



Library & Information Science Program University of Hawai'i at Mānoa
Information & Computer Sciences Department
Spring 2020 Syllabus

LIS c Archival & Special Collection Management

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Course Portal: <https://laulima.hawaii.edu/portal>

Office Hours:

- Tuesdays & Thursdays 3:45-4:50.
- If possible, please email me to make an appointment.

Class Meets: Thursdays: 5:00 - 7.30 pm @ Hamilton Library 2K.

Course Catalog Description:

LIS 658: Management of Archives and Special Collections (3 cr).
Management of archives, manuscript collections and special collections using approaches and best practices from archival studies. Topics include management theory, appraisal theory, facilities issues, privacy, intellectual property, records management, advocacy, fundraising, reference and educational outreach. **Prerequisites:** None

Required Textbook:

There is no textbook, but additional readings will be assigned. They will be available using online journals at UHM Libraries or open access sources.

You will also be expected to do independent research using research journals in LIS and Management fields.

Additional Reference Works

You will find the following reference work of great help as you take this class:

- Richard Pearce-Moses, *A Glossary of Archival and Records Terminology* (Chicago: The Society of American Archivists, 2005)
<http://www2.archivists.org/glossary/>
- Encyclopedia of Archival Science*. by Luciana Duranti & Patricia C. Franks, eds. (Rowman & Littlefield, 2015).

Assignment	Points Possible	Location	Due date
1: Introduction	0	Laulima Forum (L): L1	23 Jan.
2, 3, 4: Response to Readings / Case Study	4 x 3 = 12	L2, L3, L4	6 Feb. 20 Feb 12 Mar.
5: Presentation on Archive Architecture	9	L5	6 Feb.
6: Leadership/ Management Applied - Service Learning Project (LMA-SLP)	60	(see LMA-SLP table below)	(see LMA-SLP table below)
7a-c: Position Description, Complete Vitae, Cover Letter	5	Send using Laulima e-mail	27 Feb.
7-d-f: Interview Questions, Interview Journal, CV/Cover Letter Peer Critique	5	Send using Laulima e-mail	5 Mar.
Participation	9	N/A	N/A

UHM SLO Core Course

SLO 6: Management: Demonstrate skills necessary to manage and work effectively within information organizations

To a lesser extent, this course also deals with the following:

- **SLO 1: Services:** Design, provide, and assess information services
- **SLO 2: Professions:** Apply history and ethics to develop a professional LIS identity

Parts of this course were previously offered as LIS 693: Archival and Special Collections Management when it was a pilot course. This class is a core course for the UHM LIS Program Archival Certificate.

Course Schedule (subject to change)

Class #1	16 January 2020
Lecture/ Activity	<p>a] Introductions b] Why study Management? c] Current Events in Management d] Defining Archives and Special Collections and some Key terms. Types of Repositories. Records Management. Associations (ARMA, SAA, AHA, ACA, ALA-ACRL-RBMS, AERI) e] LIS Management Management Toolbox f] Paying for Archives and Special Collections</p>
Reading	None.
Due:	None.

Class #2	23 January 2020 (no regular class!!)
Lecture/ Activity	<p><u>No in class Meeting</u></p> <p>Watch video as Assigned</p>
Reading	<p>Read at least two of the following:</p> <p>Paul Conway, "Archival quality and long-term preservation: A research framework for validating the usefulness of digital surrogates." <i>Arch Sci</i> (2011) 11:293–309 DOI 10.1007/s10502-011-9155-0</p> <p>Laura Bots, and Kata, Lauren, "Are the Digital Natives Restless? Reaching Out to the Ne(x)t Generation," <i>Provenance, Journal of the Society of Georgia Archivists</i> 24 (2006): 3-21. http://digitalcommons.kennesaw.edu/provenance/vol24/iss1/2</p> <p>Cox, Richard J., "Fund Raising for Historical Records Programs: An Underdeveloped Archival Function," <i>Provenance, Journal of the Society of Georgia Archivists</i> 6 no. 2 (1988) . Available at: h8p://digitalcommons.kennesaw.edu/provenance/vol6/iss2/2</p> <p>Sean Heyliger, Juli McLoone and Nikki Lynn Thomas, "Making Connections: A Survey of Special Collections' Social Media Outreach." <i>The American Archivist</i>, 76 (2013): 374-414.</p>

	Patricia J. Rettig, "Water Tables: A Case Study of a Successful Archival Fund-Raising Event ." <i>The American Archivist</i> , 73 (2010): 204-218.
Due:	None.

Class #3	30 January 2020
Lecture/ Activity	<p>a] Why study Management? b] Current Events in Management c] ArchiveArchitecture d] Hybrid nature of special collections, Rare Books, Rare Book Market, Antiquarian Booksellers' Association, Access debate, Security, Special Cataloging, Provenance, Valuing Materials, Grey Literature, Mission, Public v private research collections, open / closed stacks</p>
Reading	<p>Read at least two of the following:</p> <p>Ciaran B. Trace, Andrew Dillon, "The evolution of the finding aid in the United States: from physical to digital document genre." <i>Arch Sci</i> (2012) 12:501–519 DOI 10.1007/s10502-012-9190-5</p> <p>Laura Bots, and Kata, Lauren, "Are the Digital Natives Restless? Reaching Out to the Ne(x)t Generation," <i>Provenance, Journal of the Society of Georgia Archivists</i> 24 (2006): 3-21. http://digitalcommons.kennesaw.edu/provenance/vol24/iss1/2</p> <p>Cox, Richard J., "Fund Raising for Historical Records Programs: An Underdeveloped Archival Function," <i>Provenance, Journal of the Society of Georgia Archivists</i> 6 no. 2 (1988) . Available at: h8p://digitalcommons.kennesaw.edu/provenance/vol6/iss2/2</p> <p>Sean Heyliger, Juli McLoone and Nikki Lynn Thomas, "Making Connections: A Survey of Special Collections' Social Media Outreach." <i>The American Archivist</i>, 76 (2013): 374-414.</p>
Due:	1: Introduction

