Course Syllabus

LI 863XJ

Advanced Human Resources Management in Library and Information Organizations

Fall Semester 2017

Faculty: Dr. Jim Walther
E-mail: Jwalthe1@emporia.edu
Primary Phone: (620) 341-5698
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet begins 8/21

Important Dates for Fall 2017

8/21 First Day of Class 9/1 Last Day to Add/Drop 10/27 Last Day to Withdraw
12/8 Last Day of Classes 12/16 Commencement 12/19 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

The course focuses on selected topics of current significance within the context of management of information organizations. Students investigate current issues related to the management of people, information resources, services and systems in library and information agencies. (Approved 3/9/2015)

Course Learning Outcomes

The course will focus on building upon basic knowledge of HR practices, perhaps as gained by SLIM’s LI805 course or workplace experience. Course Learning Outcomes (CLO) include:

As library managers, HR knowledge and skill become part of the toolkit of effective managers. Built on a foundation of effective organizational development, the focus of the course will be:

1. Research and examination of the broadest of HR areas: Talent Management; Training and Development; Compensation, and the related HRM issues of employee relations; labor relations; health and safety; change and strategy; and HR metrics.
2. Examination and evaluation of the performance management programs.
3. Examination of collective bargaining agreements and labor issues; analysis of HR laws on state and federal levels.

Course Overview

This course examines the principal aspects of human resources from a library perspective. Topics include: the evolution of human resource management (HRM); US labor laws and legal requirements, such as document collection and preservation; harassment policies; key functions and process of recruitment (selection, onboarding, evaluation, progressive discipline); staff training and development; staff longevity and retention; compensation and collective bargaining issues. Discussions may include: diversity training, analysis of rising benefit costs and succession planning.

Instructor Contact Information

First off, because this is an online only class, please realize I am sensitive to the fact that you may be working full-time and the only time you can work on the course is on nights and weekends. Therefore, please schedule time with me during evenings or weekends throughout the semester. We do not have a class meeting to answer your individual questions, but please know that I am available to meet your schedule beyond what is listed below. Please do not feel like you are bothering me to request to talk during evening hours. In addition to the phone and email information above, I am available via Skype, FaceTime, Canvas “Chat” and Zoom (Personal Meeting URL: https://kanren.zoom.us/j/4894914930). My office hours this semester are Tuesday Afternoons (Fall Semester - 2017).
Specific concerns:

- I will be in my office from 1:30 to 3 pm on Tuesdays (Central Time). At other times, appointments can be made via email, phone, Zoom, Skype, etc. If my availability changes at all, it will be noted in Canvas in *The Module Map*. My office hours are set aside exclusively for communicating with you; however, please feel free to contact me at any time. The Canvas email function is the best, first step.
- During office hours, I will be more likely to respond immediately. During other times, I will make every effort to respond within 48 hours. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as possible.
- On weekends when major assignments are due on Monday, I usually check email during those weekends.

Required Readings

We will have one required textbook for the course, as well as considerable readings within Canvas.


Recommended Readings (optional)


Learning Activities

The primary course textbook (Munde) will initially set the broad context of the themes of the course, but your work and my activity will be intended to further expand upon, illustrate and develop course content in a way that is understandable and intellectually intriguing. The modules and basic assignments are listed below.

Since this is a special topics course, it is assumed you have a deep interest in the course topic and will engage your peers in worthwhile discourse in discussion board posts and course activities.

For those of you working in positions where you have direct involvement in HR, please feel free to tailor your work to meaningful adaptation of the assignments for workplace application. The course will require substantial time dedicated to participation and reflection online. Your reflections will demonstrate your analysis and synthesis of the readings and other assigned activities.
In each module, I will post a page called *The Module Map* in Canvas.

This page will usually include:

- Lessons, demonstrations, Discussion Boards, tutorials, lecture videos, etc.
- Readings, resources, and other course content
- Changes in schedule or Office Hours
- Feedback on assignments, grading and reminders of upcoming milestones
- Further instructions for learning activities and assignments focusing on peer-to-peer learning

### Assignments

All grades are weighted by section. Further explanations of the course assignments are in Canvas.

