LIS-S 551 Library Management Fall 2017

IUPUI
School of Informatics and Computing
Department of Library and Information Science
soic.iupui.edu/departments.lis

Instructor: John A. Moorman Ph.D.
AB Guilford College, 1969
M.S.L.S University of North Carolina-Chapel Hill, 1972
Ph.D. University of Illinois-Urbana/Champaign, 2002

Use the Canvas mail to contact me for class matters so that we can keep track of our correspondence.

You can always e-mail me for other needs at moorman.consult@att.net

COURSE DESCRIPTION

Official catalog description
Management and administration of all types of libraries. Covers basics of organizational structure, planning, budget management, human resources issues, and an understanding of the manager in the context of the organization.

Instructor’s approach
This course emphasizes the practical nature of management in the library setting. While there will be some theory, the readings and assignments will present the student with concepts and approaches to effective management that the instructor developed, or found to be viable, during a 38.5-year career as a director of public libraries, a multi-type library system and regional public libraries. Effort will be made to include information on all types of libraries.

Prerequisites:
A willingness to learn and share during the course. I look forward to questions and discussions as we progress. While, I have considerable knowledge and education, I do not know all the answers nor all the questions that should be considered.
Required textbooks
The readings will be found in the following books. Additional resources may be listed as the course progresses. You will note that the major text is available on-line through the IUPUI library. All other readings will be available on-line on the course site.


EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance
As this is an on-line course, there will be no required face-to-face meetings. There are no required synchronous online meetings.
A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete all assignments on time. If you believe you will not be able to complete a task for a certain reason (lives do have opportunities for disruption of normal schedules), contact me ahead of time via Canvas mail.

Deliverables
You are responsible for completing assignment by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or in supplementary documents accessible through Canvas. *In fairness to the instructor and students who complete their work on time, a grade on an assignment shall be reduced by 10%, if it is late and a further 10% for each 24-hour period it is submitted after the deadline.*

Accommodations
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: Adaptive Educational Services (AES) . Tel. 317 274-3241.
Canvas
Canvas will be an integral part of the course. If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course announcements will be found in Canvas along with the course schedule, exercises for grade, practice exercises, answer keys, and other course documents.

Your Questions, Concerns, and Comments
Please do not hesitate to contact me directly via Canvas mail with any questions. I may profit by your questions by also answering them publicly if the answer will be of general interest to others—but I will not reveal your identity. If needed, I will also use Canvas Announcements to notify the entire group.

What Tools You Need
The most recent version of a browser. For PC users, you need to have the most recent version of Edge, Internet Explorer, Firefox, or Chrome. For Mac users, you need to have the most recent version of Safari or the most recent version of either Firefox or Chrome. The most important tools however, are an enquiring mind, the willingness to contribute to the class through questions and discussions, and getting your assignments done on time.

COURSE SCHEDULE/OUTLINE
The course will be presented in CANVAS in weekly modules with links to all required readings other than Moran and Stueart. Assignments will also be posted under the Assignment Heading on the first page of the class site. If at any time, you have questions please contact me via Canvas or at moorman.consult@att.net.

Assignments (240 points)
100 points--Five Response Papers @20 points each
50 points--Leader Interview
60 points--Management Book Paper
30 points--Three Discussion Questions @ 10 points each

All Assignment Due Times are Eastern Daylight Time (EDT) or Eastern Standard Time (EST) as the course progresses

Class Timeline

August 22 – August 28 – Organizational Theory
Readings:
Moran and Stueart – Chapters 1-3
Assignment – Discussion Question #1

Weekly Comments from Instructor

August 29 – September 4 – Organizational Theory
Reading:
   Weingand – Chapter 6
   Moran and Stueart – Chapters 7-9

Weekly Comments from Instructor

September 5 – September 11 – Planning
Reading:
   Moran and Stueart - Chapters 4 and 6,
   Moorman – Chapter 9

Assignment: Have Management Book approved by Instructor

Weekly Comments from Instructor

September 12 – September 18 – Planning
Reading:
   Moorman – Chapters 10 - 11

Weekly Comments from Instructor

September 19 – September 25 – Planning

Reading – Moorman, John A. “Library Buildings: Planning and Programming”.
   Library Trends Vol. 60 #1 Summer 2011,
   Pages 215-226

Assignment Due – Response Paper #1
Assignment – Discussion Question #2

Weekly Comments from Instructor

September 26 – October 2 – Human Resources
Reading:
   Weingand – Chapter 5
   Moorman – Chapter 8

Weekly Comments from Instructor
October 3 – October 9 – Human Resources

Reading:
  Moran and Stueart – Chapters 10-11

Weekly Comments from Instructor

October 10 – October 16 – Human Resources

Reading:
  Moran and Stueart – Chapter 12

Assignment Due – Response Paper #2

Weekly Comments from Instructor

October 17 – October 23 – Fiscal Responsibility

Reading:
  Moran and Stueart – Chapters 18 and 19

Weekly Comments from Instructor

October 24 – October 30 – Fiscal Responsibility

Reading:
  Moorman Chapter 6

Assignment – Discussion Question #3

Assignment Due – Response Paper #3

Weekly Comments from Instructor

October 31 – November 6 – Fiscal Responsibility

Reading:
  Moran and Stueart – Chapter 20

Weekly Comments from Instructor

November 7 – November 13 – Selected Issues

Reading:
  Seale, Marua, “Compliant Trust: The Public Good and Democracy in the ALA’s “Core Values of Librarianship””, Library
Assignment Due – Response Paper #4