Class #4	6 February 2020
Lecture/ Activity	<p>a] Student Presentations on Archive Architecture b] Lecture/ Class Discussion: Construction, Remodeling, ADA, LEED c] Marketing & Public Relations,</p>

	d] Lecture: Marketing Archives and Special Collections] e] Archive/ Info. Policy /Management Current Events g Management Toolbox
Reading	<p>Read at least two of the following:</p> <p>Jenny Bunn, “Questioning autonomy: An alternative perspective on the principles which govern archival description.” <i>Arch Sci</i> (2014) 14:3–15 DOI 10.1007/s10502-013-9200-2</p> <p>Patricia J. Rettig, “Water Tables: A Case Study of a Successful Archival Fund-Raising Event .” <i>The American Archivist</i>, 73 (2010): 204-218.</p> <p>Kate Theimer, “What Is the Meaning of Archives 2.0? ” <i>The American Archivist</i>, 74 (2011): 58-68.</p> <p>Elizabeth Yakel and Wendy Duff and Helen Tibbo and Adam Kriesberg and Amber Cushing, “The Economic Impact of Archives: Surveys of Users of Government Archives in Canada and the United States.” <i>The American Archivist</i>, 75 (2012): 297-325.</p>
Due:	<p>5: Presentation on Library / Archive Architecture+</p> <p>+ Response to Readings / Case Study</p>

Class #5	13 February 2020
Lecture/ Activity	Mission, Goals, Assessment, Strategic Planning Policies, Standards, Planning, Accreditation
Reading	<p>Read at least two of the following</p> <p>Marcus C. Robyns and Jason Woolman, “Institutional Functional Analysis at Northern Michigan University: A New Process of Appraisal and Arrangement of Archival Records.” <i>The American Archivist</i>, 74 (2011): 241-256.</p> <p>Laura Capell , “Digitization as a Preservation Method for Damaged Acetate Negatives: A Case Study.” <i>The American Archivist</i>, 73 (2010): 235-249.</p> <p>Paul Conway, “Modes of Seeing: Digitized Photographic Archives and the Experienced User.” <i>The American Archivist</i>, 73 (2010): 425-462.</p>

	<p>Melody Kramer, and Anu Paul, "Opening Access to Fresh Air's Archives," <i>Provenance, Journal of the Society of Georgia Archivists</i> 34 (2016): 9-13: http://digitalcommons.kennesaw.edu/provenance/vol34/iss1/6</p> <p>Krystyna K. Matusiak and Tamara K. Johnston, "Digitization for Preservation and Access: Restoring the Usefulness of the Nitrate Negative Collections at the American Geographical Society Library." <i>The American Archivist</i> 77 (2014): 241-269.</p> <p>Larisa K. Miller, "All Text Considered: A Perspective on Mass Digitizing and Archival Processing." <i>The American Archivist</i>, 76 (2013): 521-541.</p>
Due:	6a: Identify Team

Class #6	20 February 2020
Lecture/ Activity	<p>Planning, Policies, and Strategizing</p> <p>a] Lecture/ Class Discussion: Forming Policies</p> <p>b] Lecture/ Class Discussion: Strategic Planning and Strategizing</p> <p>c] Current Events in Management / LIS Management</p> <p>d] Small Group/ Class Discussion: UHM LIS Program Strategic Plan</p> <p>e] Management Toolbox: <i>Resumes and Vitae</i></p>
Reading	<p>Read at least two of the following</p> <p>Jody L. DeRidder, Amanda Axley Presnell and Kevin W. Walker, "Leveraging Encoded Archival Description for Access to Digital Content: A Cost and Usability Analysis." <i>The American Archivist</i>, 75 (2012): 143-170.</p>
Due:	<p>Response to Readings / Case Study</p> <p>+ 6b: Identify Client and Project</p>

Class #7	27 February 2020
Lecture/ Activity	<p>Human Resources Part 1</p> <p>a] Lecture: Human Resources: Legal and Managerial Issues</p> <p>b] Lecture: Human Resources from the perspective of an employer</p> <p>c] Lecture: Human Resources from the perspective of an LIS graduate</p> <p>d] Lecture: Other jobs beyond archives</p> <p>e] A-Census, Hiring, Trends,</p> <p>f] Working Solo in an Archive/ Special Collection</p>

Reading	Hea Lim Rhee, “Archival appraisal practice in U.S. state archives and records management programs.” <i>Arch Sci</i> (2016) 16:167–194 DOI 10.1007/s10502-014-9237-x
Due:	7a-c: Position Description, Complete Vitae, Cover Letter

Class #8	5 March 2020
Lecture/Activity	Human Resources Part 2 a] In Class Interviewing Practice b] Student Presentations on Group PR/ Marketing Project c] Legal Contexts for Archives and Records Managements d] Chain of Custody, Privacy, Transparency, FERPA
Reading	Jackie Dooley, 2015. <i>The Archival Advantage: Integrating Archival Expertise into Management of Born-digital Library Materials</i> . Dublin, Ohio: OCLC Research. http://www.oclc.org/content/dam/research/publications/2015/oclcresearch-archival-advantage-2015.pdf . And read at least one of the following: Maggie Dickson , “Due Diligence, Futile Effort: Copyright and the Digitization of the Thomas E. Watson Papers.” <i>The American Archivist</i> , 73 (2010): 626-636. Jean Dryden, “The Role of Copyright in Selection for Digitization.” <i>The American Archivist</i> , 77 (2014): 64–95. Eleanor Mattern, “A six-stage process for recovery of public records: Replevin and the state of North Carolina.” <i>Arch Sci</i> (2016) 16:195–212 DOI 10.1007/s10502-015-9241-9
Due:	7-d-f: Interview Questions, Interview Journal, CV/Cover Letter Peer Critique

Class #9	12 March 2020
Lecture/Activity	Motivating Employees and Volunteers Participatory Management a] Lecture/ Class Discussion: Diversity and Management with Aloha b] Lecture/ Class Discussion: Unions and Workplace Issues

