SYLLABUS

LIS 650: Management of Libraries & Information Centers
(3 Credits) (Fall 2006-07)

Instructor: Andrew B. Wertheimer, Assistant Professor

Contact Information:
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Please put LIS 650 (and your topic) in the subject line.

Course Homepage:
http://www2.hawaii.edu/~wertheim/650F05.html

OFFICE HOURS:
- Mondays 1.30 - 3.30 pm
- Wednesdays 4.30 – 5.30 pm
- and by appointment. Please check:
  http://www2.hawaii.edu/~wertheim/OfficeHours.html

Classroom: Bilger Hall. Room 319
Schedule: Thursdays: 1.00 - 3.40 pm

Course Catalog Description (from the LIS Program home page):

LIS 650 Management of Libraries & Information Centers
(3 cr) Basic theories and principles of administration for effective management of public, academic, and special libraries and information centers, with emphasis on planning, organizing, staffing, directing, and control. Administrative aspects of public and technical services, facilities, planning, evaluation, public relations, interagency cooperation, and the management of change in bureaucratic organizations.

Prerequisites: None.
Program Learning Objectives
This introductory survey course addresses the following objectives of the LIS Program, enabling students to:

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments;
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;
8. Demonstrate basic competencies required for program development in particular information environments;
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

[Numbers and text refer to the 2005-06 Revised UH LIS Program Mission and Goals.]

Course Learning Objectives
This course is an introduction to the professional, philosophical and ethical dimensions of management as applied to the administration of academic, public and special libraries, archives, and information centers. The course draws upon research in management, political science, psychology, sociology, as well as library & 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 shortly after 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 you 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, including public relations.

5. Understand administrative perspectives governing library and archival services, and how to communicate these to public.

6. Be prepared for employment as an entry-level professional, but also equipped with a managerial philosophy and “management toolbox” for future advancement and leadership for a diverse and technological environment.

**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 other work will lay the foundations for more advanced understanding. Lecture dates 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 or make counterproposals, and encourage you to consult with me. If you want to pursue this, please talk with me well in advance of the deadline of the assignment you want to replace.

Many of the assigned readings and planned lectures focus on public or academic libraries. There is a separate class for school library media center administration. Students interested in management of archives, special libraries, information brokering or other aspects of LIS administration should contact the instructor to come up with possible alternative readings and projects that might be more relevant.
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 permitted to bring a laptop to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, or papers, etc., since that means you are not fully present in class.

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

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

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

Several 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 a great deal 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 work. Some group assignments 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.

**Required Textbook:**


Our textbook primarily focuses on issues related to public and academic librarianship. If you are especially interested in special librarianship, archives, or another career plan, you may work with the instructor to select alternative readings. Please e-mail me to make an appointment (preferably during office hours) to agree on appropriate alternatives.

Additional required readings will be available from Electronic Reserves via Sinclair Library or distributed in class. Additional readings may be assigned.
Course Schedule (subject to change)

23 August  
Week 1:  
a] Introductions  
b] Review syllabus  
c] Why study Management?  
Readings: None.  
DUE: Nothing.

30 August  
Week 2:  A Brief History of Management  
Readings: STEUEART & MORAN: Chapter 1.  
DUE: Nothing.

6 September  
Week 3:  
a] Applying Management in Libraries  
b] Class Discussion: Case Study 1  
Readings: STEUEART & MORAN: Chapter 2.  
DUE: Nothing.

13 September  
Week 4:  
a] Planning, Policies, and Strategizing  
b] Class Discussion: Case Study 2  
Readings: STEUEART & MORAN: Chapters 3 and 4.  
DUE: Nothing.

20 September  
Week 5:  Organizational Theory Applied in Libraries  
Readings: STEUEART & MORAN: Chapters 5, 6, and 7.  
DUE: Nothing.

27 September  
Week 6:  Human Resources Management: Part 1  
Interviewing and Evaluating Practices  
Readings: STEUEART & MORAN: Chapters 8 and 9.  
DUE: Cover Letter Assignment

4 October  
Week 7:  
a] In-class Interview Role Play Exercise  
b] Public Relations and Marketing for Libraries, Part 1  
Readings: STEUEART & MORAN: Chapter 10.  
DUE: Interview Questions (Hand in next week with the journal).
11 October
Week 8: Public Relations and Marketing for Libraries, Part 2
Readings: None.
DUE: Interview Exercise Journal

18 October
Week 9:
a] Communications, Conflict, Coordinating and Reporting
b] Video: Meetings, Bloody Meetings
Readings: STEUERART & MORAN: Chapters 13 and 14.
DUE: Nothing.

