VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY& INFORMATION SCIENCE
MLIS 7200 Management of Information Organizations
Syllabus--Summer Semester 2008
Three Credit Hours

Instructor:

Fatih Oguz   Phone: (229) 245- 3715
Odum Library - 1500 N. Patterson Street   Fax: (229) 259- 5055
Valdosta, GA 31698-0150   E-mail: foguz@valdosta.edu
Office Hours: by appointment, in person, or online

Course Description:

Prerequisite or co-requisite: MLIS 7000. This course is an introduction to the functions of library management and its underlying theoretical concepts. The course provides an overview of the history of management, an introduction to management theory and functions, including planning, leading, organizing, staffing, controlling, budgeting, human resource issues, and an understanding of management as a system involving all staff.

Course Objectives:

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

- Develop competencies in planning, organizing, communicating, and directing programs of Library and Information Services.
- Provide a theoretical basis for courses in particular areas of management and in programs of Library and Information Services.
- Provide students with experience in analyzing and evaluating concepts and identifying issues.

Class Activities:

Class activities include a set of readings, assignments (e.g., exercises, case studies, and group projects), and online discussions. Students should participate in class discussions to share their opinions of the week's topics, assignments, and readings.

Class participation will be an important component of this course. You are responsible to read the text and other pertinent materials and to apply these materials to class projects. Several Live Classroom meetings may be scheduled, if needed. Meeting dates will be posted on the class calendar on WebCT.

Textbook*:* There is one required text for the course,

- Stueart, R. & Moran, B. (2007). Library & Information Center Management, 7th ed. Littleton, CO: Libraries Unlimited.

There may be supplemental readings for each of the course's topical units. These readings are made available to students through the web, as either HTML documents (websites) or PDF files. It is expected that each student will have the ability to download and open up both PDF files and Word (doc) files.

Suggested Readings:

- Green, R. (2007). Library Management: A Case Study Approach. Oxford: Chandos.
- Evans, G. and Ward, P. (2007). Management Basics for Information Professionals, 2nd ed. New York: Neal-Schuman.
- Evans, G. Edward. (2003). Beyond the Basics: The Management Guide for Library and Information Professionals. New York: Neal-Schuman. This is a practical every-day guide for library managers.
- Matthews, Joseph. (2005). Strategic Planning and Management for Library Managers. Westport, CN: Libraries Unlimited.
- Snyder, H. (2006). Small Change Big Problems: Detecting and Preventing Financial Misconduct in Your Library. Chicago: ALA.

Assignments and Evaluation:

All assignments are due by Sunday of the week that is indicted unless other arrangements have been made with the professor. I look at the date that the assignment was submitted and not the time. You are expected to properly edit assignments and posts. Use spell check. 1-5 points may be deducted per assignment for spelling and grammar errors. Special Services will help you to find a tutor if you have significant difficulties.

Exercises (25 points)

There will be four exercises based on field experiences in a library. These exercises are intended to provide each student with direct contact with a librarian and to provide comparative data for focused class discussions. Each student is to find a library willing to host them for this assignment. This will involve contacting the library director. Schedule an appointment with the library director to discuss your projects. While some exercises may require some independent research, most of the information required will come from interviewing the director. This assignment will probably require multiple sessions. In addition to providing answers to the specific questions, you will also evaluate the information provided in terms of the course readings. These exercises will be submitted via assignment drop box and post a summarized version to the discussion board.

Case Study (25 points)

In library education as well as in management training, group problem solving of case studies helps to provide insights into the nature of human behavior in various situations. Many management problems involve complicated attitudes and challenging behaviors. A supervisor needs to be able to analyze the behavior of others and his/her own behavior in order to determine how it influences others in various library situations.
You will write a case study based on your own experience or a case study that the director at your site may share with you. This can be a group activity (contact instructor if you want to work as groups). Review sample case studies located on the Stueart & Moran website (http://lu.com/management/cases.cfm). Also review the material included in the Student Resources section of the class WebCT site about case study analysis. Case studies are not just entertaining stories. Your case study should present a management issue that you can present for group analysis and discussion.

Do not write a case study about an individual. The case study must involve a library program or a management issue that involves more than one person. DO NOT INCLUDE ACTUAL NAMES, NAMES OF LIBRARIES, OR LOCATIONS. DO NOT WRITE CASE STUDIES ABOUT YOUR IMMEDIATE SUPERVISOR OR YOUR LIBRARY DIRECTOR. This is not a vindictive exercise.

Case Study Analysis (10 points)

Each person in the class will select someone else's case study for analysis. Contact the other person before writing your analysis to make sure that someone else is not already doing that case study. We want to make sure that each case is analyzed. You will suggest the best alternative(s) for resolving the problem and suggest an implementation plan if this is appropriate.

The Wertheim model is a good one for analysis purposes. After each person has given a recommendation, the person who submitted the case study should describe how the case was resolved in real life.