	<p>c] Small Group/ Class Discussion: d] Management Toolbox</p>
<p>Reading</p>	<p>Laura Bots, and Kata, Lauren, "Are the Digital Natives Restless? Reaching Out to the Ne(x)t Generation," <i>Provenance, Journal of the Society of Georgia Archivists</i> 24 (2006): 3-21. http://digitalcommons.kennesaw.edu/provenance/vol24/iss1/2</p> <p>Cox, Richard J., "Fund Raising for Historical Records Programs: An Underdeveloped Archival Function," <i>Provenance, Journal of the Society of Georgia Archivists</i> 6 no. 2 (1988) . Available at: h8p://digitalcommons.kennesaw.edu/provenance/vol6/iss2/2</p> <p>Seth Shaw, Richard C. Adler and Jackie Dooley. 2017. <i>Demystifying IT: A Framework for Shared Understanding between Archivists and IT Professionals</i>. Dublin, Ohio: OCLC Research. http://www.oclc.org/content/dam/research/publications/2017/oclcresearch-demystifying-it-shared-understanding-2017.pdf.</p> <p>Erway, Ricky, Ben Goldman and Matthew McKinley. 2014. <i>Agreement Elements for Outsourcing Transfer of Born Digital Content</i>. Dublin, Ohio: OCLC Research. http://www.oclc.org/content/dam/research/publications/library/2014/oclcresearch-born-digital-content-transfer-2014.pdf.</p> <p>And read at least two of the following:</p> <p>Costis Dallas, "Digital curation beyond the "wild frontier": a pragmatic approach." <i>Arch Sci</i> (2016) 16:421–457 DOI 10.1007/s10502-015-9252-6</p> <p>Karla Irwin, "Moving Forward: Enhancing Preservation of and Access to Oral Histories at UNLV University Libraries," <i>Provenance, Journal of the Society of Georgia Archivists</i> 34 (2016): 97-111. p://digitalcommons.kennesaw.edu/provenance/vol34/iss1/12</p> <p>Daniel Noonan and Tamar Chute, "Data Curation and the University Archives." <i>The American Archivist</i> 77 (2014): 201–240.</p> <p>Alex H. Poole, "How has your science data grown? Digital curation and the human factor: a critical literature review." <i>Arch Sci</i> (2015) 15:101–139 DOI 10.1007/s10502-014-9236-y</p> <p>Lisa M. Schmidt , "Preserving the H-Net Email Lists: A Case Study in Trusted Digital Repository Assessment." <i>The American Archivist</i>, 74, (2011): 257-296.</p> <p>Joshua Sternfeld , "Archival Theory and Digital Historiography:</p>

	<p>Selection, Search, and Metadata as Archival Processes for Assessing Historical Contextualization.” <i>The American Archivist</i>, Vol. 74 (2011): 544-575.</p> <p>Lisl Zach and Marcia Frank Peri, “Practices for College and University Electronic Records Management (ERM) Programs: Then and Now.” <i>The American Archivist</i>, 73 (2010): 105-128.</p>
Due:	<p>Response to Readings / Case Study</p> <p>+6c: Research Abstract on Models, Assessment, and Market Research</p>

19 March 2020	<p>No Class: Spring Break</p> <p>Have a good Kūhiō Day!</p>
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26 March 2020	<p>No Class (again):</p> <p>Happy Kūhiō Day!</p>
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Class #10	2 April 2020
Lecture/ Activity	<p>Philanthropy, Development, and Grant-writing</p> <p>a] Lecture: Philanthropy and Grant-writing</p> <p>b] Current Events in Management / LIS Management</p> <p>c] In class Exercise: Interview Practice</p>
Reading	<p>At least two of the following:</p> <p>Magia G. Krause , “Undergraduates in the Archives: Using an Assessment Rubric to Measure Learning.” <i>The American Archivist</i>, 73 (2010): 507-534.</p> <p>Leigh McWhite , “So, Your Institution Is Hosting a Presidential Debate...’: A Case Study of 2008 Programming by the University of Mississippi Archives and Special Collections.” <i>The American Archivist</i>, 73 (2010): 219-234.</p> <p>Marcus C. Robyns, “The Archivist as Educator: Integrating Critical</p>

	<p>Thinking Skills into Historical Research Methods Instruction.” <i>The American Archivist</i>, 64 (2001): 363-384.</p> <p>Barbara Rockenbach. “Archives, Undergraduates, and Inquiry-Based Learning: Case Studies from Yale University Library.” <i>The American Archivist</i>, 74 (2011): 297-311.</p>
Due:	<p>6d: Brief Initial Class Presentation</p> <p>+6e: Marketing / PR Campaign</p>

Class #11	9 April 2020
Lecture/ Activity	<p>Motivation and Leadership</p> <p>a] Lecture/ Class Discussion: Motivation</p> <p>c] Lecture/ Class Discussion: Leadership</p> <p>d] Management Toolbox</p> <p>e] Small Group/ Class Discussion: Case Study</p> <p>f] Measurement Research, Architecture, & The Archive Physical Plant</p> <p>g] Lecture/ Class Discussion: Measuring and Evaluating Performance Fiscal Issues</p>
Reading	None/ TBA
Due:	6f: Execution of Project and Documentation

Class #12	16 April 2020
Lecture/ Activity	<p>a] Exhibits</p> <p>b] Instruction</p>
Reading	<p>Read at least two of the following:</p> <p>Alexandra Chassanoff , “Historians and the Use of Primary Source Materials in the Digital Age .” <i>The American Archivist</i>, 76 (2013): 458-480.</p> <p>Diana E. Marsh, Ricardo L. Punzalan, Robert Leopold, Brian Butler, Massimo Petrozzi. “Stories of impact: the role of narrative in understanding the value and impact of digital collections.” <i>Archival Science</i> (2016) 16:327–372 DOI 10.1007/s10502-015-9253-5.</p>

	<p>Pamela H. Mayer, "Like a Box of Chocolates: A Case Study of User-Contributed Content at Footnote." <i>The American Archivist</i>, 76 (2013): 19-46.</p> <p>Hea Lim Rhee, "Genres and genre repertoires of user and use information sources in U.S. state archival and records management appraisal practice." <i>Arch Sci</i> (2012) 12:461-483 DOI 10.1007/s10502-012-9176-3</p>
Due:	None.