25 October
Week 10: Library Architecture, ADA, Construction, and Remodeling
Readings: Skim the special library architecture issues of American Libraries, Library Journal or another publication for a building project that intrigues you. Be prepared to share this with the class. Homepages of architects and libraries are great sources for additional visual inspiration.
DUE: Nothing.

1 November
Week 11: Fiscal Management in Libraries
a] Budgeting
b] Library Funding
c] Library Standards and Measurement
Readings: STEUERART & MORAN: Chapter 15.
DUE: Nothing.

8 November
Week 12:
a] Unions and Workplace Issues:
   Guest Speaker: Ruth Horie, UHPA, UHM (2:30-4.40)
b] Advocacy & the Political Process
DUE: Consultant’s Study, and Presentations on “Consultant’s Study” Assignment
15 November
Week 13: Organizational Theory Applied
Readings: STEUEART & MORAN: Chapter 11.
Readings: None.
DUE: Public Relations Assignment

22 November
Week 14: Diversity and Leadership
Readings: Read at least one of the following articles from Mark Winston, ed. Leadership in the Library and Information Professions: Theory and Practice (Lanham, MD: Haworth Press, 2001; also published Journal of Library Administration 32 (3/4) 2001) [available online].

DUE: Nothing.

29 November
Week 15: a] Customer Service: From Theory to Practice
Guest Speaker: Randy Burke Hensley, Student Learning Programs & Services, UHM Libraries (1:00-2.15)
b] Leadership/Management Styles, Theories, and Ethics
Readings: STEUEART & MORAN: Chapter 12.
DUE: PR Assignment – Assessment of Team Members Management Report

6 December
Week 16: Leadership: The Next Generation of Library Managers
Looking Ahead, Class evaluation.
Readings: STEUEART & MORAN: Chapter 16 and
DUE: Nothing.
**Finals Week**
There is no final exam in this course or class meeting during Finals Week. All papers and extra credit must be handed in by 6 December.

**Important Dates** (Tentative for 2006):

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>28 August</td>
<td>Last day to withdraw from class without a “W.”</td>
</tr>
<tr>
<td>30 August</td>
<td>Last day to add the class, change grading option or to receive a 100% refund for the course.</td>
</tr>
<tr>
<td>11 September</td>
<td>Last day to receive a 50% refund for the course.</td>
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<tr>
<td>20 October</td>
<td>Last day to withdraw from the class.</td>
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**Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>5</td>
<td>Management Research Paper</td>
<td>25 %</td>
</tr>
<tr>
<td>4</td>
<td>Public Relations Assignment</td>
<td>20 %</td>
</tr>
<tr>
<td>3</td>
<td>Consultant’s Report (Group)</td>
<td>25 %</td>
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<tr>
<td></td>
<td>Class Participation</td>
<td>10 %</td>
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<tr>
<td>2</td>
<td>Interview Exercise Journal</td>
<td>10 %</td>
</tr>
<tr>
<td>1</td>
<td>Cover Letter</td>
<td>05 %</td>
</tr>
<tr>
<td>6</td>
<td>Journal on Library Meeting</td>
<td>05 %</td>
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</tbody>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>100-98</td>
<td>A+</td>
<td>97-94 A, 93-90 A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>86-83 B, 82-80 B-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>76-73 C, 72-70 C-</td>
</tr>
<tr>
<td>69-67</td>
<td>D+</td>
<td>66-63 D, 62-60 D-</td>
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**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. Block quotes are single-spaced and indented on both sides. Either type of quotation or paraphrased information should be cited.

You may use any recognized citation style (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you cite the specific page. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article.

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

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 to show the tone of an author or demonstrate precise definitions. Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

*In a Library Journal interview, Flushing (NY) Branch Librarian, Esther Y. Cheng, claimed, “....”*

This context shows the reader the credibility of the source and its value. Quotes should not be used simply as if they were your own words to make your argument. Because of that papers should rarely start or end with quotes.

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. These do not use quotation marks, but are single-spaced and indented on both sides, along with full citation. You do not need to put these in italics.
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 610] (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 the cover page, which does not get counted).

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 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.

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 11 December.

