b>A5a</b>	Brief Class Presentation on Group PR/ Marketing Project	<b>04 %</b>
<b>A5b</b>	Group PR/ Marketing Project	<b>15 %</b>
<b>A6a-c</b>	Position Description, Complete Vitae, Cover Letter	<b>05 %</b>
<b>A6d-e</b>	Interview Questions, Interview Journal, CV Peer Critique	<b>05 %</b>
<b>A7</b>	Library Management / Management Research Article Critique	<b>05 %</b>
<b>A8</b>	Presentation on Library / Archive Architecture	<b>05 %</b>
<b>A9</b>	Consultant's Report and Presentation	<b>25 %</b>
	<b>Final Exam or Research Paper</b>	<b>10 %</b>
	<b>Participation Score</b>	<b>10 %</b>

### Grading Scale:

100-98 A+,

97-94 A,

93-90 A-;

89 - 87 B+,	86-83 B,	82-80 B-;
79 - 77 C+,	76-73 C,	72-70 C-;
69 - 67 D+,	66-63 D,	62-60 D-.

### Expectations for all Assignments

**Plagiarism**, if caught, will result in failing the class. It also will be reported to the department for appropriate action. Please don't do it.

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts. 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.

### Bibliography

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

### Limit Your Quotations

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 for narrow specific purposes such as showing an author's language or demonstrating precise definitions. Quotes should not be used simply as if they were your own words to make your argument. You will lose points if your paper becomes a collage of others' quotations.

### Contextualizing Your Information

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.

### Long/ Block Quotations

You should not have many quotations that are over 2 or 3 lines long. Any such "long quotation" (more than 1 sentence) should be placed in a **block quotation**, which does not use quotation marks or italics, but should be single-spaced and indented on both sides, along with full citation.

### **Formatting**

Use 12-point Times font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Papers should also be stapled. Assignments under 10 pages should not have a cover page, but should include your name, the date, and assignment name, my name [Professor Wertheimer] and class [LIS 650] (all single spaced) on the first page of all materials. Assignments 10 pages or more should have a cover sheet. Pages following this should have your name in the header. Each page should be paginated (except a cover page, which does not get counted).

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.

### **Titles and Headings**

You also should use a descriptive and unique **title** for each paper. This often helps writers to establish a focused theme. You are also highly encouraged to use a few section headings on larger papers to organize your thoughts. Some of the most common headings are Introduction, Definitions, Methodology, Analysis, and Conclusion.

Papers are due at the start of class. One point per day late will be subtracted from **overdue assignments** (starting with the time papers are handed in). No overdue assignments or extra credit projects will be accepted after the last class meeting.

### **Note Taking**

You should take good class notes of lecture and discussion. I do not usually make copies available of PowerPoint lectures. I do this because studies have shown that note taking dramatically increases your memorization and keeps you more mentally involved in class. The exception is for ESL students, who can download the slides from the computer immediately after class.

### **Sample Papers**

Sample papers are posted online at:

< <http://www2.hawaii.edu/~wertheim/650Samples.html> >

Fellow students kindly shared papers from previous years. These are model papers. You are advised to review these papers to see how they presented their papers; however, **I change assignment requirements each semester, though, so be sure to follow your syllabus in terms of instructions, as I will evaluate you based on the new criteria.**



If you write an exceptional paper, I might ask you to submit your paper to my samples website. If so, I would appreciate if you would try to follow up on some of the corrections/ suggestions I made, and then e-mail me your paper as a Word/ HTML/ PDF file attachment. I count revised and submitted papers towards your extra credit score.

### **Kokua**

If you need reasonable accommodations because of the impact of a **disability**, please [1] contact the **Kokua Program** (V/T) at 956-7511 or 956-7612 in Room 013 of the Queen Lili'uokalani Center for Student Services; [2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

### **Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii**

Students in the LIS Program should familiarize themselves with the professional code for LIS students, which may be found on the LIS Program website.

### **LIS Program Student Learning Objectives**

#### **SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.**

- 2a) Demonstrate understanding of leadership
- 2b) Work effectively in teams
- 2c) Develop, manage, and assess information services for specific users and communities
- 2d) Create instructional and outreach programs
- 2e) Demonstrate the ability to advocate effectively for information services

#### **SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.**

- 5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
- 5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems
- 5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

### **ALA's Core Competences of Librarianship**

*Approved and adopted as policy by the ALA Council, January 27th 2009*

## **8. Administration and Management**

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

### **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**”:

- Action Research
- Case Study
- Critical Incident Analysis
- Ethnographic
- Interview
- Naturalistic Inquiry
- Needs Assessment
- Usability Studies

**Explanation:** In 2007 the LIS Program decided to make explicit the research agenda in our program, so students can chart their own development as researchers – both as graduate students and as future LIS professionals.

