



LSC 502 Course Syllabus

Management of Library and Information Services

Course Description

This course provides an introduction to the processes, principles, practices and problems in the administration, management, and supervision of libraries and information centers. This course introduces the student to the five management functions as presented in the text: **planning, organizing, staffing (human resources), leading and coordinating.**

Hybrid Course: (face to face and online using WebCT)

This course will use a combination of methods for learning including face-to-face sessions and online weekly discussions and postings. You are expected to participate in discussions each week both online and when face-to-face class is scheduled.

WebCT site is available to support this hybrid course at < <http://www.uri.edu/webct> > Click on LSC 502. Please check the site frequently during the week to post and read responses from class members, as well as for messages and announcements.

The **face-to-face (5) meeting schedule** is: 9/6, 9/27, 10/18, 11/8, and 12/6.
Thursdays from 4-6:45PM in Sullivan Room 126

About This Course

We will explore a wide variety of ideas on the management of libraries and information centers. It will be a process of change and growth for you as a future library manager for a library or information center of your choice. You should reflect on the following four goal areas in this management course.

1. **Knowledge:** What you know and can use to help you make informed decisions
2. **Comprehension and Application:** what you understand to solve problems by knowing all sides
3. **Skills:** what skills you are able to apply
4. **Values and attitudes:** what core values, ethics or principles will guide you in the management of libraries

Objectives and Outcomes

1. **Course Objectives:** Students gain knowledge, skills, and values to manage libraries by fulfilling the following:

- A. To acquire the basic principles, theories and scientific approaches to manage libraries and to lead people by developing a philosophy of library management and professional ethics
- B. To apply principles, theories and approaches to develop best practices in libraries by creating strategic plans, budgets, job descriptions, cover letters and resumes
- C. To function effectively and efficiently in a group setting to solve problems by analyzing case studies

2. **Learner Outcomes:** Upon completion of this course, the student will demonstrate mastery of the following outcomes:

- A. The student will demonstrate **knowledge** and **comprehension** in the following areas. The student will:
 - i. Develop a personal philosophy of management of libraries and supervision of staff based on sound theory for a library type of his/her choice
 - ii. Identify the major contemporary management theories and how they influence human behavior in libraries and organizations
 - iii. Make informed decisions by planning effective library services
 - iv. Identify how information technologies can support the organization, management and use of libraries and information centers now and in the future
- B. The student will demonstrate mastery of the following **skills** and **competencies**. The student will:
 - i. Communicate effectively in writing and orally in class
 - ii. Prepare and evaluate job descriptions, cover letters, and resumes
 - iii. Problem solve case studies, role-play and work cooperatively in a group
 - iv. Write a strategic plan with clear mission, goals, objectives, and activities
 - v. Identify the steps for a strategic planning process for a library
 - vi. Prepare a budget to meet the mission, goals, objectives and activities of a specific library type
 - vii. Use computer software programs to complete all assignments using word processing for all written assignments and other programs such as spreadsheet software for budgets
- C. The student will develop the following **values** and **attitudes**. The student will:
 - i. Develop an appreciation and recognition for the value of human resources in a library
 - ii. Develop a positive attitude toward professional ethics in the ALA Code of Ethics and service in libraries
 - iii. Recognize and appreciate the talents of group members by working collaboratively to solve problems

3. Standards

A. GSLIS Educational Outcomes

Students will demonstrate mastery of GSLIS educational outcomes #1 and #8.

1. Professional Ethics: 1a. Knows and is guided by ethics, values and foundational principles of the library and information professions and professional associations. **1b.** Understands the role of library and information professionals and associations in the promotion of intellectual property, democratic principles, intellectual freedom, and diversity of thought.

8. Institution Management: 8a. Can manage library and information services effectively by applying the principles and practices of planning, management and the evaluation of libraries and other information providing agencies. **8b.** Demonstrates problem-solving, critical thinking and decision-making skills in the planning for delivery and evaluation of library and information services in a changing global society. **8c.** Understands the necessity of community outreach, advocacy, and the formation of strategic alliances.

