

INF 387C, Managing Information Organizations

Unique ID: 28790

Fall 2023

Class Meets: 6:30 - 9:30 pm, Thursdays, Garrison Hall, Room 0.120

Instructor: A. Arro Smith, PhD (pronounced like the initials “R.O.”)

Office: ZOOM, Mondays 4-5pm; and by appointment

Email: Arro@utexas.edu

Course Description

The course catalog description of this class is as follows:

Management theory, concepts, processes, and practices as applied to information agencies and systems.

This course will develop your skills to effectively manage a library, or information organization. We’ll be looking at problems faced by many types of libraries: public, academic, school, special. We’ll examine staffing, budget, collection development, patron behavior, and managing the expectations of users.

PEDAGOGY PARADIGM

In addition to working through the fictional “case-study” scenarios in our textbook, *Library management problems today: Case studies*, we will visit with library professionals throughout the semester, and supplement these guest speakers with oral histories I have collected for my own research.

We will organize the room seminar-style to discuss the assigned case-study from the textbook, and visit with my invited guests. Please come to class ready to engage with your colleagues about management problem-solving.

In this class we will be working through problems as a team—because this is exactly how information organizations actually solve management problems. We will learn to listen to each other, respond civilly, come to conclusions together, and then effectively communicate the decision.

Your success is almost wholly dependent on reading the assignments, showing up in class, and participating in a discussion with your colleagues.

LEARNING OUTCOMES

- Learn about different kinds of information organizations, and their management problems
- Practice solving management problems
- Review professional literature to support your management decisions
- Write succinct communications to address management problems
- Be inspired by seasoned librarians talking about their work, their challenges, and why this is a rewarding career—despite all the management problems

STATEMENT OF LEARNING SUCCESS

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course.

COMMUNICATION

In this course CANVAS e-mail and announcements will be used. You will be responsible for **checking CANVAS regularly** for updates on class work and other announcements. I will make every effort to answer your email in a timely fashion. However, you should not necessarily always expect to get an immediate reply. In particular, please do not expect to get answers to questions about a homework or project assignment within the last few hours before that assignment is due.

DIVERSITY, EQUITY AND INCLUSION

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength, and benefit to all students. Please come to me at any time with any concerns.

SERVICES FOR STUDENTS WITH DISABILITIES

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information:

<http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

REQUIRED MATERIALS

Required –

Disher, W. (2021). *Library management problems today: Case studies*. Roman & Littlefield. ISBN: 978-1-5381-3593-8

Readings

In CANVAS.

CLASSROOM EXPECTATIONS

Class attendance: Please come to class as often as you can possibly can. Unless you are sick; please do not come to class if you are sick. I'm thinking being present—and participating—in all the classes is the difference between an A and a B.

This will be a seminar-style class. We will discuss and work through management problems together. I expect each colleague to be polite. Some of us are more assertive than others, though. You do not have to “raise your hand” to speak; but if you do raise your hand, I will take control of the discussion and “call” on you for a turn.

Chapter notecards (10) are brought to each class. These have two purposes:

- Provides me a record of attendance
- Provides me with fodder to spur our discussions, and helps less-assertive students have an entry into our discussions

Written assignments should be uploaded to CANVAS by start of each class on Thursdays. The written assignments are:

1. Response to Robert Greenleaf's Servant Leadership essay
2. Memoranda (7)
3. Group project
4. Individual project

ASSIGNMENTS

Chapter Notecards (20%, each one is 2 or 0 points)

Please jot down two or three interesting things about the scenario to possibly discuss with your colleagues. Bring these to each class.

Servant Leadership Response Essay (10%)

Please write a 2-4 pp. double-spaced essay responding to Robert Greenleaf's ideas about “servant leadership.” This is a personal response. Is this management philosophy sound? Does it appeal to you (why or why not)?

Memoranda (21%, each one is 3 points)

Following selected chapter class discussions, please write a succinct memorandum with your solution to the management problem, as if you were the manager.

Group Project and Presentation (24%)

Student groups will devise a case study for the class to review and discuss. In week 7, groups will submit a proposal to the professor outlining: the members in their group, a quick description of their case, and what tasks each group member will be responsible for. The group will submit their case study document (5-10 pp. double-spaced), and an annotated literature review with 10 articles cited. Additionally, they will present it to the class and facilitate a resolution session (15-20 min).

Individual Project and Presentation (25%)

Students will create a case study. This will include a description of situation, a synopsis of the challenges faced, a review of literature on the challenge area (5 sources), and a proposed resolution (5-10 pp. double-spaced).