### **Course Learning Objectives**

This course is an introduction to the professional, philosophical and ethical dimensions of management as applied to the administration of academic, public and special libraries, archives, and information centers. The course draws upon research in management, political science, psychology, sociology, as well as library and information science (LIS). The aim is to make this knowledge part of your applied “management toolbox.” You are encouraged to challenge yourself with this interdisciplinary and applied research, but also to treat everything you read critically.

The reason that the UHM, like most other LIS schools, requires a course in administration is that most of you will become managers within a very few years of graduating. Even if you don’t yet have such aspirations, this course should help you become a better team collaborator. We also explore questions of diversity, leadership, unions, outsourcing and other political dimensions tied with management in the twenty-first century.

In particular, this course should enable students to:

1. Have an understanding of management theories, terminologies, and techniques, as well their development, with an emphasis on application in libraries, archives, and other information centers.
2. Appreciate the interrelationship between information and organizational processes, in particular, planning, decision-making, and evaluation within the context of applied organizational theory.
3. Become familiar with professional standard practices, techniques relating to personnel, budgeting, organizational communication and decision-making.
4. Gain experience and confidence in making professional written and oral presentations and other aspects of administration work.
5. Understand administrative perspectives governing library and archival services, and how to communicate these to public.
6. Be prepared for employment at the entry-level, but also equipped with a managerial philosophy and “management toolbox” for future advancement.

### **Teaching Method**

Class-time instruction will be a combination of lectures, guest lectures, student presentations and group discussions. Oral and written assignments, such as case studies, are designed to promote critical analysis and reflection on readings. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding. Lecture dates, readings, and guest speakers are subject to change.

### **Course/ Teaching Philosophy**

My personal and professional ambition is to facilitate your learning, so I welcome specific or rough proposals for **alternative** learning experiences to assignments (preferably during office hours). I reserve the right to reject them or offer counterproposals. If you want to pursue this, please consult with me well in advance of the deadline of the assignment you want to replace.

Many of the assigned readings and planned lectures are focused on public or academic libraries. There is a separate class for school library media center administration. Students interested in management of archives, special libraries, information brokering or other aspects of LIS administration should contact the instructor to come up with possible alternative readings and projects that might be more relevant.

### Assessing Participation

Your **Class participation** is based on:

- (a) **Attendance.** At the very minimum, this means coming to class on time and staying for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. You should notify me in advance of excused absences, if possible.
- (b) **Active participation** in classroom discussion. This does **not** mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this section for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting class or group-work or class, especially with irrelevant comments.
- (c) In order to encourage active reading and classroom discussion, you should **come to class prepared with one meaningful sentence or passage from one of the assigned readings.** You should be ready to share that specific sentence or idea, and explain what you found significant about it. You may use this to agree or disagree with the author, but should try to put it within a larger context. **Each day I may call on a few students to give this.**

You are welcome to bring a **laptop** to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, twitter, or papers, etc., since that means you are not fully present in class.

Please turn your **cell phone** ringer or pager off during class unless you need to be on call or are expecting an emergency. Ringing phones and pagers, and especially talking on the phone, are highly disruptive to the classroom environment.

As a graduate class, I should not have to remind you that arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

On the other hand, I do realize that our class is nearly 3 hours long. Thus, I certainly understand if you have to quickly go to the restroom. Please do so quietly, and return with minimum disruption. This, of course, is not a time to chat or pick up coffee.

### **Group Work**

Two assignments are designed as group projects. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries rely greatly on work managed by committees and other cooperative efforts. For group work to be effective, each member needs to participate actively, and be invested in the final outcome. For class the primary rewards are, of course, grades and learning. Assignment instructions show if they are individual efforts or group endeavors. Group assignments may include a segment in which you will evaluate the performance of each team member. This will influence that student's grade in relation to the grade for the group.

It is unfortunate, but possible that some students will not "carry their own weight" on group work. If your group has a member who is disruptive or is not doing his/ her share, you should first work with the student. If this remains a problem please contact the instructor. If the majority of your group wants to remove that member the instructor will contact the student. This student will then have a chance to appeal to join another group or complete another project alone.