B. RIBTS Standards

In addition, students in the school library media program will begin to collect evidence to show progress towards mastery of the Rhode Island Beginning Teacher Standards (RIBTS):

For the benefit of students in the School Library Media Track only, emphasis will be on standards 10 & 11:


Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard 11: Teachers maintain professional standards guided by legal and ethical principles.


Required Text


Stueart, Robert D. and Barbara Moran. *Library and Information Center Management*. 7th ed. Libraries Unlimited, 2007. ISBN 978 15915 8406 3 (pbk.)



 Textbook companion website: <http://lu.com/management/index.cfm>




Bookmark this site. We will use the site for some exercises, case studies and examples of planning documents, organization charts, budget forms, etc.

 You can order the text directly from Libraries Unlimited at their web site < <http://www.lu.com> > or toll free 1-800-225-5800.

 You might get faster service from the following online bookstores. As far as I know the text is the same price from both vendors.

- <http://www.amazon.com>
- <http://www.bn.com> (Barnes & Noble)

Recommended Texts Available on Reserve in the WSC Library, 3 day loan

-  Conger, Joan E. *Collaborative Electronic Resource Management*. Libraries Unlimited, 2004.
-  Fourie, Denise K. *Libraries in the Information Age*. Libraries Unlimited, 2002.
-  Hernon, Peter. *The Next Library Leadership*. Libraries Unlimited, 2003.

Course Requirements

- Since class discussion is part of this course, your attendance is expected. You must make a reasonable effort to attend each class and notify the instructor when you cannot attend.
- Each person's contributions and questions are valuable to all. Students are expected to contribute to class discussions and/or participate actively on WebCT for any online class meetings. Significant meaningful contribution to *discussion* (virtual or F2F) is important to understanding management as well as a mark of attendance and class participation. Class participation will be considered in determining borderline grades.
- The use of cell phones and other electronic communication or entertainment devices is not permitted in the classroom. Please turn cell phone ringers off before class begins.
- It is expected that all assignments will be submitted on time. Late assignments will be penalized one letter grade per week starting from the due date. There is very little excuse to have a late assignment.
- All assignments **must be well written and organized using a word processing program**. MS Word (.doc) is preferable, or Word Perfect (if files are saved as Word documents). Word Pad (.rtf) files are also acceptable as well as Open Office, the open source alternative version to MS Office programs. Do not use Microsoft Works as files created cannot be read with any of the above applications. Choose a style manual – either MLA, APA or Chicago Manual (Turabian) is acceptable - and be consistent in its use. There are two links to academic online writing centers posted to WebCT. Each has extensive citation examples in both MLA and APA, as well as help in setting up and formatting a research paper, preparing an outline and how to write an abstract. There is also a link for Turabian online style.
- When work is submitted electronically it should be as an *attachment* to e-mail through WebCT e-mail or posted to a WebCT discussion board. Do not copy and paste the material directly into the body of an e-mail message; this is not acceptable format for submission of graduate level work and will result in an automatic *maximum* grade of “C” for the assignment.
- Students are expected to work cooperatively with group members to present material in class when there is a group assignment.

Evaluation

Your final grade will be determined as follows:

Projects (3) –resume, planning/budget	30%
Attendance/ Class Discussion on WebCT	15%
Abstracts and Case study analyses	30%
Final paper	<u>25%</u>
	100%



Resources

► <http://hwwilsonweb.com/login> Wilson provides free access to all of their databases for the use of **GSLIS students only**

User ID: GSLIS

Password: provided at first class

► Worcester State College on campus network access has been provided for students who need it. See me.

► WSC Library access is provided by your WSC OneCard ID and barcode imprinted on the front. You have full *student* borrowing privileges at WSC including Interlibrary Loan. The library barcode is the number you will need for remote access to the WSC subscription databases.