Weekly Comments from Instructor

November 14 – November 20 – Ethics

Reading:
Moran and Stueart – Chapter 15

Weekly Comments from Instructor

November 21 – November 27 – Special Week

For this week, there is no assigned reading nor assignments due. This is extra time to work on your management book paper. Instructor takes time off, but is still available for questions and comments.

November 28 – December 4 – Management of Buildings

Readings:
Schlipf and Moorman, “Lighting”

Schlipf and Moorman, “Converting Non-Library Spaces to Public Libraries”.

Assignment Due – Management Book Paper

Weekly Comments from Instructor

December 5 – December 11- Intellectual Freedom

Readings:
Intellectual Freedom Manual – Chapters 1, 4 and 9


Assignment Due – Response Paper #5

Weekly Comments from Instructor and class wrap-up
GRADING SCALE

This instructor assigns points to each assignment. Based on a 240-point scale for the course, the following grades are assigned at the end of the course.

230-240 – A
220-229 – A-
210-219 – B+
200-209 – B
194-199 – B-
185-193 – C+
175-184 – C
170-174 – C-
0-169 – F

A
Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A-
Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+
Very good work. Student performance demonstrates above average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B
Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B-
Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ through C-
Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.

D through F
Student has failed the course. An incomplete is not an available option.
Note that to satisfy a core requirement, grade must be B- or above. For electives grade must be C or above (and overall GPA 3.0 or above)

RESOURCES
Other resources beyond required readings will be presented during the class.

MLS PROGRAM OUTCOMES
The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

1. Approach professional issues with understanding
   1.1. Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   1.2. Anticipate emerging trends and respond proactively

2. Assist and educate users
   2.1. Analyze and identify the information needs of diverse communities of users
   2.2. Educate users and potential users to locate, use, and evaluate information resources and tools
   2.3. Analyze and evaluate information systems and services in a variety of settings

3. Develop and manage collections of information resources
   3.1. Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
   3.2. Manage, evaluate, and preserve physical and virtual collections of information resources
   3.3. Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

4. Manage and lead libraries and other information organizations
   4.1. Perform basic managerial functions, including planning, budgeting, and performance evaluation
   4.2. Communicate effectively to a variety of audiences
   4.3. Apply theories of organizational behavior and structure

5. Represent and organize information resources
   5.1. Understand and apply principles of representation and organization

6. Use research effectively
   6.1. Design, conduct, interpret, and take action based upon research and evaluation
7. Deploy information technologies in effective and innovative ways
   7.1. Implement and evaluate information and communication technologies for efficiency, usability, and value to users

**ALA MLS COMPETENCIES**

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

**Foundations of the Profession**

1A. The ethics, values, and foundational principles of the library and information profession.
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
1C. The history of libraries and librarianship.
1D. The history of human communication and its impact on libraries.
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
1I. The techniques used to analyze complex problems and create appropriate solutions.
1J. Effective communication techniques (verbal and written).
1K. Certification and/or licensure requirements of specialized areas of the profession.

**Information Resources**

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
2C. Concepts, issues, and methods related to the management of various collections.
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

**Organization of Recorded Knowledge and Information**

3A. The principles involved in the organization and representation of recorded knowledge and information.
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and
information resources.
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

**Technological Knowledge and Skills**

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

**Reference and User Services**

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.
5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

**Research**

6A. The fundamentals of quantitative and qualitative research methods. 6B. The central research findings and research literature of the field.
6C. The principles and methods used to assess the actual and potential value of new research.

**Continuing Education and Lifelong Learning**

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.
7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
7C. Learning theories, instructional methods, and achievement measures; and their application in
libraries and other information agencies.
7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.
8B. The principles of effective personnel practices and human resource development.
8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

Incompletes

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. See: IUPUI Registrar: Grade of Incomplete

Administrative withdrawal

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at IUPUI Administrative Withdrawal Policy

COURSE EVALUATION POLICY

Course Evaluation Policy: Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed through Canvas. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the
instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

The instructor encourages students to complete the course evaluation. This will help the instructor to improve course content/instruction in the future.

**STUDENT CODE OF CONDUCT**

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to the [IU Code of Student Rights](#).

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com.

**Academic Misconduct**

1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   1. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   2. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   3. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
4. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

7. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

8. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

2. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. directly quoting another person’s actual words, whether oral or written;
   2. using another person’s ideas, opinions, or theories;
   3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. borrowing facts, statistics, or illustrative material; or
   5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

3. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

4. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

5. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: Course Policies
Email

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

Disabilities Policy

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IUPUI Mission Statement

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.
Statement of Values
IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.