Class #13	23 April 2020
Lecture/ Activity	<p>Communicating as a Manager</p> <p>a] Lecture/ Class Discussion: Communications</p> <p>b] Video: <i>Meetings, Bloody Meetings</i></p> <p>c] Management Toolbox</p> <p>d] Small Group/ Class Discussion: Case Study</p>
Reading	<p><i>Read at least two of the following:</i></p> <p>Devan Ray Donaldson, Elizabeth Yakel, "Secondary adoption of technology standards: The case of PREMIS." <i>Arch Sci</i> (2013) 13:55-83 DOI 10.1007/s10502-012-9179-0</p> <p>Sherry L. Xie , "Building Foundations for Digital Records Forensics: A Comparative Study of the Concept of Reproduction in Digital Records Management and Digital Forensics." <i>The American Archivist</i>, 74, (2011): 576-599.</p> <p>J. Gordon Daines III, "Re-engineering Archives: Business Process Management (BPM) and the Quest for Archival Efficiency." <i>The American Archivist</i>, 74 (2011): 123-157.</p> <p>Wendy M. Duff, Elizabeth Yakel, Helen R. Tibbo, Joan M. Cherry, Aprille McKay, Magia G. Krause and Rebecka Sheffield, "The Development, Testing, and Evaluation of the Archival Metrics Toolkits." : <i>The American Archivist</i>, 73, (2010): 569-599.</p>
Due:	6g: Assessment and Analysis

Class #14	30 April 2020
Lecture/	Lecture/ Class Discussion: Advocacy & the Political Process

Activity	
Reading	<p><i>Read at least two of the following:</i></p> <p>Richard J. Cox, Janet Ceja Alcalá and Leanne Bowler, “Archival Document Packets: A Teaching Module in Advocacy Training Using the Papers of Governor Dick Thornburgh.” <i>The American Archivist</i>, 75 (2012): 371-392.</p> <p>Karen F. Gracy , “Ambition and Ambivalence: A Study of Professional Attitudes toward Digital Distribution of Archival Moving Images.” <i>The American Archivist</i>, 76 (2013): 346-373.</p> <p>Magia G. Krause , “Undergraduates in the Archives: Using an Assessment Rubric to Measure Learning.” <i>The American Archivist</i>, 73 (2010): 507-534.</p> <p>Leigh McWhite , “So, Your Institution Is Hosting a Presidential Debate...’: A Case Study of 2008 Programming by the University of Mississippi Archives and Special Collections.” <i>The American Archivist</i>, 73 (2010): 219-234.</p> <p>Marcus C. Robyns, “The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction.” <i>The American Archivist</i>, 64 (2001): 363-384.</p> <p>Barbara Rockenbach. “Archives, Undergraduates, and Inquiry-Based Learning: Case Studies from Yale University Library.” <i>The American Archivist</i>, 74 (2011): 297-311.</p>
Due:	6h: Final Written Portfolio

Class #15	7 May 2020
Lecture/ Activity	<p>Student Presentation on Group Project, and</p> <p>The Next Generation of Archival / Special Collection Managers</p> <p>a] Lecture/ Class Discussion: Looking Ahead</p> <p>b] Small Group/ Class Discussion: Leadership in Times of Crisis</p> <p>c] Paper and digital preservation</p>
Reading	<p><i>Read at least two of the following:</i></p> <p>Rebecca Altermatt and Adrien Hilton, “Hidden Collections within Hidden</p>

	<p>Collections: Providing Access to Printed Ephemera.” <i>The American Archivist</i>, 75 (2012): 171-194.</p> <p>Mark A. Greene, “MPLP: It’s Not Just for Processing Anymore.” <i>The American Archivist</i>, 73 (2010): 175-203.</p> <p>Kit Hughes, “Appraisal as Cartography: Cultural Studies in the Archives.” <i>The American Archivist</i> 77 (2014): 270–296.</p> <p>Laura Uglean Jackson and D. Claudia Thompson, “But You Promised: A Case Study of Deaccessioning at the American Heritage Center, University of Wyoming.” <i>The American Archivist</i>, 73 (2010): 669-685.</p> <p>Christopher J. Prom, “Optimum Access? Processing in College and University Archives.” <i>The American Archivist</i>, 73 (2010): 146-174.</p> <p>Carl Van Ness, “Much Ado about Paper Clips: ‘More Product, Less Process’ and the Modern Manuscript Repository.” <i>The American Archivist</i>, 73, (2010):129-145.</p> <p>Matthew Gordon-Clark, “Paradise lost? Pacific island archives threatened by climate change.” <i>Arch Sci</i> (2012) 12:51–67 DOI 10.1007/s10502-011-9144-3</p> <p>Sherry L. Xie , “Building Foundations for Digital Records Forensics: A Comparative Study of the Concept of Reproduction in Digital Records Management and Digital Forensics.” <i>The American Archivist</i>, 74, (2011): 576-599.</p> <p>Greg Bak, “Trusted by whom? TDRs, standards culture and the nature of trust.” <i>Arch Sci</i> (2016) 16:373–402 DOI 10.1007/s10502-015-9257-1</p> <p>Ayoung Yoon, “End users’ trust in data repositories: definition and influences on trust development.” <i>Arch Sci</i> (2014) 14:17–34 DOI 10.1007/s10502-013-9207-8</p>
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Instructions for Specific Assignments

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

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. You can 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.

ASSIGNMENTS 2, 3, and 4: Laulima posting on Readings / Case Study		
Individual Work	4 points each	Post on Laulima (L-2), (L-3), (L-4)

Instructions

If I give you a Case Study in the previous 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 common-sense, 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 a paragraph or two.

If I don't give you a case study the previous week you should simply make a post on the readings since the last time. Posting on texts are based on originality, writing, use of management and LIS terminology, evidence of critical thinking. If someone else already posted the same sort of thoughts you might want to write a new text.

