

LIBS 6031: Library Administration and Management

East Carolina University

College of Education

Department of Interdisciplinary Professions

Master of Library Science program: <https://education.ecu.edu/idp/idp-library-science/>

Fall 2022

Instructor: Dr. Toni Olivas

Office: Online

Hours: By appointment **or** Saturday Zoom sessions 12pm (EST)

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Please note: This syllabus may be subject to change before or during the semester. Changes to the syllabus will be posted as course "Announcements" in Canvas.

Prerequisites:

- LIBS 6010 - Foundations of Library and Information Studies
- LIBS 6014 - Introduction to Reference
- LIBS 6016 - Technology for Library Services

About the Course

Welcome to LIBS 6031: Library Administration and Management! This course is an *introduction* to the management and administration of libraries and information centers, and this class approaches course content from both theory and practice.

The assignments are designed to provide an immediate opportunity to apply what you learn in class. The course does not presume to teach you *everything* you will ever need to know about library administration and management but should serve as a starting point for a life-long learning process. Again, it is a general administration course and applies to *most* types of library environments (i.e. public, academic, school libraries). Students should focus all assignments and projects on their preferred library environment because they will be working with one library throughout the course.

Required Text:

Moran, B. B., & Morner, C. J. (2018). *Library and information center management* (9th ed.). Santa Barbara: Libraries Unlimited. ISBN: 978-1-4408-5447-7*

*Available as an e-book from the ECU Libraries for free: <https://bit.ly/Lib6031>

Other Readings:

Any additional readings for this course will be included in Canvas under the module in which you should read the material. These items will be provided either as URLs for online resources, as citations for sources that can be found online through the ECU Libraries, or as an attached document. If you have any trouble locating or gaining access to any course materials, please reach out to me ASAP so that I can assist you with locating the resources.

About Your Instructor:

Having worked in academic and public libraries for nearly 30 years, I have extensive experience in managing and supervising in libraries. I am currently Head of User Services at California State University San Marcos, where I have been employed for 16 years. Prior to that, I was in charge of managing the University Library Outreach program and teaching information literacy courses in the Teaching and Learning department. I earned my MA in Library and Information Science from the University of Arizona and my Doctorate in Educational Leadership from the University of California, San Diego. My research interests focus on the motivation to lead of underrepresented minority academic librarians and other social issues in academic libraries. I also serve as a diversity, equity, inclusion, and access (DEIA) consultant for libraries and information organizations all over the country. I have taught students at various levels (from high

school to undergraduate and graduates) in subjects including library science, education; and in my previous career, I taught English and American literature to high school students.

A Note About Contacting Me:

Please keep in mind that I currently live in Southern California, so I am on Pacific Standard Time (three hours *behind* North Carolina time). That means if it is 9am your time; it would be 6am my time! If you would like to speak with me, please feel free to request a meeting via email, and I am happy to set up a time for us to speak virtually. My goal is for everyone to succeed in this course, and I am here to help you! If there is *anything* you don't understand, especially when it comes to assignments for this course, please contact me *BEFORE* submitting the assignment. I respond to all e-mails within 48 business hours during the work week (M-F). Please allow more time for a response over the weekend (I do not check emails on Sundays).

Course Modules:

Module 1: Introduction to Management & Administration in Libraries; Organizational Structure

Module 2: Communication in Libraries; Personnel Management

Module 3: Diversity, Equity, & Inclusion; Human Resources

Module 4: Planning: Mission, Vision, Values, & Goals

Module 5: Planning: Facilities, Spaces, & Services

Module 6: Budgeting, Leadership, & Coordinating

Module 7: Advocacy & Goal Setting

Module 8: The Final Strategic Plan

Readings & Assignments:

As noted above, there are eight modules in this course, each with a series of readings, quizzes, activities, and assignments that have specific due dates (below is a list of all course readings, assignments, points, and due dates). Please note that, unless otherwise stated, most everything is due on ***Sundays before 11:59pm (EST)**. *If you are living in a different time zone, please convert so you know what time this is for you. *For example, if you happen to live on the west coast, your assignments would be due at 8:59pm (PST)*.