GRADE BREAKS

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

Course Outline

All instructions, assignments, readings, and essential information will be on the Canvas website at utexas.instructure.com. Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Week / Module Dates	Topic	Assignment Due
Welcome		
1. 8/24	First hour: Class Introduction - Logistics / Syllabus / CANVAS Second hour: Student Introductions	
2. 8/31 Read chapter 7 Read “Becoming a Librarian” (Canvas)	First hour: Discuss chapter 7, “Mean girl.” Second hour: Guest or oral history	Chapter 7 notecard
3. 9/7 Read chapter 6 Read “Servant Leadership” (Canvas)	First hour: Discuss chapter 6, “38% reduction.” Second hour: Guest John Floyd, Ed.D.	Chapter 6 notecard 2-4pp response to Robert Greenleaf’s Servant Leadership essay.
4. 9/14 Read chapter 4 Read Ranganathan (Canvas)	First hour: Discuss chapter 4, “Book selections can be challenged” Second hour: Guest or oral history	Chapter 4 notecard Memorize the Five Laws
5. 9/21 Field trip (?) Read “Regrets” and “Helping people” (Canvas)	Show and tell at the San Marcos Public Library Guest speaker: Diane Insley Figure out groups for group project assignment	Memorandum concerning the <i>Smut peddler</i>
6. 9/28 Read chapter 12 Read my collection development article (Canvas)	First hour: Discuss chapter 12, “Story times can be a drag” Second hour: Guest or oral history	Chapter 12 notecard

<p>7. 10/5 Read chapter 9</p>	<p>First hour: Discuss chapter 9, “Budget woes” Second hour: Guest Stephanie Langenkamp</p>	<p>Group Proposal Chapter 9 notecard Memorandum to City Manager concerning the Police Dept. invoice</p>
<p>8. 10/12 Read chapter 8</p>	<p>First hour: Discuss chapter 8, “Challenging the challenged” Second hour: Guest or oral history</p>	<p>Chapter 8 notecard Memorandum to staff about collection allocations</p>
<p>9. 10/19 Read chapter 17</p>	<p>First hour: Discuss chapter 17, “Weeding out bad news” Second hour: Guest or oral history</p>	<p>Chapter 17 notecard Letter to Tyrone’s mother</p>
<p>10. 10/26 Group Project due</p>	<p>Group Project presentations</p>	<p>Memorandum to staff about optics Group project due</p>
<p>11. 11/2 Read chapter 13 Read “Cataloguing Heresy” (Canvas)</p>	<p>First hour: Discuss chapter 13, “A sticky situation” Second hour: Guest or oral history</p>	<p>Chapter 13 notecard</p>
<p>12. 11/9 Read chapter 11</p>	<p>First hour: Discuss chapter 11, “The cops” Second hour: Guest or oral history</p>	<p>Chapter 11 notecard Memorandum to staff about policy change</p>
<p>13. 11/16 Read chapter 19</p>	<p>First hour: Discuss chapter 19, “Professor privileges” Second hour: Guest or oral history</p>	<p>Chapter 19 notecard Memorandum to Police Chief and CM regarding the request</p>

<i>Nov 23 – Fall Break</i>		
Conclusion		
15. 11/30	Individual presentations	Individual project due
Individual project due	Class evaluation	Class evaluation
Class evaluation due (?)	(Maybe Zoom this one?)	

Course Policies and Disclosures

ACADEMIC INTEGRITY EXPECTATIONS

Plagiarism, as defined in the 1995 Random House Compact Unabridged Dictionary, is the "use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (as cited in Plagiarism (2017). Wikipedia, <https://en.wikipedia.org/wiki/Plagiarism>). If you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism. Here's a resource designed to help you avoid plagiarism: www.lib.utexas.edu/plagiarism

You are encouraged to discuss assignments with classmates, but anything submitted must reflect your own, original work. If in doubt, ask the instructor.

It is YOUR RESPONSIBILITY as a student to avoid honor code violations. Neither ignorance nor accidents excuse violations. If in doubt, ask the instructor and/or err on the side of caution by quoting borrowed text and citing sources of borrowed ideas and text.

Students who violate University rules on academic dishonesty are subject to severe disciplinary penalties, such as automatically failing the course and potentially being dismissed from the University. **PLEASE do not take the risk.** We are REQUIRED to automatically report any suspected case to central administration for investigation and disciplinary hearings. Honor code violations ultimately harm yourself as well as other students, and the integrity of the University, academic honesty is strictly enforced. For more information, see the Student Judicial Services site: <http://deanofstudents.utexas.edu/conduct>.

CONFIDENTIALITY OF CLASS RECORDINGS

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#).

CONTENT WARNING

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or

traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

NAMES AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your chosen name and by the gender pronouns you use. Class rosters are provided to the instructor with the student's chosen (not legal) name, if you have provided one. If you wish to provide or update a chosen name, that [can be done easily at this page](#), and you can [add your pronouns to Canvas](#).

LAND ACKNOWLEDGMENT

I acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

University Resources for Students

COUNSELING AND MENTAL HEALTH CENTER (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at

<https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050.

Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

TITLE IX DISCLOSURE

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be report it. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more

information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).