IRLS 566 Small and Rural Libraries Administration and Practice

Updated Thu, 02/17/2011 - 12:47

COURSE NAME, NUMBER AND PREREQUISITES:

Small and Rural Libraries Administration and Practice
IRLS 566
This course meets the requirements of the management distributed electives. [Prerequisite: IRLS 504.]

Instructor: Karen Drake

COURSE DESCRIPTION:

Class Meeting Schedule: This is a virtual course. All materials will be available through D2L, and all discussions will take place there, as well. New materials will be available at the beginning of each week (Monday) with discussions to take place during that week.

Course Description: This course will provide an overview of the current context of small and rural libraries, with emphasis on management techniques essential to effective library service. Small and rural libraries will be broadly defined to include public libraries serving rural communities or urban/suburban neighborhoods with populations generally less than 25,000, as well as school and special libraries which often operate with small staffs and budget, and which serve a small and/or narrowly defined population. The course examines problems, issues, and trends relevant to the administration of small and/or rural libraries. Particular emphasis will be on the essential involvement of the library in the life of the community it serves through planning, customer service, establishing the library as place, outreach and partnership building, marketing, and advocacy.

COURSE OBJECTIVES:

Successful completion of this course will help students achieve the B5, B6, B7, and C9 competencies outlined at http://sirls.arizona.edu/about/studentCompetencies. More specifically, by the end of the semester, students will have demonstrated knowledge and understanding of:

1. Issues and trends in the administration of small and rural libraries (Reference SIRLS Competency B5 "Students will demonstrate knowledge of types of library and information professions, settings, services, and roles and be able to analyze key issues and potential approaches to these in the areas of their career interest.")
2. The meaning of “community” and how the small / rural library can effectively connect with the community it serves (Reference SIRLS Competency B7 "Students will demonstrate knowledge of the roles of interdisciplinary, interprofessional, and community collaboration and alliances in the provision of library and information services;” and C9 "Students will demonstrate an understanding of the values and service orientation of the library and information professions and their applications in their areas of career interest.")
3. Basic management principles and techniques in areas such as budget and finance, human resources, and marketing (Reference SIRLS Competency B6 "Students will demonstrate knowledge of the management of information resources, services, and organizations and apply this knowledge to their areas of career interest."
4. Resources available to support and assist staff and managers working in small / rural libraries
5. The role and importance of advisory boards, Friends organizations, and volunteers in operating a small / rural library
REQUIRED COURSE MATERIALS:
Textbooks and Recommended Readings:
Except for readings from the textbooks, all required readings will be available either on the course site or on the web.

Textbooks that will be used for the course include: Weingand, Darlene. Administration of the Small Public Library, 4th Edition. Chicago: ALA, 2001; Landau, Herbert B., The Small Public Library Survival Guide: Thriving on Less. Chicago: ALA, 2008; and Siess, Judith A. The New OPL Sourcebook: A Guide for Solo and Small Libraries, revised edition. Medford, N.J.: Information Today, 2006. Only the Weingand text, *Administration of the Small Public Library*, and the Small Public Library Survival Guide, by Landau, are required, as there will be several readings assigned from those texts. Purchase of the other title is optional, as there will be no assigned readings from it, but it is recommended as good background reading and a practical resource for students interested in working in corporate or special small library settings.

COURSE REQUIREMENTS:
Assignment 1 (15%): Evaluation of a Library Plan. Due Sept. 25
Several sample plans from small / rural libraries will be available for your review. You can use one of these, or another plan from a library of your own choosing. If you choose another library's plan, you will need to submit a copy of that plan along with your evaluation paper. Assume that you are a consultant who has been hired by the library to evaluate their current plan and then assist them in developing a strategy for updating that plan. Use information from assigned readings and class presentations and discussion to evaluate and comment on the following:

- Vision and mission statements
- Evidence of community involvement in planning
- Evidence of linking library vision, values, and goals to community assets, vision, and priorities
- Appropriate selection of major service focuses for library
- Goals and objectives identified for each major service focus – are they relevant, measurable; is there a timeline for achievement, etc? Are community relations and marketing goals included?
- Other points that you consider relevant and important

Write a brief (no more than 3 page) summary of your evaluation and suggested action plan. In your action plan, you should be sure to address recommendations for the makeup of the planning committee, issues that should be looked at regarding the vision and mission statements, strategies for community analysis, and improvements or enhancements to the overall content and format of the current plan. Your summary is due Sept. 25.

Assignment 2 (20%): Marketing Plan. Due Oct. 23
Work with a partner from the class to develop a sample marketing strategy, using information from your readings, class presentations, and discussion regarding marketing strategies and tools for small / rural libraries. You may use one of the following scenarios, or a “real-life” program or marketing need from a library where you work or volunteer. Keep the resources of the small library and community in mind as you develop your plan.

SCENARIO ONE: Online information resources, including the library’s website and subscription databases provided free by the State Library, are being under-utilized. Library customers don’t know that they exist, what information is available in the various databases, or how to use them. People who don’t use the library regularly think that the library is just about books and don’t realize that the library has many electronic resources available, such as a web site, electronic databases, public access computers, etc.

   a) How would you promote the library’s electronic services and resources to its customers?

   OR

   b) How would you make non-users aware that the library is more than “just books,” and is very much a part of the 21st Century and the Information Age?

SCENARIO TWO: Your library has formed a partnership with a local non-profit literacy group to provide free classes and tutoring for ESL and GED preparation. How will you market this new service to the community? Consider the following audiences:

   a) Funders
b) Volunteer tutors  
c) Participants in the program  
d) Businesses and schools who might refer potential participants

More detailed directions on the format and content of your plan will be provided on the course site. Plans are due Oct. 23.