Calendar: readings, activities, and assignments by date

Readings	Assignment	Points	Due Date
Module 1			
	Lecture Quiz: Organizational Theory	10	Aug. 28 th
<ul style="list-style-type: none"> Moran & Morner (2018): Chapters 1 & 2: https://bit.ly/Lib6031 	Discussion Board: Student Introductions	25	Aug. 28 th
	Discussion Board: Managerial Roles	50	Aug. 28 th
Module 2			
<ul style="list-style-type: none"> Moran & Morner (2018): Chapters 7 & 8: https://bit.ly/Lib6031 Gallo, A. (2016, October 03). How to manage a toxic employee. <i>Harvard Business Review</i>. 	Lecture Quiz: Teamwork in Organizations	10	Sep. 11 th

Retrieved from <https://hbr.org/2016/10/how-to-manage-a-toxic-employee>

Lecture Reflection: Dealing with the Problem Employees	25	Sep. 11 th
Organizational Chart Creation & Analysis	100	Sep. 11 th
Module 3 Online Session Scheduling – Complete Doodle Poll	0	Sep. 11 th

Module 3

- Moran & Morner (2018): Chapter 11 & 12:
<https://bit.ly/Lib6031>
- Kendrick, K. D., & Damasco, I. T. (2019). Low morale in ethnic and racial minority academic librarians: An experiential study. *Library Trends*, 68(2), 174-212. Retrieved from:
<https://go.exlibris.link/WV395PbZ>

Diversity, Equity, & Inclusion Online Discussion	50	Sep. 18 th
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- Movius, L., (2018). An exploratory case study of transgender and gender nonconforming inclusion. *The International Journal of Information, Diversity, & Inclusion*, 2(4). Retrieved from:
<https://jps.library.utoronto.ca/index.php/ijidi/article/view/32202/24595>

Hiring Committee Group Activity	50	Sep. 23 rd
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- Oud, J. (2019). Disability and equity: Librarians with disabilities face barriers to accessibility and inclusion. *American Libraries*. Retrieved from:
<https://americanlibrariesmagazine.org/2019/01/02/disability-and-equity/>

Hiring Committee Group Activity Individual Reflection	50	Sep. 24 th
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Module 4

	Lecture Quiz: Vision, Mission, Values, & Goals	10	Oct. 2 nd
<ul style="list-style-type: none">• Moran & Morner (2018): Chapters 3 & 4: https://bit.ly/Lib6031	Lecture Reflection: Change Management	25	Oct. 2 nd
	Rethinking Vision and Mission Statements	100	Oct. 2 nd

Module 5

<ul style="list-style-type: none">• Moran & Morner (2018): Chapter 5: https://bit.ly/Lib6031	Lecture Quiz: SWOT Analysis	10	Oct. 23 rd
<ul style="list-style-type: none">• Ojala, M. (2017). Locating and creating SWOT analysis. <i>Online Searcher</i>, 41(1), 59-62. Retrieved from: https://tinyurl.com/yegm8oex	SWOT Analysis	100	Oct. 23 rd

Module 6

<ul style="list-style-type: none"> • Burnett, B. (2013). <i>The dos and don'ts of giving a killer presentation</i>. Retrieved from https://www.entrepreneur.com/article/230358 	Lecture Quiz: Budgeting in Libraries	10	Nov. 6 th
<ul style="list-style-type: none"> • Houbeck, R. L. (2013). Consistent, memorable, in sync: Making the budget case to busy administrators. <i>Against the Grain</i>, 17(3), 48-52. Retrieved from: http://docs.lib.purdue.edu/atg/vol17/iss3/15 	Discussion Board: Delegation	25	Nov. 6 th
<ul style="list-style-type: none"> • Moran & Morner (2018): Chapter 19: https://bit.ly/Lib6031 	Budget Preparation, Proposal, & Infographic	100	Nov. 6 th

Module 7

	Advocacy Plan	100	Nov. 20 th
<ul style="list-style-type: none"> • Review the following chapters/pages in your text book – Moran & Morner (2018): https://bit.ly/Lib6031 <ul style="list-style-type: none"> ○ Chapter 6 - (Review full chapter) ○ Chapter 13 - (Review p. 310 - p. 325) ○ Chapter 14 - (Review p. 342 - p. 347; p. 347 - p. 356) ○ Chapter 15 - (Read p. 375 "ALA Code of Ethics"; Review p. 368 - p. 377) ○ Chapter 16: (Review full chapter) ○ Chapter 18 – (Review full chapter) 	Elevator Speech Presentation & Peer Evaluations	100	Nov. 20 th
	Strategic Plan Goals, Objectives, Activities, & Assessments	100	Nov. 20 th

Module 8

- McCarthy, D. (2020, June 8). *7 important elements of a strategic plan*. The Balance Careers. Retrieved from: <https://www.thebalancecareers.com/strategic-plan-elements-2276139>
- Review Moran & Morner (2018) - Chapter 4 Policy: <https://bit.ly/Lib6031>

Final Strategic Plan	100	Nov. 29 th
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Finals

No Readings and nothing to turn in to Canvas – turn course artifact in to Taskstream!