Evaluation Your **case study** assignments will be evaluated by the instructor on the following criteria:

a) The summary 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 diagnosis 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

Readings critiques will be evaluated by the instructor on the following criteria:

a) Provides original evidence of reading the text assigned for that period.	1 point
b) Analysis of the text shows evidence of unique and original reflection. You may be critical of the text, but should provide evidence and a logical basis for your comments.	2 points

c) The writing is grammatically correct, free of typographical errors, and flows logically.	1 point
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ASSIGNMENT 5: Presentation on Archive Architecture		
Individual Work	9 points	Oral Presentation + Post Outline on Laulima (L5)

Instructions

Special Collections 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 special collection library or archive facility or an architect, a standard like LEED, or a movement. 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 4-10 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 presentation follows the instructions in terms of delivering required content within the allotted time.	3 points
b) The presentation clearly explains what is unique about your library / archive/ architect/ movement/ etc. This could be balanced by inspirational positive aspects and critical observations.	2 points
c) The presentation is interesting, inspiring, well organized, well-delivered, and supplemented with either some creative flair or a visually-rich PowerPoint presentation.	2 points
d) The Laulima posting provides information mentioned in the instructions. The bibliography of works consulted shows a variety of balanced respectable sources.	2 points



SLO6

The culminating experience project is required of all students. Students admitted in Fall 2018 / later using the new LIS curriculum can use this assignment set for their e-portfolio presentation on **SLO 6**.

INTRODUCTION TO ASSIGNMENT 6: Leadership/ Management Applied - Service Learning Project (LMA-SLP)

Throughout the semester you will be engaged in the Leadership/ Management Applied - Service Learning Project (LMA-SLP). Parts of this project will be team-based and others will be individual. The overall goal is for you to learn and demonstrate best practices of leadership and management while applying your skills to a special collection library / archive / information professional association client. The goal is for you to develop a “product” that can be part of your portfolio that you can use towards graduation as well as something that you can show potential employers as evidence of your skills. The “product” can be a website / special exhibit / service / program, but the point is that you will be modeling best practices as a management project. This project is designed to be created in a series of scaffolding parts. You should work with the same group throughout the life of the LMA-SLP. You will be working with real professionals who have their own schedule and timeline, so you should work around their schedule and not expect them to be able to respond to queries at the last minute.

This project involves the following elements:

LMA-SLP Table and Timeline

Assignment	Points Possible	Location	Due date
6a: Identify Team	0.5	Laulima Forum	13 Feb.
6b: Identify Client and Project	0.5	Laulima Forum	20 Feb.
6c: Research Abstract on Models, Assessment, and Market Research	10	Send using Laulima e-mail	12 Mar.
6d: Brief Initial Class Presentation	2	N/A	2 April
6e: Marketing / PR Campaign	10	Laulima e-mail	2 April
6f: Execution of Project and Documentation	10	Laulima e-mail	9 April
6g: Assessment and Analysis	6	Laulima e-mail	16 Apr.
6h: Final Written Portfolio	6	Laulima e-mail	23 Apr.
6i: Final Group Oral Presentation	6	N/A	30 Apr.
6j: Individual Reflection Journal	9	Laulima e-mail	7 May

Detailed instructions:

LMA-SLP Step 6a: Identify Team Members		
Group Work	0.5 point	Post Outline on Laulima Forum

Instructions: To receive credit, simply post the full names of your team members by the deadline.

Groups can vary in size from 2 to 4 members. The more people the higher the expectations will be of the product.

Once you have a team you should immediately start work on finding your client.

LMA-SLP Step 6b: Identify Client and Project		
Group Work	0.5 point	Post Outline on Laulima Forum

The “client” can be any of the following:

- a) An **LIS student professional association** related to Archives and Special Collections like SAA-SC, or NHIL.
- b) A state / national/ regional / international **LIS professional association**, related to archives or special collections, including AHA, NHIL, ACRL-RBMS, etc. [Tip: Organizations are listed on the LIS website]

c) An archive or special collections here in Hawai'i

d) A **local or national not-for-profit organization** dedicated to promoting archives or special collections.

- The **project** may be something original that you thought of, such as a talk and exhibit on Japanese language textbooks created in Hawai'i for the JCCH Resource Center, or a curated exhibit for the UHM Hawaiian and Pacific Collection. Another idea would be for the local SAA-SC to sponsor a "Preservation Week" event. Another idea would be to help process a new collection in a private holding. Be creative, but also realistic.
- **SIZE AND EXPECTATIONS:** The larger the group the more I expect from the project. The main goal of the project is not only to complete a specific project, but to approach the topic using management best practices.
- The Project should **not** be something you are expected to do as part of work / volunteer / internship/ other class... but can be something new at a place you have such a relationship.
- When you think of a project, you should look at the stages you will be expected to achieve. You should also remember that you probably will be using this as part of your e-portfolio to demonstrate your skills to other faculty and potential employers.

Instructions: To receive credit, you should post the following:

- 1) Repeat the names of your group members.
- 2) Identify the client for your project, including (a) Institutional name, (b) Personal name of contact). Listing the name implies that you have secured an agreement from the client and that Dr. Wertheimer has permission to contact the client.
- 3) Briefly explain your proposed project.

LMA-SLP Step 6c: Research Abstract on Models, Assessment, and Market Research		
Group Work	10 points	Send using Laulima e-mail

Instructions: To receive credit, you should post the following:

Your group should do research to prepare for your project. Look at scholarly journals, professional magazines, and relevant professional associations for the following:

- a) **Relevant Scholarly Research** related to your project (At least 5 relevant peer-reviewed articles). By relevant, I mean that you should be connecting your project with scholarly research on the topic. For example, if you wanted to do a program on preserving Hawaiian newspapers, you you might find research on the history of reading and printing in Hawaii as well as digitalization, and ethical issues about decolonizing collections. [**Tip**, try [Library, Information Science & Technology Abstracts \(LISTA\)](#) and the LIS LibGuide at UH Libraries]. Your most common sources will be *American Archivist* and *Archival Science* for archival studies, but there are a range of archival journals. The leading journal on rare

- book librarianship is *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* (open access).
- b) **Relevant articles from the professional press** related to your project (At least 5 relevant articles from trade publications like *Archival Outlook*, *Museum Archivist* or association newsletters or blogs by archivists and special collections librarians...)
 - c) Search for the most relevant examples of **best practices** and **ethical statements** from professional associations. For the same example of Hawaiian newspapers, I would search for the relevant ALA section or division with best practices/ models, especially ones that provide assessment criteria. In the same example, I would search ethics related to intellectual freedom and privacy. (At least 1 of each). If you cannot find anything at the national level, you may look at state chapters. You can report that you did not find any, but will be penalized if I can find them.
 - d) Examples of **similar programs from relevant peer institutions**. This can be website examples of past programs from peer institutions (At least 3).
 - e) Do **research on the client and community**. This should include some key documents detailing client demographics, organization overview. This can be a combination of documents created by the client (About Us Website, Annual Report), Census data, and news reports. (At least 3 items on the organization and 2 authoritative supplementary sources). If the archive is a university one, obviously, the main community is the population of students, faculty, and staff.