Assignment 3 (15%) Model Outreach Program. Due Nov. 12.
In the literature, research and identify one example of a good outreach program sponsored by a small or rural library which incorporates effective community partnerships. If it is possible, try to contact someone from the hosting library to provide additional and updated information about outcomes and current status of the program. Prepare a presentation for the class, summarizing the goals, targeted populations, partnerships, key activities, marketing strategies, and outcomes of the program and why you think it is an outstanding example library / community outreach and partnership development. Presentations must be posted on the Course Site by Saturday, Nov. 12, so that other class members can review and comment during the following week.

Assignment 4: Discussion and Paper (30%): Due Week of Nov. 28 - Dec. 7
Students should choose one of the following issues, relevant to small and rural library services: outreach, services to young people, staffing, funding, or information services. An overview of the issues will be incorporated into class content during the week of Sept. 10 - 17, and students will select their topics at that time so that research can be conducted throughout the term.

Begin by reading the chapter or chapters in the summer, 1995, issue of Library Trends, which apply to your selected topic. This reading will provide a historic overview of the topic and an understanding of the status of that issue in small and rural libraries in 1995. Next, develop this topic and bring the content up-to-date to 2011, using research of the professional literature, web research, and your own experience and independent judgment. In addition, you need to interview a librarian or library director from a small or rural library or from a state or county library agency which provides support to small/rural libraries. This interview can be conducted by phone or e-mail and should elicit from the interviewee his/her assessment of your selected topic and how that particular issue is playing out in small and rural libraries today. Understand that although the Library Trends articles primarily focus on public libraries, you are not limited in your development of the topic to a discussion of public library issues. For example, if you choose the topic, "funding," you could focus your research on "Funding in the School Library." Obviously, you also would select a librarian from that type of library for your interview.

During the week of Nov. 28 - Dec. 4, the class will discuss these topics. Discussions will be conducted live in Elluminate. For these discussions, we will set up several fora, with at least one student in each forum who has researched each of the 5 issues. Each student will first post and narrate a brief presentation which summarizes key findings from his or her research on the selected topic. Next, each person will be responsible for leading a discussion on the selected issue and also for participating in the discussions of the other four issues that will be presented and led by other members of the forum.

Finally, each student will write a 5 to 8 page paper on his/her topic. The paper should begin with a brief (1-2 paragraphs) summary describing the status of the issue in 1995. Then incorporate both the librarian interview and outcomes / insights gained from the discussion into the paper, along with findings from individual research, in order to present an analysis of the issue today. Cite sources using the American Psychological Association (APA) style format.

The final version of the paper will be due on Dec. 7.

COURSE, SCHOOL, AND UNIVERSITY POLICIES:
Academic Code of Integrity

Students are expected to abide by The University of Arizona Code of Academic Integrity. 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Assignment Policies

Method for Submitting Assignments: Students will submit assignments by posting them in the drop box or on the discussion board in the D2L course site by 11:59 PM on the due date. Assignment due dates: Assignments submitted after the due date will cost 1 credit point for each day they are late, unless prior arrangements are approved by the instructor

Writing style: Papers should cite sources using the APA style format

Incompletes

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

Assignments will use the following grading and numerical scale.

<table>
<thead>
<tr>
<th>Description</th>
<th>Letter</th>
<th>Numerical Range</th>
<th>UA Final Grade</th>
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<tbody>
<tr>
<td>Exceptional</td>
<td>A</td>
<td>100-95</td>
<td>A</td>
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<tr>
<td>Excellent</td>
<td>A-</td>
<td>94-90</td>
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<td>Strong</td>
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<td>B</td>
<td>84-80</td>
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<tr>
<td>Needs Improvement</td>
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<td>79-70</td>
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<tr>
<td>Marginal</td>
<td>D</td>
<td>69-60</td>
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The percentage that each assignment counts toward the final grade is noted with the description of the assignment. Discussion and class participation, including keeping up with course content, will make up the final 20%. Discussion questions will be posted with each week’s materials, and students will be expected to make regular and substantive contributions to those discussions, based on readings, reviewing course content, volunteer or work experiences, etc. More detailed guidelines regarding participation will be posted on the course site at the beginning of the term.

Grades for each assignment will be posted on the D2L course site, with comments which will generally explain the grade.

INSTRUCTOR NAME AND CONTACT ADDRESSES:

Instructor: Karen Drake, Adjunct Professor

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Guided exploration

Click a term to initiate a search.

Audience

for Students (92)
for Faculty (28)
for Alums (24)
for Staff (17)
for Prospective Students (7)
more...
**Course**

IRLS417 (2)  
IRLS418 (1)  
IRLS432 (1)  
IRLS470 (2)  
IRLS488 (6)  
more...

**People**

Adjunct Faculty (152)  
Faculty (150)  
Staff (17)  
Friends (6)

**Semester**

Fall 11 (29)  
Summer 11 (27)  
Spring 11 (30)  
Winter 10 11 (1)  
Fall 10 (20)  
more...

**Task**

Choosing Courses (27)  
Advising (5)  
Applying (5)  
Registering (2)  
Submitting Final Paperwork (2)  
more...

**Topic**

Index (33)  
Masters (33)  
Research (20)  
Knowledge River (16)  
News (14)  
more...

**Related categories**

Course: IRLS566  
People: Adjunct Faculty » Drake  
Semester: Fall 11

**Guided keyword**