Strategic Plan (25 points)

Each group will prepare a strategic plan for a real or mythical library. The plan should not be more than about 5 or 6 pages double-spaced. You will select your own group members.

As the Librarian of a library of your choice you are required to submit a strategic plan for approval by your Board of Trustees or administrator before you submit your budget in 12 months. (Your time, staff, and funds are limited but realistic for a library of your type and size.) Your first page should outline the process of HOW to design a strategic plan for a library of your choice (school, public, or academic).

Pages one and two: Outline the process you will use and who will serve on the planning team. Include a timeline. Include the HOW and WHO for each step.

Page three-: After you identify the process, write a mission statement (You may choose an existing mission statement for a library.) Write at least 2 goals and 2 objectives for each goal for your library. Include 2 action steps for each objective explaining each activity to help implement these goals and objectives. (See Chapter 5 of the text and the Stueart and Moran website for samples at http://lu.com/management/examples.cfm#strat).

Weekly discussions (10 points)

Discuss the "Try This!" sections and share your thoughts and questions and on the text readings. The chapters that you are to read each week are listed on the Discussion Board. You just need to answer one of the "Try This!" questions that is of interest to you. This should be at least one from each chapter. It would be best to start a new thread for each topic so that it will be easier for classmates to follow. Your engagement with the topics and with your fellow students will deepen your knowledge and be reflected on your grade. You are also expected to participate in case study discussions lead by your classmates.

Leading a case study discussion (5 points)

Each student will be assigned one of the sample case studies available at http://lu.com/management/cases.cfm to lead a discussion on the discussion board. You are expected to monitor the discussion thread and respond to answers, questions, or feedback posted by your classmates.

Reflection Paper (2 points) [Bonus]

Write a reflection paper, a one-pager discussing what you have learned from this course and how this information will be useful to you as a librarian at an administrative position. Don't forget to complete the course evaluation.

Grades will be calculated as follows:

- Exercises: 25
- Case Study: 25
- Case Study Analysis: 10
- Strategic Plan: 25
- Weekly Discussions: 10
- Leading a case study discussion: 5
- Reflection Paper: 2 [bonus]

Final grades will be assigned as follows:

- A – 90-100
- B – 80-89
- C – 70-79
- D – 60-69
- F – 0-59

Assignment Submission:

- Deadlines for each graded activity are clearly stated on the MLIS 7200 Course Calendar posted on the course home page on WebCT Vista.
- There is 1-day grace period for each graded activity after its original due date.
- Missing a deadline for any graded activity may result in a reduction in your grade (i.e., 5% deduction from the original mark for each day after 1-day grace period) unless you can arrange a mutually acceptable alternative with the instructor.

Tentative Class Schedule:

Academic Week (Summer 2007)	Study Focus	Assignment/ Project Due
Week 1 (June 11 - 20)	Section 1 Chapters 1,2 & 3	
Week 2 (June 23 - 27)	Section 2 Chapters 4,5, & 6	TBD
Week 3 (June 30 – July 4)	Section 3 Chapters 7, 8, & 9	TBD
Week 4 (July 7 - 11)	Section 4 Chapters 10, 11, & 12	TBD
Week 5 (July 14 - 18)	Section 5 Chapters 13, 14, 15, 16, & 17	TBD
Week 6 (July 21 - 25)	Section 6 Chapters 18 & 19	TBD
Week 7 (July 28 - 29)		

Last Update: May 20, 2008

Technological Requirements:

As this is an online course that also focuses its attention on online information services, students must have almost daily access to the Internet. That access will use email and the web (through the student's browser) for class-related communication. As mentioned above, it is expected that each student will be capable of dealing with pdf files and Word documents (doc files).

Course communications will use . . .

1. WebCT Vista email system and discussion board are official means of communication in this class. In addition, VSU email system may be used alternatively in case WebCT Vista fails.
2. A WebCT Vista website, used by the instructor to make links available for each unit of the topical units

Distance Learning Support:

A VSU reference librarian, Ms. Shiloh Smith, is responsible for coordinating library services for off-campus VSU students. She may be reached by email at shismith@valdosta.edu or by phone at 229-245-3717. An online guide for distance education students is on the Odum Library Web site at http://www.valdosta.edu/library/services/distanceeducation.shtml . Chat reference is available at http://www.valdosta.edu/library/ask.shtml .

VSU Policies:

Please become aware of and be guided by these VSU policies.

- Access Office for Students with Disabilities: http://www.valdosta.edu/ssp/index.shtml
- Academic Dishonesty, p. 263 of Graduate Catalog, 2007/08: http://www.valdosta.edu/catalog/0708/grad/documents/grad_260-292.pdf
- Student Code of Conduct: http://www.valdosta.edu/stulife/handbook/pages_39-48.pdf
- Equal Opportunity Statement: http://www.valdosta.edu/eopma/eos.shtml
- Sexual Harassment: http://www.valdosta.edu/legal/shp.html

Student Agreement:

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.

Last Update: May 20, 2008