**Quiz and Note-Taking**

There will likely be at least one quiz in class. Such a quiz may consist of matching (such as definitions, theories), short or long answer questions or other approaches. Such a quiz will be conducted at the start of class and cannot be made up unless the absence was excused in advance. The purpose of this is to keep you engaged with the readings, lecture, and classroom discussion, which would be the source of your answers. Quizzes contribute towards your participation score.

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

ASSIGNMENT (1): Cover Letter  
(Individual Work)  (DUE: 27 September)  (5 points)
Select a real entry-level library/archive job opening (either for one that is currently available or was advertised within the past two years) and secure a full position description (at least 1-2 pages long). Then write a 2 to 3 page cover letter applying for the position. You should submit a copy of the full position advertisement along with the cover letter.

Your letter will be evaluated by your writing style, aesthetics, and especially your ability to address the areas named in the job description. Your co-students and instructor will comment on the cover letter with constructive criticism. This certainly may be a real application. This assignment is related to Assignment 2.

ASSIGNMENT (2): Interview Exercise Journal  
(Group Work; Partial in-class exercise)  (DUE 11 October)  (10 points)

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.

The interview and interviewee should base their role-play on a real position, and the student’s cover letter application. 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 (3) the position description to the person who will interview you.

The interviewer should then prepare a list of questions to ask the interviewee. You should first read chapters 8 and 9 in the text. You are welcome to contact the employer and tactfully ask for the list of questions asked 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 the entire interview process.

Each person should take notes on the entire process so as to inform the written part of the assignment.
The Written Product

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

a) The names of your group members (noting who interviewed whom, and for what positions)
b) The set of questions you crafted for your role as an interviewer as well as the source(s) of inspiration for your questions
c) Observations on the interview you proctored, including
   1) Did the candidate’s cover letter deal with all of the required and desired criteria mentioned in the position description? 
   2) 
   3) How could the interviewer do a better job of interviewing? (You are encouraged to also confidentially share this information with the “interviewee” in a constructive way.)
   4) Would you hire the candidate (yes/ no, and why)
   5) How would you grade your candidate (From A+ to F) based on the above written and oral criteria?
d) Critical observations on your own job as an interviewer
e) Critical reflection on your own job as an interviewee, and how you might improve any problem areas
f) Critical observations from your role as an observer, including comments on the interview process at large, and how nonverbal aspects like body language and grooming impacted your opinions.

Evaluation

I will observe the student interviews, but most of 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 grade 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.

ASSIGNMENT (3):

Consultant’s Report

(Group Work) (DUE: 8 November) (25 points)

The purpose of this assignment is for you to learn how one specific library is managed. You may do this assignment in a group of up to 6 people. The group will submit one notebook and report.

You should also secure basic statistical information on the library’s collections, plant, and basic demographic information. Your report should include the following:
• Title Page and Table of Contents

• Basic Profile
  • Type of library
  • Who administers the library?
  • How many hours is the library open per week (evening/weekend hours) (Has this changed in the past 5 years?)
  • When was it established, what have been the key developments since opening?

• Staff
  • Number of Staff (professional/paraprofessional/other)
  • How long have the staff been there or the system?
  • Who manages whom?
  • What is the qualification and experience of professional staff?
  • What is communication and moral like between staff?
  • How is scheduling handled?
  • Are there clear differentiations of professional/support tasks?
  • How do librarians and staff present themselves? Are managers clearly identified?

• Collection
  • Number of volumes (books, e-books, magazine subscriptions, videos/DVDs, CDs, microforms, reference works, etc)
  • Number of online subscriptions and databases (especially ones not part of the consortium)
  • How are library materials organized

• Budget Issues
  • Who funds the library?
  • How is the budget spent?
  • Have funds increased/decreased over recent years?
  • Are funds covering the same percentages over the last 5 years?
  • How are funds spent (in general)?

• Services and Programs Provided
  • What Services and Programs does the library offer?
  • How frequently are these used?

• Users/Non-Users
  • Number of Potential Users in the Service Area
  • Number of Actual Users in the Service Area (Including breakdown of user types, if appropriate)
- **Standards/ Accreditation**
  - Is the library accredited?
  - If so, who accredits, and what are the standards?
  - Does it have to meet any other standards?

- **Challenges or Problems**
  - Has the user base changed in any ways in the past five years?
  - Do you see changes in the future?