<http://www.worcester.edu/library> WSC library website for online catalog and databases

<http://vnweb.hwwilsonweb.com/hww/login.jhtml> Wilson Web for *Library Literature* index

<http://www.uri.edu/library/> URI Library Homepage

<http://www.libraryresearch.com> free access to *Library, Information Science and Technology Abstracts (LISTA)* Using this source through a library EBSCO Host subscription will provide any available full text.

<http://www.eric.ed.gov> free ERIC (Education Resources Information Center)

A Note about E-mail: Please use the Web CT account for all correspondence as it helps to keep all course material together. Use the subject line to clearly identify the topic or question.

Codes and Policies of Behavior

To protect its faculty and students, the GSLIS fully subscribes to the University's codes, policies, and procedures involving academic misconduct (such as plagiarism), grievances, sexual and ethnic harassment, and discrimination based upon physical disability. You should acquaint yourself with both your responsibilities and your protections.

Any student with a documented disability is urged to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please first contact the URI Disability Services for Students office at 330 Memorial Union on the Kingston campus at (401) 874-2098.

Academic Conduct

Each student is responsible for the contents of the readings, discussions, class materials, textbook and handouts. All work must be done independently unless assigned as a group project. You may discuss assignments and materials with other students, but you *should never share files or answers*.

Everything that you turn in must be your own original writing. Research consists of reading other people's work, analyzing it, synthesizing your own thoughts and presenting them for others to read. ***Research does not involve combining paragraphs and sentences written by someone else and presenting them as your own.***

If you have a serious problem that prevents you from finishing a project on time, contact me and we'll try to arrive at an equitable solution.

Getting Help



If you are having any difficulty in this course, speak to me early on - don't wait until the last minute.

Often, a few minutes of individual attention is all that is needed to get back on track. The longer you wait to ask for help, the harder it will be to catch up.

If you need to contact me:

Betsey J. Brenneman	
Worcester State College Library	bbrenneman@worchester.edu
486 Chandler Street	(508) 929-8801
Worcester, MA 01602-2597	Mon - Fri 8am – 4:30pm

Written Assignments



Please refer to the rubrics for guidelines and criteria for grading each assignment. Readings and websites are organized as follows, and Discussion Boards will identify each of these areas:

1. Ongoing Assignments – Case Studies and Review Papers

Complete these assignments as part of a group

In library education as well as in management training, role playing can serve as a valuable method for group problem solving of case studies to provide insights into the nature of human behavior in various situations. Knowledge of principles, practices, and techniques of interpersonal relationships can be developed through learning on the job or in a laboratory setting. Many management problems involve complicated attitudes and challenging behavior. A supervisor needs to be able to analyze behavior of others and his/her own to determine how it influences others in various library situations.

In a face to face course, you would role play a case scenario in a group setting. On Web CT however, you will be assigned to a group to analyze a case online and present your groups' analysis using the problem solving model and including the *best* possible solution for your particular case. Each group will be assigned a group discussion area in the Web CT Discussion board. Your participation in discussion is monitored so all group members are expected to participate and take an active role in the solution.

Additionally, group members will be responsible for posting a Review Paper to the designated open Discussion Board. Assigned readings will be posted to WebCT and will either be online, a photocopy placed on reserve in the WSC Library, or in PDF format in WebCT. Each group member will read and contribute ideas, but only the project manager will responsible for writing the review and posting to WebCT. Each group member will take turns as a project leader.

Essentially, in addition to providing a useful summary of the article or case study, the Review will also analyze the significance of this reading for the intended audience and why it is important for libraries. Be aware that the review and case study assignment sections do not always coincide with the chapter readings/ discussion board for the due date.