You will hand in a file with the following:

- 1) Team Name
- 2) Team Client
- 3) Full Bibliographies of the above sources organized in the indicated order under the headers (a-e, see above). Each item should have a brief paragraph, including
 - 1) at least one sentence summarizing the research or findings;
 - 2) at least one sentence highlighting major takeaways of the report;
 - 3) at least two sentences clearly explaining the relevance of the item to the project.
- 4) Conclusion Statement on the Research Stage: This should be at least one paragraph with some reflection and takeaways that should inform the rest of the project. It should draw connections between the gathered pieces and plans for your own project.

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

a) The Research Abstract meets all of the requirements described above. The citations are presented in a standard form (APA/MLA/Chicago).	2 points
b) The citations in the Research Abstract appear to be relevant, recent, and the basis of quality detailed thorough research. In other words, they are not simply meeting the minimum number of citations, but appear to have been winnowed down from a larger set in order to find the best research for the project.	4 points

c) The writing is grammatically correct, free of typographical errors, and flows logically.	1 point
d) The individual abstracts show originality and evidence of managerial thought from the readings, and lectures or class discussion. It properly uses terms introduced in the course. They are not simply annotations from databases, but show relevance to the project.	2 points
e) The Conclusion is able to bring aspects together in a way that will inform with the project design.	1 point

LMA-SLP Step 6d: Brief Initial Class Presentation		
Group Work	2 points	In Class Presentation

Extra Credit Opportunity	+ 1	Your group can earn an extra credit point, if your project has a real chance at co-sponsoring or funding and you make sure that your presentation meets the requirements of the co-sponsor or potential funder.
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Instructions: Your group should provide a brief presentation focusing on your project with the approach that you are pitching the project to an imaginary State Council for Libraries & Archives. All team members should be part of the presentation. Your pitch should include the following:

- 1) Introduce your team members (Around 1/2 min)
- 2) Introduce your client (including location, basic relevant demographics, relevant social issues in the community (2 min)
- 3) Unique name for your project, and clear summary of your goals (2 min)
- 4) Research-based rationale for your project (2 min)
- 5) Marketing / PR campaign details and plans (1 min)
- 6) **Optional:** Budget (if you have one or would like to propose one) (1 min)
- 7) Assessment Plans (1 min)
- 8) Persuasive conclusion (1 min)
- 9) **Optional:** if you have questions for the class on your project, you may ask in the Q&A

This obviously should build upon what you found in 6c. The talk should be around 5-15 minutes long based on the above-mentioned criteria and suggested time ratios. I won't be timing individual elements. You should be ready to upload your PowerPoint presentation **on a thumb drive before class**. If we have many students and small groups you will be asked to be more concise (brief).

Evaluation Your presentation will be evaluated on the following criteria:

a) The presentation follows the instructions in terms of delivering required content within the allotted time.	1 point
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b) The presentation is well-delivered, persuasive and visually effective. In other words it is well organized, and goes beyond reading from slides.	1 point
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LMA-SLP Step 6e: Marketing / PR Campaign		
Group Work	10 points	Send using Laulima e-mail

Instructions: For this stage you should develop a marketing / public relations campaign to promote your program / service / event...

You will be handing in a 1-to-2-page journal detailing why you selected the format, the message, and how you would try to make sure that your efforts reach the intended audience. Depending on your project, you can generate a combination of any of the following examples:

- Video (in this case small groups you can include an outline, with drawings)
- Radio spot
- Press Release
- Poster
- Social media package
- Newsletter

Your journal should mention what models or research you did to make sure it would be a successful effort. Your PR/ marketing effort should use the graphic design, logos, and other branding of the client organization. You should get approval from your client for the final project.

Evaluation This will be evaluated on the following criteria:

a) The journal follows the instructions in terms of required elements and is well written and free of typographical or grammatical errors.	2 points
b) The PR/Marketing products follow rules of graphic design and are aesthetically pleasing. They include the proper fonts and house style of the client.	3 points
c) The PR/Marketing products evidence creativity and seem to follow the journal's description of using different media to reach the intended audience.	4 points
c) The PR/Marketing products contain all of the needed information on the event / service / program (i.e., cost, location, time, date)	1 point

LMA-SLP Step 6f: Execution of Project and Documentation		
Group Work	10 points	Send using Laulima e-mail

Instructions: This stage refers to the actual program / service/ event you ran. You should hand in a 2-5 page journal with details on what was done, how it was done, what the attendance was, and critically review what went well and what went poorly. You can hand in 6f and 6g together.

Evaluation This will be evaluated on the following criteria:

a) The journal follows the instructions in terms of required elements and is well written and free of typographical or grammatical errors.	2 points
b) The Actual Project appears to show professionalism in meeting relevant standards and policies and is based on earlier research tailored to meet client needs.	4 points
b) The Actual Project appears to show creativity in meeting relevant standards and policies.	2 points
c) The journal provides clear documentation of the Actual Project , including photos.	2 points

LMA-SLP Step 6g: Assessment and Analysis		
Group Work	6 points	Send using Laulima e-mail

Instructions: This stage refers to how you assessed the actual program / service/ event you ran. You should hand in a 2-5 page journal with details on how you assessed the product, and offer critical analysis . Some possible metrics or data points include attendance, downloads, survey results. This should relate to organizational mission and strategic planning goals and objectives. You should be sure to cite where you found assessment criteria. Be sure to note if there are relevant best practices that can be used for evaluation. Your journal should also take a critical eye in reflecting on what went well or could be improved.

