TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

INFO542 MANAGEMENT OF LIBRARY SERVICES

Trimester 3, 2015

COURSE OUTLINE

Names and Contact Details
Course coordinator and lecturer: Dr Philip Calvert
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Senior Tutor (Other distance students and Wellington): Kathryn Oxborrow
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Trimester Dates
Teaching period: 16 November 2015 – 14 February 2016
Trimester break: 22 December 2015 – 4 January 2016

Withdrawal from Course
1. Your fees will be refunded if you withdraw from this course on or before 27 November 2015.

2. The standard last date for withdrawal from this course is 26 January 2016.After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late'* including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or online.

Class Times
INFO542 will be held in the third trimester (November - February) of the 2015 academic year. There will be no sessions for two weeks during the mid-term break (22 December – 4 January).
- Face-to-face classes will be held in GBG04 on Tuesdays between 10.30 a.m. - 12.20 p.m.
- The weekly Internet conferencing class will be held on Tuesdays between 5.00 – 6.30 p.m.

Course Delivery
Weekly tutorials
> See 'Class times'.

Course materials
> Course notes and some readings are available through Blackboard.

Online discussion
> The Blackboard online discussion board will be used to discuss course topics.

IST programmes information
> Can be found on Blackboard under 'Community' and through the IST-students email list.

Expected Workload

To achieve satisfactory grades, you will need to spend approximately 12.5 hours per week on INFO542, including time spent in class. Some aspects of the course will require less time, whereas others will require slightly more, depending on your previous knowledge of the topic.

Before each session, please read the material for the week's topic on Blackboard, and be ready to discuss the readings and any set work prepared for the class.

Prescription

The application of management theory to the practice of managing and marketing libraries, emphasising the development and quality control of services development and quality control of services and collections tailored to customer needs.

Course Learning Objectives

By the end of INFO542 you should be able to:
1. Explain the main current issues in collection management for print and electronic materials.
2. Apply the marketing concepts to library marketing.
3. Identify the major functions and concepts in human resource management applied in libraries.
4. Convert theories and concepts into practical reporting and planning

Course Content

Week	Date	Topic
1	17 November 2015	Collection management concepts
2	24 November 2015	Managing collections
3	1 December 2015	Evaluation and cooperation
4	8 December 2015	Weeding and storage
5	15 December 2015	Finance and budgeting
		Mid-trimester study break
6	5 January 2016	Marketing concepts
7	12 January 2016	The marketing mix
8	19 January 2016	Practical marketing
9	26 January 2016	Recruitment and selection
10	2 February 2016	Staff assessment and development
11	9 February 2016	Conflict and negotiation

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Readings

The following is a provisional list of readings for the course. The finalised list of required and recommended readings for each week's class will be available on the course Blackboard page.

Module	Readings
1	Evans, G.E. & Saponaro, M.Z. (2012). Introduction and From selection to collection management. In *Collection Management Basics*, 6th ed. Santa Barbara: Libraries Unlimited, pp. 1-37. Lehman, K.A. (2014) Collection development and management: An overview of the literature, 2011-12. *Library Resources & Technical Services,* 58(3), 169-177. Pickett, C., Stephens, J., Kimball, R., Ramirez, D., Thornton, J. & Burford, N. (2011). Revisiting an abandoned practice: The death and resurrection of collection development policies. *Collection Management, 36*(3), 165-181. Snow, R. (1996). Wasted words: The written collection development policy and the academic library. *Journal of Academic Librarianship, 22*(3), 191–194. Vickery, J. (2004). Making a statement: Reviewing the case for written collection development policies. *Library Management, 25*(8/9), 337–342.
2	Downey (2013) Why did we buy that? New customers and changing directions in collection development, *Collection Management*, 38(2), 90-103. Horton, V. & Pronevitz, G. (2015). 'Library consortia overview', In *Library consortia: Models for collaboration and sustainability*. Chicago: American Library Association, pp. 1-10. Tyler, D.C., Melvin, J.C., Epp, M & Kreps, A.M. (2014). Don't fear the reader: Librarian versus interlibrary loan patron-driven acquisition of print books at an academic library by relative collecting level and by Library of Congress Classes and Subclasses. *College & Research Libraries*, 75(5), 684-704
3	Brown, J.M. & Stowers, E.D. (2013). Use of data in collections work: An exploratory study. *Collection Management, 38*(2), 143-162. Johnson, P. (2014). Collection analysis: Evaluation and assessment. In *Fundamentals of collection development and management.* 3rd ed. Chicago: ALA, pp. 297-343. Luesebrink, M. (2015). Restructuring monograph acquisitions in academic libraries: Innovative strategies for the twenty-first century. In *Rethinking technical services: Redefining our profession for the future*, edited by M.B. Weber. Lanham: Rowman & Littlefield, pp. 57-55.
4	Calvert, P. J. (2010). Libraries selling withdrawn books on TradeMe. *The Bottom Line, 23*(3), 81-89. Rathemacher, A.J. & Vocino, M.C. (2010) Perspectives on using e-journal usage statistics in a serials cancellation project. In *Library data: Empowering practice and persuasion,* edited by D. Orcutt. Santa Barbara, CA: Libraries Unlimited, pp. 90-102. Renwick, H. (2013). Collaborative storage of print serials in New Zealand, *Library Management, 34*(4/5, 335 – 341. Snyder, C.E. (2014). Data-driven deselection: Multiple point data using a decision support tool in an academic library. *Collection Management, 39*(1), 17-31.
5	Linn, M. (2007). Budget systems used in allocating resources to libraries. *The Bottom Line, 20*(1), 20 – 29. Stachokas, G. & Gritten, T. (2013) Adapting to scarcity: Developing an integrated allocation formula, *Collection Management*, 38(1), 33-50.
6	Garoufallou, E., Siatri, R., Zafeiriou, G., & Balampanidou, E. (2013). The use of marketing concepts in library services: A literature review. *Library Review, 62*(4), 312-334 Masuchika, G. (2013). The reference desk, points-of-sale, and the building of loyalty: Applications of customer relationship management techniques to library marketing, *Reference Librarian, 54*(4), 320-331,