Final Course Artifact	0	Dec. 8 th
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Total Points	1150	
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How to Submit Assignments and Late Policy

Late Assignments: All assignments and activities are due by 11:59pm (EST) on the date indicated in the module. Remember to convert that time if you are in a different time zone. I will accept *ONE* late assignment *worth 100 points* during the semester, no questions asked! However, you must notify me *before the due date* that you are going to submit the assignment late (again, you don't have to tell me why). Assignments submitted late will be subject to a late point deduction of 10% of the total possible points *per day*. After 4 days, assignments not submitted *will not be accepted*. No other assignments (worth less than 100 points) will be accepted late.

Submissions: Please submit all assignments via Canvas (unless otherwise noted in the syllabus or arranged with your professor). For readability, all assignments are to be submitted in either Times New Roman or Calibri, 12-point font, double-spaced format (unless otherwise noted).

Citations: The College of Education and the MLS program have chosen the American Psychological Association (APA) publication style using *both* in-text citations and reference list requirements. A quick guide is available at <https://libguides.ecu.edu/APA7>. APA recently published a new edition of the manual, and the MLS program has fully adopted this edition (the 7th edition). You are encouraged to purchase your own copy of the *Publication Manual of the American Psychological Association*. An excellent online guide is the OWL at Purdue University: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

All resources consulted and used for any assignment should be properly identified and cited within the assignment (quoted, paraphrased, summarized, etc.), and provided as in-text citations within the paper and at the end of the paper as “References.” You are encouraged to use charts, diagrams, and other creative elements to address assignment criteria whenever appropriate but make sure these elements are in proper APA format.

Page Counts: If suggested, page counts are noted in the instructions for each assignment, the minimum page count *must* be met. However, it is okay to exceed these suggestions by a reasonable amount if your work is well-written and detailed. Talk to your professor if you have to go over the word-count. Keep in mind that you want to avoid going over page counts due to duplication of content, inclusion of irrelevant information, or poor writing, which will impact your grade on the assignment.

How the Assignments Work

All assignments build off of each other, and all assignments worth 100 points will be part of your final strategic plan and course artifact. Like most of the MLS program courses, this is a reading and writing-heavy course. For students who recognize that writing may be a barrier to their success, I highly recommend the University Writing Center’s Online Writing Lab. Lab personnel will review papers submitted online and return them with diagnostic suggestions for improvement. Complete information on how to submit your work is available at: <https://writing.ecu.edu/uwc/>.

About the Course Artifact and Reflection

It is very important that you **select one library** (academic, public, school, or special) that you will be using for *ALL* your assignments and that you do not change your library as you work through the assignments. Why? The reason is that each assignment is connected and leads directly to your final strategic plan that you will be turning in as your final assignment and as your Taskstream submission for your portfolio. Changing your library for a later assignment will require you to go back and update previous assignments so that the information you include in your final strategic plan makes sense.

The MLS program requires students to create, maintain and complete a student portfolio. In order to complete the course, the student must post an instructor-approved artifact and complete the reflection in their Taskstream portfolio. Students who fail to post the artifact and complete the reflection form in Taskstream by the deadline noted in the calendar will have their course

grade lowered by one letter. Students who do not submit a final artifact by the course deadline will receive an F.

Grades and Grading:

Hint: Make sure to review the rubric for each assignment because that is how I will be grading your work! Points for assignments will be based on the following criteria:

- Adherence to assignment requirements
- Detailed, concise, and logical presentation of information that addresses the assignment requirements and grading rubric components
- Use of resource materials to justify responses
- Compositional style and use of appropriate grammar and syntax.

This is a graduate level course. Written work that demonstrates a lack of understanding of subject matter, is unclear or poorly organized, contains few or irrelevant details, does not follow directions, contains little or unsubstantiated evaluative commentary, or is otherwise poorly written, prepared (e.g. typos, grammatical errors) or documented will receive fewer points. Please remember that while an electronic spell check of a document will note most misspellings, spell checkers do not recognize context and verb agreement. If grammar, syntax, and spelling are not your strengths, I suggest you find a sympathetic editor (a friendly second reader) to review your assignments prior to submission. While I do not mind reviewing an assignment for content prior to submission, I am not a proofreader and will not review your work for grammar, syntax, or spelling. Any submitted assignments that require extensive copy edits will be sent back without a grade.