- **Technological and Demographic Changes**
  - How are users accessing the library?
  - Is there a change in circulation or library use? If so, what types of change?
  - What technological innovations has the library introduced, and how successful have they been?
  - Does the library serve DE or other types of users?

- **The Library’s Physical Plant**
  - How is the library laid out?
  - Does the workflow and user flow make sense?
  - Does the library seem to comply with ADA?
  - How is the space used?
    - Study space (square feet, cubicles)
    - Square feet per room/ collection/ total area

- **Public Equipment**
  - Photocopiers, Scanners, Microfilm Readers/ Reader-Printers
  - Computer terminals (# OPAC, # Internet)

  - Make observations on
  - Lighting
  - Signage

- **Public Relations/ Publicity Materials**
  - Services to community

- **Summary**
  - Does the library meet its mission?
  - Evaluation and Recommendations

  - Bibliography or Footnotes and Works Consulted

After gathering the above information, and doing a walking inspection and other **unobtrusive research** you should collaborate on a 6 to 12 page group paper answering the question if this is a model library or not. What practices were worthy of benchmarking and what areas seemed
problematic? You should try to find out what institutions this library compares itself to, and then see how well they follow their goals and objectives.

In addition to the research 6-12 page paper, you should submit an Appendix with data answering the questions listed above. This section should include

- The Library’s blueprint
- A diagram of the organization
- A copy of the library’s mission statement and policies
- A recent annual report and budget

You may also include optional elements, such as, digital photos, that support your Report.

You will be evaluated on the basis of your analysis of your research. Your paper should be related to content learned in the LIS program (class text or readings, lecture notes, LIS literature). There is no minimum number of citations, but I expect you will examine research and professional journals while conducting research and recommendations. **Be sure to cite your findings whether primary or secondary research.**

Please remember that the professionals you are studying are busy and have their own agendas within the larger complex organization, so be respectful of their time and priorities. That does not mean that you cannot criticize your understanding of their practices. This report will be confidential, but you are encouraged to provide the library/ archive/ information center director with a copy of your paper, along with a nice thank you note.

**ASSIGNMENT (4): Public Relations Assignment**

*(Group Work) (DUE: 15 November) (20 total points)*

You are to form a group in order to work together with a client in order to create a public relations product.

We will meet with a client to see what his/ her library could use in terms of (a) Homepage [up to 8 people], (b) Newsletter [up to 8 people], (c) Pamphlet [up to 4 people], (d) Poster [up to 3 people], Bookmarks, Bookplate [up to 2 people], or (e) Annual report [up to 4 people].

Our primary client will be [TBA].

You may also select an alternative client / project, but should secure approval from the instructor. This project should not be part of an internship, job, or other course.
You will be evaluated on the following criteria:

**GROUP SCORE**
- Actual PR product (DUE 15 November) (10 points). This will count content, aesthetics (from both the client’s and instructor’s perspectives).
- Brief Journal on how you created the product (3 to 5 pages, 1 per group) (DUE 6 November) (5 points). This should document steps taken to create the product, including all research, consultations, and other works surveyed.
- Five-minute class group presentation “pitching” the product and critiquing the process (similar to the above) (DUE 15 November) (5 points). You may use PowerPoint or other presentation tools.

**INDIVIDUAL SCORE**
- Each group member should complete an evaluation of the other team members. You should each assign each member a grade (From A+ to F) along with a brief rationale. (DUE 20 November) (5 points) (1 page per person). Your score will be an average of your team member’s evaluation. Do not forget to evaluate yourself. This paper will be confidential.

**ASSIGNMENT (5):** Management Research Paper (Individual Work) (DUE: 29 November) (30 points)

In this class we explore several aspects of management with a rather broad brush. For this assignment you are to research some question in library management on a much deeper level.

