Course Description
Management and administration of public libraries, including specific material related to organization structure, planning, budget management, human resources issues and skills, and an understanding of the manager in the context of a community environment.

Objectives
Upon completion of course, students will be able to:

• Identify and discuss key issues, developments, and trends in the evolution of the public libraries in general and within the state of Indiana
• Demonstrate an understanding of the mission, goals, objectives, and functions of today’s public libraries
• Appreciate the need for adequate planning in public libraries with regards to staffing, technology, products and services
• Establish criteria and methods for assessing community needs, for measuring and evaluating library effectiveness, and for promoting and financing services
• Understand key principles of management and organizational theory and apply them to public library practice

MLS Program Outcomes:
This course supports the achievement of the following:

• Assist and Educate Users
• Manage and Lead Libraries and Other Information Organizations
• Use Research Effectively
• Approach Professional Issues with Understanding

**Principles of Graduate and Professional Learning:**

This course addresses the following:

• Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
• Thinking critically, applying good judgment in professional and personal situations
• Communicating effectively to others in the field and to the general public
• Behaving in an ethical way both professionally and personally

**Required Readings**

Required readings are assigned each week. Please see the course schedule. Lecture notes will be added weekly.

**Rights & Responsibilities:**

Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive a failing grade for each assignment found to be plagiarized.

Academic (e.g. plagiarism) and personal misconduct by students in this class are defined by and dealt with according to the procedures in the *Code of Student Rights, Responsibilities, and Conduct* (http://www.dsa.indiana.edu/Code).

The entire *IUPUI - Code of Student Rights, Responsibilities, and Conduct* is part of the syllabus. You can find the Code here: [http://life.iupui.edu/conduct/procedures/](http://life.iupui.edu/conduct/procedures/)

Americans with Disabilities Act: Accommodations will be made for qualified students with disabilities registered with Adaptive Educational Services. Please contact them at 317/274-3241.

**Assignments**

There are many opportunities for learning in this course. Everything you do for this class is an opportunity to learn, all assignments attempted, every article you read from the course list, every new article you find, posts made to discussion forums, comments made on others posts.

**Discussions**

All assignments are submitted via the discussion feature. This is done to increase knowledge sharing. In every discussion, you must first post before you can see any of the other posts.
There are seven graded discussions (highlighted in blue on the chart below) taking place in small groups, in which you are required to respond to other posts in order to receive full credit. Late posts will not be counted for these discussions. Students will be assessed points individually based on the extent of their contribution.

**Grading**

*Effective Fall 2010:* No course in which a student receives a grade lower than C (2.0) will be counted toward requirements for any SLIS degree. Any required course on which a grade lower than B- is received must be repeated. S553 is a required course.

**Late Work.** Assignments more than 3 days late will be lowered by 5 points and then lowered by 10 points for each week thereafter.

For the seven participatory discussions mentioned above and highlighted in blue below, late posts will not receive any points.

All Assignments must be turned in by the close of class on May 4.

Students are allowed to revise the following assignments for a better grade and possibly a Badge: Advocacy Plan, Budgeting Exercise, Technology Plan, eGovernment Analysis, eBook Vendor Evaluation, Policies & Procedures. Assignments must be turned in enough time to receive feedback from the instructor. Therefore if you want feedback on the final assignment–you must turn it one week prior to the due date.

**Badges**

To earn a badge from the completion of particular assignment you must receive a grade of at least an A-. For students who receive a grade less than an A- and want to try again, they may do so once. I will provide constructive feedback to help you in the process.

To receive the Collaborator Badge you must achieve an overall grade in the seven participatory discussions (highlighted in blue below). For these discussions and this badge opportunity revisions are not allowed.

To receive the Teamwork Badge, you must complete one of the following projects working in a group of 2 or 3 people: Advocacy Plan, Technology Plan, eGovernment Analysis, eBook Vendor Evaluation, and the Makerspace Implementation Plan. You are not required to do any of these assignments as a group member. Please let the instructor know for which assignment and how large of a group you’d like work with. You may also pick your own group members.
Learning Points and Grades

There are a total of 470 learning points possible. Minimum learning points needed for each letter grade:

430 A
420 A-
410 B+
380 B
370 B-
360 C+

Citation (style):

Students in this course must format all citations in written work using the American Psychological Association Publication Manual.

Turning in Work

All written assignments are to be turned in via Canvas email using the following formats: .rft, .doc, .docx. Please put your last name in the file name.

Expectations of Students

Students are expected to complete assignments on time and in the form specified. Students are to inform the instructor before the deadline if unable to complete an assignment. Please use Canvas to email the instructor or the class.