	Rowley, J. (2003). Information marketing: Seven questions. *Library Management, (24)*1/2, 13-19. Lourdes T.D. & Sagun, K.K.A. (2012). Increasing awareness and use of the library's resources and facilities through relationship marketing strategies, *Library Management, 33*(4), 292-296.
7	Biggs, H.F. & Calvert, P. (2013). Marketing to teens: A study of two New Zealand public libraries. *Library Management, 34*(8/9), 705-719.
8	De Sáez, E. E. (2002). Market segmentation. In *Marketing concepts for libraries and information services.* 2nd ed. London: Facet, pp. 115-135. Harriman, J.H.P. (2008). Creating a marketing plan. In *Creating Your Library's Business Plan.* London: Facet, pp. 155-195. Johannsen, C.G. (2014). Understanding users: From man-made typologies to computer-generated clusters, *New Library World, 115* (9/10), 412 – 425. Kendrick, T. (2006). Priorities: Making sound choices. In *Developing strategic marketing plans that really work: A toolkit for public libraries.* London: Facet, pp. 83-105. Kennedy, M.R. & LaGuardia, C.L. (2013). Implement your marketing plan. In *Marketing your library's electronic resources: a how-to-do-it manual for librarians.* Chicago: Neal-Schuman, pp. 43-72.
9	Marshall, J. G. (2012). Workforce trends, issues and values. *Information Services & Use, 32*(3-4), 155-159. Warren, V. (2011). Using workforce structures to enable staff retention and development. *New Library World, 112*(1/2), 8-18. Huff-Eibl, R., Voyles, J. F., & Brewer, M. M. (2011). Competency-based hiring, job description, and performance goals: The Value of an Integrated System. *Journal of Library Administration*, *51*(7/8), 673-691.
10	Marshall, J. G. (2012). Workforce trends, issues and values. *Information Services & use, 32*(3-4), 155-159. Smith, D.J., Hurd, K.J. & Schmidt, L. (2013). Developing core competencies for library staff: How the University of South Florida Library re-evaluated its workforce. *College & Research Libraries News, 74*(1), 14-17, 35
11	Bryson, J. (2011). Effective negotiation and conflict management. In *Managing information services.* 3rd ed. Farnham: Ashgate, pp. 215-227. Payne, D. (2010). Harnessing conflict. *Library Leadership & Management*, *24*(1), 6-11.

Assessment

Full details of the assignments, including explanatory notes and marking criteria, are available under 'Assessment' on Blackboard.

Assignment	Date due	Value	Length
Collection management report	13 December 2015	40%	2000 words max.
Marketing report	24 January 2016	30%	1500 words max.
HRM case study	14 February 2016	30%	1500 words max.

Assignment 1 is related to learning objectives 1 and 4; Assignment 2 is related to learning objectives 2 and 4; Assignment 3 is related to learning objectives 3 and 4.

Penalties

If **an assignment** is submitted after the due date it will have a 10% penalty imposed unless an extension has been granted by the course coordinator. If an assignment is submitted more than one week late without an extension it will be given a zero grade. **All requests for extensions for assignments must be made by email at least three days before the due date, and must state a reason for the extension**. Generally this will not be granted except for health or serious personal reasons, so, for example, changing a job is not a justification for an extension. There may be penalties for exceeding the word length set for the assignment. For details see Blackboard.

Mandatory Course Requirements

In addition to achieving an overall pass mark of at least 50%, all three assignments must be submitted within the set time frame. If you believe that exceptional circumstances may prevent you from meeting the mandatory course requirements, contact the Course Coordinator for advice as soon as possible.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine http://www.turnitin.com. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Class Representative

The IST programmes have a student committee which provides a communication channel to liaise with the Programmes Director and course coordinators on behalf of students.

Communication of Additional Information

Further details about the course, and additional information, will be made available through Blackboard.

Student feedback

Course evaluations in 2014 showed support for the addition of more content on HRM in modules 9 – 11.

Link to general information

For general information about course-related matters, go to
http://www.victoria.ac.nz/vbs/studenthelp/general-course-information

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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