The final course grade is a percentage of the points earned on each of the assignments from each module. The course assignments total 1150 points total and will be calculated as a percentage based on the following percentage weights:

- Lecture Quizzes (5) – 5% of final grade
- Discussion Boards (3) – 10% of final grade
- Reflections (3) – 5% of final grade
- Online Discussions (2) – 10% of final grade
- Assignments (7) – 60% of final grade
- Final Strategic Plan (1) – 10% of final grade

The grade scale is as follows:

- 93.00 – 100% = "A"
- 86.00 – 92.99% = "B"
- 79.00 – 85.99% = "C"
- 78.99% and below = "F"

You will be able to see your points in Canvas for each assignment that is graded. You can follow your point total on the "Grades" page in the "Total" column.

Incompletes

Incompletes may be considered, but ***only as a result of serious and unexpected health and life situations***. Documentation for the request is required in writing with appropriate signatures or other evidence. A letter grade will be deducted, so the best grade you can get from completing an "I" is a "B". Incompletes must be made up promptly and by a deadline set by the instructor. Students who are unable to complete assignments when due are expected to withdraw from the course. Read the official withdrawal policy here: <https://registrar.ecu.edu/course-drops-withdrawal-policy/> The deadline for graduate students to withdraw from a course without it negatively affecting their grade is **October 31st** for fall 2022 semester.

Objectives, Standards, and Competencies

MLS Program Objective:

6. Understand and apply the principles of management, leadership and advocacy to direct and advance library programs

Course Learning Objectives:

- Identify management skills that can apply to a library setting.
- Analyze library facilities for usefulness and efficiency.
- Analyze a library to identify strengths, weaknesses, opportunities, and threats to the organization.
- Create and analyze an organizational chart for a library.
- Communicate regarding performance or employee problems.

- Develop an advocacy plan for a library.
- Create a budget for a new library service.
- Integrate course assignments into a strategic plan that demonstrates good practice in library management.

ALA Core Competences of Librarianship:

<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

8. Administration and Management (all)

ALA/AASL/CAEP School Librarian Preparation Standards (2019):

http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aasleducation/ALA_AASL_CAEP_School_Librarian_Preparation_Standards_2019_Final.pdf

Standard 5: Leadership, Advocacy, and Professional Responsibility (all)

ALA/ACRL Standards for Libraries in Higher Education:

<http://www.ala.org/acrl/standards/standardslibraries>

7. Management/Administration/Leadership: Library leaders engage in internal and campus decision-making to inform resource allocation to meet the library's mission effectively and efficiently.

North Carolina School Library Media Coordinators Standards:

<https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/support-staff/school-library-media-coordinators?authuser=0>

Standard 1: School Library Media Coordinators demonstrate leadership.

1. lead in the school library media center and media program to support student success
2. lead in their schools
3. advocate for effective media programs
4. demonstrate high ethical standards

Standard 4: School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices

1. know the content appropriate to their teaching specialty

Standard 5: School Library Media Coordinators reflect on their practice.

1. link professional growth to their professional goals
2. function effectively in a complex, dynamic environment

ALA LLAMA Foundational Competencies for Library Leaders and Managers
(<http://www.ala.org/llama/leadership-and-management-competencies#LLAMA%E2%80%99s%2014%20Foundational%20Competencies>)

The course curriculum also directly addresses 11 out of 14 of the LLAMA Foundational Competences for Library Leaders and Managers:

- Communication skills
- Change management
- Team building (personnel)
- Collaboration and partnerships
- Problem solving
- Evidence-based decision making
- Conflict resolution (personnel)
- Budget creation and presentation
- Forward thinking
- Critical thinking
- Marketing and advocacy

Course Resources

Suggested Journals for Browsing

Following are additional journal resources to supplement the course readings and should provide background and information for your assignments for this class and your ongoing professional education. They are all available from the Joyner Library homepage (<https://library.ecu.edu/>; Choose “E-Journal/E-Book Portal” from the list provided under the One Search box). You can search by title or select Social Sciences under the “Browse by Subject” list and select Library & Information Science (Note: If you browse, you will see all titles, both journals and e-books, that are available). Be sure to pay attention to the dates of coverage, then choose your favorite provider if there are multiple providers. Some of the titles you may want to browse include:

- *American Libraries*
- *Library Journal*
- *Library Administration and Management*
- *Library Management*
- *Journal of Academic Librarianship*
- *Journal of Library Administration*
- *Knowledge Quest*
- *North Carolina Libraries* (open access)
- *portal: Libraries and the Academy* (open access)
- *The Bottom Line* (library budget and finance)
- *Public Libraries*
- *School Library Media Research*
- *Teacher Librarian*

Additional Resources

Periodically I may come across additional resources for students. I will post these resources to the course Canvas site and/or email them to students.