Evaluation This will be evaluated on the following criteria:

a) The journal follows the instructions in terms of required elements and is well written and free of typographical or grammatical errors.	2 points
b) The assessment criteria are based on relevant standards and policies and are tailored to meet client needs.	2 points
c) The journal offers critical reflection on the project using professional and managerial terms and concepts.	2 points

LMA-SLP Step 6h: Final Written Portfolio		
Group Work	6 points	Send using Laulima e-mail

Instructions:

For this stage you should submit a final polished looking Final Written Portfolio. It should detail who did what, and piece together all of the elements that were developed beforehand, from research to PR/ Marketing, and Assessment. It should conclude with suggestions for future projects based on self-reflection and critical assessment.

The Portfolio should contain a cover page, table of contents, and all of the written elements required.

Evaluation This Portfolio be evaluated on the following criteria:

a) The Portfolio reflects corrections or suggestions raised at earlier drafts of the document.	2 points
b) The Portfolio exudes professionalism and some creativity in terms of writing, graphic design, and illustrations.	2 points
c) The Portfolio can inspire readers by demonstrating how the team attempted to show how the particular research, preparation, and product all matched specific needs. The Portfolio also offers critical reflection on the project using professional and managerial terms and concepts.	2 points

LMA-SLP Step 6i: Final Group Oral Presentation		
Group Work	2 points	In Class Presentation

Instructions: Your last presentation was supposed to be pitching your project before the fact. This presentation can use some of the same materials, but should repurpose the content as if you were making a presentation at the annual conference of the Association of Hawaii Archivists. Since you are addressing other professionals and this is after the event, your emphasis should be somewhat different. Your talk should be 10-15 minutes long with PowerPoint presentation. Your talk should include the following with very rough time suggestions:

- 1) A cool creative and descriptive title for your presentation
- 2) [Same] Introduce your team members (Around 1/2 min)
- 3) [Brief version] Introduce your client (including location, basic relevant demographics, relevant social issues in the community (1 min)
- 4) Research-based rationale for your project (1-2 min)
- 5) Marketing / PR campaign details and plans (1 min)
- 6) **Optional:** Budget (if you had one) (1 min)
- 7) Assessment (2-3 min)
- 8) What worked well and what problems you encountered (2-3 min)
- 9) What other librarians/ archivists could learn from your experience (2-3 min)
- 10) Reflective conclusion (1-2 min)

All team members should be part of the presentation.

Evaluation Your presentation will be evaluated on the following criteria:

a) The presentation follows the instructions in terms of delivering required content within the allotted time.	1 point
b) The presentation is well-delivered, persuasive and visually effective. In other words it is well organized, and goes beyond reading from slides.	1 point
c) The tone was professional and informative enough that it would be of interest to other librarians or archivists. The project would seem significant enough so as to make the group appear as	2 points

d) The presentation visuals were interesting, informative and professional.	1 point
e) The presentation team responded to changes suggested by the instructor and models of good practice demonstrated by other groups.	1 point

LMA-SLP Step 6j: Individual Reflection Journal and Documentation		
Individual Work	9 points	Send using Laulima e-mail

Instructions: Your final assignment for the project is to write your own critical reflection piece.

There are **three parts** for the Reflective Essay and Documentation.

Part A:

The first part should be a roughly 1,000 word essay following the instructions for Reflective Essays that will accompany your LIS 650 artifact for your e-portfolio. See the full instructions at <https://www.hawaii.edu/lis/resources/eportfolio/>

Part B:

Task Table reflects the amount of hours you personally spent on different tasks to achieve the LMA-SLP. This should be a brief accounting. The time does not count driving time. Please do not inflate time spent, but you may round up to the nearest 1/2 hour.

A Sample follows:

Sample LMA-SLP Step 6j(b): Personal LMA-SLP Task Table

Assignment	Hours Spent	My Contributions
6a: Identify Team	X	N/A
6b: Identify Client and Project	1	Called Hawai'i Literacy and set up a F2F meeting, Met Hawai'i Literacy Director
6c: Research Abstract on Models, Assessment, and Market Research	11	Searched <i>Imagined-Literacia</i> database; located 200 relevant articles for team; Read and annotated two articles; Conducted a survey of users onsite 2/15. Looked for standards and models at PLA, ALA, NLM.
6d: Brief Initial Class Presentation	3	Wrote the draft of the services section, Presented in class, Group Practice, Spell-checked team-members presentation
6e: Marketing / PR Campaign	4	Took photos; Edited photos, Created poster, Made copies at copyshop. Placed posters

		around campus and local stores.
6f: Execution of Project and Documentation	7.5	Videotaped event; helped plan the storytelling for nutrition heroes project. Practice Session, Meeting with Hawai'i Literacy team.
6g: Assessment and Analysis	6	Created survey instrument based on standards (2 hours); Collected surveys (1 hr), Helped write up analysis (3 hrs).
6h: Final Written Portfolio	7	Wrote the sections: "Recommendations for the Future/ Suggested Improvements" and "Marketing" (4 hours) Edited sections: Research, Client, Best Practices, Ethics (1.5). Assisted with graphic design of project (1.5).
6i: Final Group Oral Presentation	2	Team said I had contributed enough on other elements, so I only had to present "Recommendations for the Future/ Suggested Improvements" and PPT slides for that section.
6j: Individual Reflection Journal & Documentation	X	N/A
Other: Other Tasks for the Group that don't fall neatly into other divisions	0.5	Set up Google polls to set up first meeting, Had to fill in for Akapana on presentation (who missed class that day);
Total	42	

Part C:

The final section of your essay should focus on your critical evaluation of you and other team members. Please include a paragraph each on the following sections:

6j(c-1): Based on the contributions detailed in your Personal LMA-SLP Task Table, you should clearly state what **grade** you think you deserve on the project and why (briefly).

6j(c-2): PERSONAL SKILLS ASSESSMENT: What did you learn about management from the project. What skills did you improve and what skills do you need to work on? *You can paste this word for word from 6j(Part A).*

6j(c-3): TEAM ASSESSMENT: One of the hardest management skills is being able to critically evaluate others in a way that is constructive; however organizations need team members who can critically assess others regardless whether the person is above or below them. Using what you learned about leadership, teams, HR, and management approaches, you should briefly critically assess your team-members concerning their actual efforts towards the team's projects. Your comments will be treated confidentially,

but will be used in tandem with other inputs in assigning other students' grades. Do not share your essay with others.