2. Ongoing Assignment – Discussion Board

Complete this assignment independently

Read the appropriate chapter in the text for each class topic and answer the **essential question** for the posted class discussion each week – be mindful of the deadlines for posting. You will be marked down for posting late or receive a zero for no response to the weekly issues. Your responses should be fairly substantive, not just “me too” or “my 2 ¢” or just your opinion or job experience without any reference to the text. Class attendance will be monitored by your online response each week to the topic (again, note posting deadlines) and textbook readings. I

will keep the discussion board open for two weeks after the deadline for anyone who wants to respond to issues; it will then be locked and no further discussion can be posted.

3. Planning

Choose a partner to work with on the Planning Process and to Create a Strategic Plan.

Read examples of planning documents on the textbook website to prepare for your planning assignment. Pay particular attention to the mission, goals, objectives and strategic plans.

Prepare a 3-page single spaced outline as follows:

Library XYZ needs a strategic plan to guide them in the 21st century. As a librarian at a library of your choice, your committee is required to submit a strategic plan for approval by your Board of Trustees or administrator before you submit your budget in 12 months time. (Your time, staff, and funds are limited but realistic for a library type and size of your choice.)

Pages one and two: outline the process of **how** to design a strategic plan for a library of your choice (school, public, academic, or special).

- Outline the process you will use
- Describe who will serve on the planning team
- Include a timeline
- Describe each step and indicate **how** and **who** will implement
- You must get this done in the next 6 months so you can work on the budget for the following six months to support the goals, objectives and strategies of your action plan.

Page three: After you identify the process, write a mission statement.

- Write at least 2 goals, and 2 objectives for each goal in your library. Include 2 action steps for each objective explaining each activity to help implement these goals and objectives.
- You may choose an existing mission statement for a library, but you must create **new** goals, objectives, and activities to implement this mission.

Be sure to cite any sources used on a separate page.

4. Staffing

Complete this assignment independently

Select a job description (including requirements, duties, and responsibilities) for a professional librarian position at a library of your choice. Write a cover letter and resume applying for that particular position. Be accurate, honest, and market your abilities. Be sure that your cover letter addresses the qualifications identified for the job. Provide a copy of the job description/ advertisement.

5. Controlling/ Coordinating

Complete this assignment with the same partner you worked with on your strategic plan and use the same library to create a budget.

See the textbook **website** for sample budgets. Prepare an annual materials budget for your library that you used for the strategic plan (number 3, above). Be sure to include adequate finances to meet stated goals (*needs*), objectives (*specific measurable outcomes*), and activities for your library. Include a copy of your library's mission, goals, and objectives from the planning assignment - revised if needed. Your figures can be estimates, but should be realistic based on the size and type of library. A line item budget is acceptable, but you must include **justifications** for each item separately. Use the MS Excel spreadsheet program to present your budget in order to receive an A on this assignment. Use the budget rubric as your guide.

6. Code of Ethics

Complete this assignment independently.

Read the ALA Professional Code of Ethics and the ALA Library Bill of Rights. Be prepared to discuss the following online on Web CT Discussion Board posting:

1. "Are the Code of Ethics and Library Bill of Rights adequate guidelines for the profession?"
2. "How can libraries legally comply with CIPA and the USA PATRIOT Act?"

Read Section 5, Chapter 15 "Ethics", and material on the ALA Website for updates on these topics at <http://www.ala.org>

7. Final paper

Complete this assignment independently.

This paper should be on a topic related to any aspect of management in a library type of your choice and should be between 10-20 pages. A more detailed description of this assignment will be made available, with tips and guidelines for a literature review type of paper. A month before the paper is due you must submit an outline for your paper. You will also be required to submit an abstract with your paper, and post it to WebCT so that each member of the class can peruse the abstracts before the last class when the paper is due. During the last class on December 6 each student will give an informal presentation describing their topic and the results of their research.

Your outline and abstract, as well as your final paper must be submitted to me electronically through WebCT. Your abstract will be posted to the appropriate section on the Discussion Board for everyone to read. I will return an electronic copy of your final paper to you with my comments, but probably not until after final grades are submitted.