You should examine and cite at least the following:

a) **CLASS RELATED SOURCES**
   - For a general overview, you should very briefly incorporate class lectures or the text if anything related to your subject (to show how this is related to general issues in management).
   - Of course, your paper should not be a general restatement of something dealt with in class. On the other hand, you are highly suggested to consult with the professor if your topic was not mentioned in class or the assigned readings.

b) **NON-LIS MANAGEMENT LITERATURE**
   - You should explore your topic by examining the wider literature outside of LIS, including management or not-for-profit administration. You should use at least 3 articles (or 1 book) from this wider management literature (such as articles from Administrative Science Quarterly, Harvard Business Review, Management Review, MIS Quarterly, Organization Science, or the Sloan Management Review).
c) **LIS MANAGEMENT LITERATURE**
Several LIS research journals publish excellent research on library administration, in addition to the *Journal of Library Administration*, such as *Library Quarterly*, *Public Library Quarterly*, *College & Research Libraries* (not CRL News). You should use at least 5 different LIS research articles (or 2 books) from LIS professional journals on management. Trade journals, such as Information Online, Library Journal, American Libraries, etc. do not count as research articles, nor do book reviews or

d) **Other Sources**
Your paper can be stronger if you can include articles from interviews, articles from LIS professional journals, newspapers, authoritative online information, etc.

Your paper should include a **WORKS CONSULTED** (bibliography) at the end of the paper. This should be divided into the above categories.

Your paper should also include footnotes or parenthetical references (including page numbers) for any information quoted, paraphrased, or inspired by another work. All cited works should be in the Works Consulted (bibliography).

The paper should be publishable in terms of proofreading and format. This paper should be from 10 to 12 double-spaced pages long, not including cover page or references.

Your paper will be **evaluated** on the following aspects:

- **Logic, Coherence, and structure**
- Demonstrating appropriate use of **management and LIS terms** and concepts
- **Writing** (clarity, grammar, word choice, etc)
- Ability to present multiple **perspectives**
- **Sources** that inform the paper (including appropriateness of sources (relevance), diversity of sources
- **Professional Style** (citation issues, pagination)

**Suggestion:** Some of the most successful papers have taken real life management questions and applied them to real-life institutions. For example, how could one resource center do a better job of training and retaining volunteers? Your paper then would give a very brief context of the institution, and then focus on relevant literature on training and retaining volunteers, and other related management aspects. Your conclusion could then be in the form of specific and overall recommendations.
ASSIGNMENT (6): Journal on Library Meeting  
(Individual Work) (DUE 6 December) (5 points)
Meetings may be the bane of existence, but they are fundamental to how modern organizations work together. For this assignment you are to plan on attending one meeting and keep a confidential journal. The meeting should take at least an hour. It can be a Friends of the Library meeting, a board meeting, regional supervisors, or branch meeting.

You should identify what type of meeting it is. You should observe if the meeting follows Robert’s Rules or how order is maintained. How good is the chair at facilitating issues. Identify types of behaviors participants displayed. Pay attention to who is in attendance, and who is absent.

You should hand in a brief journal with your reflections. You should ask yourself how you might have run the meeting differently if you were the chair. You should hand in the minutes from the previous meeting and the agenda for this meeting. You may attend the meeting as a group, but should hand in individual journals. You are responsible for selecting a meeting of potential interest. HINT: Do not delay attending a meeting, as you might not be able to find one appropriate at the last minute.

You should not record everything that happened at the meeting, but rather focus on the dynamics of what make for good meeting facilitation? You should also be self-reflective. What skills do you need to develop in order to become a good facilitator? How do you plan to learn these?

OPTIONAL EXTRA CREDIT (DUE 6 December)  
(1 point per extra work credit possible)
Report on Hawai‘i Library Association 2006 Annual Conference. You should submit a brief (3-6 page) journal summarizing and evaluating managerial aspects of the HLA conference. Rather than simply listing programs, you are encouraged to focus on one to three elements, and summarize and critique the most noteworthy aspects.

Alternative extra credit projects (LIMIT: 2 extra credit projects per student only) include a report on another professional conference related to LIS or some professional project (e.g., presentation, paper, book review) as long as you are not getting credit for this in another class. Consult with the professor regarding alternatives.
**ALA Core Competencies**

In 2007 the LIS Program decided to map our courses along with the ALA’s 2005 Draft “Statement of Core Competencies” as a way of basing our course offerings in parallel with requirements for today’s professional.* This course contributes to learning the following competencies:

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**ALA Competencies**


- **P**=Primary Emphasis; **S**=Secondary Emphasis.

* The LIS Faculty added one competency (+1): **Social, Historical, and Cultural Context**: concepts and knowledge regarding the socio-historical development of libraries, print culture, and information science; international librarianship, information policy, and social and cultural issues, including the interplay between library and information science and the cultures of Hawaii, the Pacific region, and Asia.

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**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**”:

- Case study
- Interview
- Naturalistic inquiry
- Needs assessment
- Survey research

**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.
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.