Evaluation Your Individual Reflection Journal and Documentation will be evaluated on the following criteria:

a) PART A is well-written, original, and well-thought out. It properly includes relevant LIS and managerial professional terms introduced in the textbook, lectures, and readings. It follows the directions for SLO Reflective essay for the e-portfolio in a way that shows your “critical reflection on professional skills, knowledge, experience, and philosophy.” The essay clearly shows “why you believe the artifact(s) demonstrates your proficiency. “	3 points
b) PART B is detailed, professionally presented, and clearly shows how you were an active part of the LMA-SLP.	1 point
c) PART C is well-written, original, reflective, and follows all of the requirements. It shows a mastery of managerial analysis.	1 point
d) Each aspect of PART C shows your ability to think as a manager and be able to critically examine your own work and your team members. This means you can recognize positive contributions and also highlight areas needing improvement.	1 point
e) Beyond the specific components of your “Individual Reflection Journal and Documentation” this part of your grade will be assigned on the basis of the instructor’s evaluation of your overall contribution to the project, along with information from fellow students’ evaluation, evaluation of the actual project and your contribution, and possibly information from the external client. Since the team will usually receive the same grade on the other project elements, the instructor reserves the right to make additions or subtractions beyond the allotted 3 points in 6j(c) to reward or dock students who substantially raise or detract from a team effort.	3 points

ASSIGNMENT 7a-c: Position Description, Complete Vitae, Cover Letter		
Individual Work	5 points	** Bring two printed copies of each to class

Instructions

A7a: 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.

A7b: 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.

A7c: 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/ archive 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 archive/ 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 position description is a full description of a recent <i>professional</i> entry-level position.	1 point
b) The cover letter 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 cover letter 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 vitae is updated and includes information mentioned in the cover letter as well as elements mentioned in the instructions.	1 point
e) The vitae is free of typographical errors, and flows logically (most recent/ important elements first). It also is readable and aesthetically pleasing.	1 point

ASSIGNMENT 7-d-f: Interview Questions, Interview Journal, CV/Cover Letter Peer Critique		
Individual/Group Work	5 points	** Bring two printed copies of each to class

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 an 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 an 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:

A7d: 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.

A7e: 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.

A7f: 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 Interview Questions 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
b) The Interview Journal is well written and makes critical reflections on the points mentioned in the assignment description.	2 points
c) The Peer Critique of Curriculum Vitae and Cover Letter 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

OPTIONAL EXTRA CREDIT:
[3 points per extra work credit possible] [Limit 2 total] Discuss options with Dr. Wertheimer. Post on Laulima by end of the class.

Some possibilities would include (1) Creating a poster session or presentation on your research from class for a professional conference; (2) Writing a brief critique of an article on library / archive management from an LIS journal (See below), (3) If AHA will be offering any SAA DAS webinars, you can get credit by taking one and writing up a 1-2 page report on what you learned and some reflective thoughts.

OPTIONAL EXTRA CREDIT: Option 2: Archive Management / Management Research Article Critique
[3 points per extra work credit possible] [Limit 2 total] Discuss options with Dr. Wertheimer

Instructions

Select a research article from the field of management studies or a management-related research article from an LIS journal related to archives or special collections. 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).	1 point
b) The overview is succinct, well-written, grammatically correct, logical.	1 point
c) The analysis is interesting, original, and shows evidence of mastery of managerial thinking. Possible evidence includes managerial terms, citing related research, sharp analysis.	1 point

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 Archival/ Special Collections 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.

On Incompletes. UHM policy is that an Incomplete can only be issued if a student has completed 80% of the coursework and has a significant reason for needing an incomplete. <http://www.manoa.hawaii.edu/graduate/content/grading-policies>
In order to make up an incomplete, you must hand in your missing materials by the end of the following semester or your "I" will turn into whatever grade you would have earned.

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.

Grading Scale:

100-99 A+,	98-94 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 2015, 49), or (Daniels 49) if you have only one citation by Daniels, or (49) 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 an *Archival Outlook* interview, the State Archivist, Esther Y. Cheng, claimed, "..."¹

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. Points will be deducted for papers not following these guidelines.

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 lectures and discussions. I do not usually make copies available of PowerPoint slides. 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 upon request.

Sample Papers

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 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 part of preparation for students wanting to become archivists and should be taken together with as many of the offerings, including Archival Processing, Archival Ethics and Profession, Preservation, Conservation, Digital Libraries, and an Archival Internship, along with either Digital Archives, Moving Image Archives or Records Management. Students interested in Special Collections Librarianship should take courses in Hawaiian Librarianship and Advanced Cataloging.

This course is an introduction to the professional, philosophical and ethical dimensions of management as applied to the administration of archives and special collections. 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, terms, 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 archive and special services, and how to communicate these to the public.
6. Be prepared for employment at the entry-level, but also equipped with a managerial philosophy and “management toolbox” for future advancement.
7. Be able to create a newsletter or publication for public relations and other purposes.

8. Using the aforementioned skills, and skills from other courses, you should be ready to become an active and engaged part of an organization and profession. Understand the various types of archival repositories; and their historical development in Hawaii and elsewhere;
9. Become familiar with basic resources and standards related to archival management;
10. Gain experience in defining and solving challenges in archival management;
11. Understand issues faced by a variety of archival institutions;
12. To identify and assess accurately the needs of archive users and nonusers;
13. To become familiar with the role that archives serve to society and their parent organizations;
14. To help prepare students for a career in archival management and special collections;
15. To gain a general overview and a working knowledge of legal and social frameworks for archival administration;
16. To gain experience in critical and persuasive writing, and public speaking on relevant professional concerns;
17. To become more familiar with management principles, and to be able to use them to advocate for archive services;
18. To understand various aspects involved with archives and special collections, including the importance of relevant standards and practices.

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 counter-proposals. 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 special collections or archives. There is a separate class for school library administration.

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** or personal device 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, chit-chatting 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 about 2-1/2 hours long, so I certainly understand if you have to quickly run 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.

I don't usually like giving tests or quizzes since I don't believe graduate education should be about regurgitating information, but reserve the right to give a quiz that will count towards the participation score in addition to the possible final. The purpose of this is to encourage students to come on time and keep up with the readings.

Group Work

Some 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.