What You Can Expect from Me

1. I will post each week’s notes, announcements, by Monday evenings.

2. I will return assignments as soon as possible but at least within a week of the due date.

3. I usually return emails within 24 hours. If you don’t hear from me within that time, please send another message. Occasionally we have email problems in which emails are dropped or I may have inadvertently overlooked your email.

4. I regard you as colleagues and I’m very comfortable being called "Andrea." I will call you by your first name unless you tell me differently.
Overview of Assignments, Point Values, and Due Dates

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro, Profile, and Badging</td>
<td>0</td>
<td>Week 1: 1/19</td>
</tr>
<tr>
<td>Funding Discussion</td>
<td>10</td>
<td>Week 2: 1/26</td>
</tr>
<tr>
<td>Advocacy Plan*</td>
<td>75</td>
<td>Week 3: 2/2</td>
</tr>
<tr>
<td>Community Engagement Dis</td>
<td>15</td>
<td>Week 4: 2/9</td>
</tr>
<tr>
<td>Nothing</td>
<td></td>
<td>Week 5: 2/16</td>
</tr>
<tr>
<td>Budgeting Exercise</td>
<td>25</td>
<td>Week 6: 2/23</td>
</tr>
<tr>
<td>Nothing</td>
<td></td>
<td>Week 7: 3/2</td>
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<td>Technology Plan*</td>
<td>75</td>
<td>Week 8: 3/9</td>
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<td>Management Style Dis</td>
<td>10</td>
<td>Week 9: 3/15</td>
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<td>Spring Break</td>
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<td>Week 10</td>
</tr>
<tr>
<td>E-government Analysis*</td>
<td>50</td>
<td>Week 11: 3/30</td>
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<td>Social Respon Discussion</td>
<td>10</td>
<td>Week 12: 4/6</td>
</tr>
<tr>
<td>Ebook Vendor Eval*</td>
<td>50</td>
<td></td>
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<tr>
<td>Rules of Engage Discussion</td>
<td>10</td>
<td>Week 13: 4/13</td>
</tr>
<tr>
<td>Art of Interviewing Disc</td>
<td>10</td>
<td>Week 14: 4/20</td>
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<td>Measuring Stick</td>
<td>10</td>
<td></td>
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<tr>
<td>Policies &amp; Procedures</td>
<td>20</td>
<td>Week 15: 4/27</td>
</tr>
<tr>
<td>Makerspace Implementation*</td>
<td>100</td>
<td>Week 16: 5/4</td>
</tr>
</tbody>
</table>

* Can be completed as a group project

Please note the abbreviated due date in Week 9.
Course Schedule

Week 1 – January 13 to January 19: Module 1
Getting Started / Introductions
History (and Future) of Public Libraries

Read:


View:

- TEDxRainier - Chrystie Hill - Libraries Present and Future:
  http://www.youtube.com/watch?v=ohKEWTXk0F8&feature=player_embedded

Optional Readings:

- McCook de la Pena, K. (2004). Introduction to Public Librarianship. Chapters 2 and 3. [Resources]
- Library History Buff
  http://www.libraryhistorybuff.com/
- Public Libraries outnumber McDonalds. (June, 2013).
  http://www.mediabistro.com/galleycat/public-libraries-outnumber-mcdonalds_b72375

Review:

- ALA Library Fast Facts & Figures
  http://www.ala.org/offices/sites/ala.org.offices/files/content/wo/woissues/washfundings/FactsandFigures.pdf

Due by January 19: Introduction Discussion, Update Profile/Bio, and Create Badging Accounts
Week 2 – January 20 to January 26: Module 2
Advocacy and Funding

Read:


Optional Readings:


Review:

- From Awareness to Funding: A study of library support in America. Available at:  
  [http://www.oclc.org/reports/funding/default.htm](http://www.oclc.org/reports/funding/default.htm)
- ALA’s Advocacy & Issues  
  [http://www.ala.org/advocacy/](http://www.ala.org/advocacy/)
- Advocating in a Tough Economy Toolkit  
  [http://www.ala.org/advocacy/advleg/advocacyuniversity/toolkit](http://www.ala.org/advocacy/advleg/advocacyuniversity/toolkit)
Due by 1/26: Funding Discussion

Week 3 – January 27 to February 2: Module 3
Library Governance

Readings


Optional readings:


Review:

• Indiana Public Library Standards. http://www.in.gov/library/standards.htm
• New Director Information 2011 Version: http://www.in.gov/library/3310.htm
Use our data to advocate for your library. [http://www.plinternetsurvey.org/advocacy](http://www.plinternetsurvey.org/advocacy)

**Due by 2/2: Advocacy Plan**

**Week 4 – February 3 to February 9: Module 4**

Identifying Community Needs through Civic Engagement

**Read:**

- *National Civic Review*. Winter 2012, Vol. 101 Issue 4. [This is a special issue on public libraries and civic engagement. Please read any of the articles that interests you.]