ECU Databases

Access to the ECU databases and electronic journal subscriptions available to enrolled students can be found at <http://www.ecu.edu/lib/>, the Joyner Library homepage. You can search for citations and/or full-text journal articles, and also browse individual issues of journals by journal title.

Additional Course Information and ECU Course Policies:

ADA Accommodation

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services (DSS) <https://dss.ecu.edu/> and located in Slay 138 (252) 737-1016 (Voice/TTY). Individuals in need of additional information or training should contact DSS at (252) 737-1016.

Copyright

The intellectual property used or created in LIBS 6031 and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course assignments and email/discussion board discourses, and the course instructor as expressed in his course syllabus, class assignments, course resources, and presentations of an audio/video nature. The copyright law does allow what is described as “fair use” of copyright materials. Under “fair use” of copyright protected materials used or generated within LIBS 6031, students may only utilize protected intellectual property in support of their education pursuits in this class as long as fully cited and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and “fair use.”

The Course Final

There is no final exam for this course, but instruction and interaction continue until the last day of finals (**December 14th, 2022**). The period of finals week should be considered the final exam period for this course, as we will be communicating individually about your course artifact (**due**

December 8th). During this period, I will continue to respond to all emails, telephone calls, and online office hours by appointment if we need to meet individually.

Privacy

While individual privacy is highly valued, it should be noted that there is no absolute safeguard to guarantee and protect the right to privacy in all circumstances and environments. Accidents may happen, mistakes can be made, and safeguards can be overcome.

As a result, students should be hesitant to share personally identifiable information (i.e. personal contact information, Student ID number, etc.) or other sensitive information (i.e. personal finances, health information, gripes about supervisors or work situations) about themselves, their family members, or close friends, especially in course discussion boards or other course activities.

Academic Integrity

Students are expected to turn in original work and adhere to the principles of Academic Integrity. All resources consulted for the work should be provided at the end of the paper as “Works Consulted,” and resources actually used (quoted, noted, or used as an example, etc.) should be noted with in-text references.

Students shall avoid all forms of academic dishonesty, including but not limited to:

Collusion – students collaborating in the completion or production of course assignments submitted for individual credit. This does not preclude students from working together or assisting one another, but does not permit students to turn in duplicated or co-authored material unless collaboration is a requirement of the assignment.

Plagiarism – the use or nearly exact use of others’ intellectual property without attribution and without enclosing the property in quotation marks or other identifying notation. Multiple and extended quotes or paraphrasing of another’s intellectual property will be considered plagiarism

even if the source is named when it degrades the overall originality of the work. Basically this means you cannot cabbage together an assignment by cutting and pasting or retyping the text of found documents.

Submitting work prepared for another course – do not submit in whole or part, assignments that have been prepared for another course. This defeats the learning objectives of the assignment, unfairly advantages you over other students, and would usually earn a poor grade anyway because it would not match elements on the grading rubric.

Any student suspected of violating ECU's Academic Integrity policy will be charged accordingly. The complete policy and charge procedures are available at:

<http://www.ecu.edu/osrr/>

Responding to Peers' Discussion Postings:

Students are expected to read all the discussion board postings, not just the one immediately prior to their response. A quality discussion response includes: identification of a central issue, taking a position on the issue, providing some evidence for your position, and posing an open-ended question on the issue or topic. This follows an inquiry method, as opposed to simply commenting on what someone has said in an earlier post, e.g., "I liked what you said about ...," "So true," etc.

Netiquette:

Students are expected to adhere to standard netiquette behaviors during all course discussions. This includes:

- Beginning all communications with a salutation
- Ending all communications with your name
- Not using all capital letters in a discussion board message; it is a shorthand way of screaming at someone and is considered rude

- Limiting the use of slang, IM lingo, etc., as not everyone may understand your references
- When expressing a differing opinion, phrase your reply to focus on the message, not the messenger. In other words, discuss the message content, not the personalities involved
- If you need to have a private discussion with someone about non-course information, activities, etc., take the discussion outside of the course
- Being respectful of others. Librarianship is a small world in which kindness and civility are highly prized; you may need someone in this class to do you a favor someday, or you may find yourself working with or for someone who was in the class with you

Technology Related Information:

The recommended browsers for using Canvas and other ECU applications are Mozilla Firefox and Google Chrome.

In order to successfully complete this course, you will be required to have access to and be able to effectively use personal computers, the Internet, Canvas functions, and email. For online meetings, we have access to WebEx through ECU. While I can sometimes offer advice and counsel with the use of these technologies, I am not able to troubleshoot your computer. Information and assistance are available from the IT help desk <https://itcs.ecu.edu/>. Technical assistance and resources for using Canvas software are available here: <https://canvas.ecu.edu/student-guides/>.