**Optional Readings:**


**Review:**

- Public Programming Office: [http://www.ala.org/offices/ppo](http://www.ala.org/offices/ppo)
• Focus on people not tools: the user experience. (June, 2013) Library Journal
http://lj.libraryjournal.com/2013/06/opinion/aaron-schmidt/focus-on-people-not-tools-the-user-experience/
http://www.clpgh.org/about/economicimpact/.
• Libraries evolving as spaces for developing community ideas and engagement.

Due 2/9: Community Engagement Discussion

Week 5 –February 10 to February 16: Module 5
Strategic Planning & Partnership

Read:

Review

• LSTA 5 Year Plans. http://www.imls.gov/programs/5year_plans.aspx
Due 2/16: Nothing BUT pleas begin to work on your Technology Plan which is due 3/9

Week 6 –February 17 to February 23: Module 6
Budgeting

Review:

- Budgeting Resources: [http://www.in.gov/library/ldoworkshops.htm](http://www.in.gov/library/ldoworkshops.htm)

Due 2/23: Budgeting Exercise

Week 7 –February 24 to March 2: Module 7
Facilities

Read:


Optional reading:


Review:

- Demco. New Approaches to Existing Spaces: http://ideas.demco.com/webinar/new-approaches-existing-spaces/?sp_rid=MTE4MzU0Nzg4MTA2S0&sp_mid=47686690&spMailingID=47686690&spUserID=MTE4MzU0Nzg4MTA2S0&spJobID=584190900&spReportId=NTg0MTkwOTAwS0

Due 3/2: Nothing BUT begin to work on the Makerspace Implementation Plan due 5/4

Week 8 – March 3 to March 9: Module 8
Technology Infrastructure

Read:

- Indiana Public Library Service Data: http://www.ala.org/research/plftas/2011_2012/in

Review:

• Writing SMART Goals: http://www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf

Optional Reading:


Due 3/9: Technology Plan

Week 9 –March 10 to March 16: Module 9
Organizational Structure & Management Styles

Read:


Optional Reading:


**Due by March 15: Management Style Discussion [Please note abbreviated due date]**

**Week 10 –March 17 to March 23 (Spring Break)**

**Week 11 –March 24 to March 30: Module 10**

eGovernment & eBooks

**Read:**


**Optional Reading**


Review:


Due 3/30: eGovernment Analysis

Week 12–March 31 to April 6: Module 11
Decision Making & Social Responsibility

Read:

• Worksheet for Ethical Decision Making

• Goldberg, B. (2010). Judge: There is a right to leaflet near libraries. American Libraries.

Optional Reading:


Review:

• ALA’s Social Responsibility Roundtable, http://www.libr.org/srrt/
• Library Bill of Rights. http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm
• Progressive Librarian, http://libr.org/pl/
Due 4/6: Social Responsibility Discussion & eBook Vendor Evaluation

Week 13 – April 7 to April 13: Module 12
Conflict Resolution

Read:


Optional Reading:


Due 4/13: Rules of Engagement Discussion

Week 14 – April 14 to April 20: Module 13
Human Resources, Interviewing, & Performance Evaluations

Read:


Optional Reading:


Review:

• Union Librarian. Available at: http://unionlibrarian.blogspot.com/

Due 4/20: Art of Interviewing & Measuring Stick Discussions

Week 15 –April 21 to April 27
Policies & Procedures, Customer Service

Read:

• Henson, S. (n.a.) Developing and Writing Library Policies and Procedures.

Review:

• Counting Opinions www.countingopinions.com

Due 4/27: Policies & Procedures for Makerspace

Week 16 –April 28 to May 4
Professional Development

Read:


Optional Reading:

• Three Career Investigation reports.

Review:

• Learning 2.0: http://plcmcl2-things.blogspot.com/
• Professional Development 101: http://www.ala.org/nmrt/news/footnotes/may2013/professional-development-101
• Courses, Workshops, and Other Professional Development Programs: http://www.ala.org/lita/professional/clearinghouse/other
• ALA eLearning:

**Due 5/4:** Makerspace Implementation Plan