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: HR Documentation</td>
<td>CLO #1 and #3</td>
<td><strong>Due: 10/2</strong></td>
<td>20 points</td>
</tr>
<tr>
<td>Assignment 2: Cases Study Evaluations</td>
<td>CLO #2 (performance)</td>
<td><strong>Due: 10/23</strong></td>
<td>20 points</td>
</tr>
<tr>
<td>Assignment 3: HR Interview</td>
<td>CLO #1-3</td>
<td><strong>Due: 11/20</strong></td>
<td>20 points</td>
</tr>
<tr>
<td>Assignment 4: Executive Summaries</td>
<td>CLO # by Topic Student Choice</td>
<td><strong>Due: 11/27 and 12/8</strong></td>
<td>20 points</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>All outcomes (1-3)</td>
<td>Throughout Course</td>
<td>20 points</td>
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</table>

**HR Documentation:** This assignment will give students the opportunity to look at the various forms of documentation in the hiring/recruitment/retention process, including the confidentiality issues of such records.

**Cases Study Evaluations:** Students will evaluate and solve business-case scenarios on various HR issues.

**HR Interview:** This assignment will give students the opportunity to discuss with an HR professional the challenges of their day-to-day role in libraries.

**Executive Summaries:** Either alone or with a student peer, students will closely examine an HR issue of their choosing and present to the class. This activity will serve as a final for the course. It will allow students to examine an issue perhaps not deeply examined until this project.
# Tentative Course Outline

In addition to the list for the textbook reading, always begin in *The Module Map* in Canvas.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1:</td>
<td>Introductions</td>
<td>Chapter 7 Munde (Skim Ch. 3)</td>
<td>Update profile biography</td>
</tr>
<tr>
<td>8/21-Labor Day</td>
<td>• Organizational Development</td>
<td>Readings in Canvas</td>
<td><strong>Due:</strong> 8/28</td>
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<tr>
<td></td>
<td>• Working in Libraries</td>
<td></td>
<td>HR Introductory Thoughts</td>
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<tr>
<td></td>
<td><strong>Due:</strong> 8/28</td>
<td></td>
<td><strong>Due:</strong> Tuesday, 9/5</td>
</tr>
<tr>
<td>Module 2:</td>
<td>Talent Management</td>
<td>Chapter 1 Munde</td>
<td>Topical Discussions</td>
</tr>
<tr>
<td>9/5-17</td>
<td>• Position Analysis</td>
<td>Chapter 5 Munde</td>
<td><strong>Due:</strong> 9/11 and 9/18</td>
</tr>
<tr>
<td></td>
<td>• Planning</td>
<td>Readings in Canvas</td>
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<tr>
<td></td>
<td>• Recruiting</td>
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<td></td>
<td>• Selecting/Interview</td>
<td></td>
<td></td>
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<tr>
<td>Module 2A:</td>
<td>The Documents of Talent Management</td>
<td>Readings in Canvas</td>
<td>Major Assignment #1</td>
</tr>
<tr>
<td>9/18-24</td>
<td><strong>Due:</strong> 10/2</td>
<td></td>
<td><strong>Due:</strong> 10/2</td>
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<tr>
<td>Module 3:</td>
<td>Training and Development</td>
<td>Chapter 4 Munde</td>
<td>Topical Discussions</td>
</tr>
<tr>
<td>9/25-10/15</td>
<td>• Staff Training</td>
<td>Chapter 5 Munde</td>
<td><strong>Due:</strong> 10/9 and 10/16</td>
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<td></td>
<td>• Performance</td>
<td>Readings in Canvas</td>
<td>Major Assignment #2</td>
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<td></td>
<td>• Retaining Staff</td>
<td></td>
<td><strong>Due:</strong> 10/23</td>
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<td></td>
<td>• Discipline</td>
<td></td>
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<tr>
<td>Module 4:</td>
<td>Compensation</td>
<td>Chapter 7</td>
<td>Topical Discussions</td>
</tr>
<tr>
<td>10/16-11/5</td>
<td>• Strategic Pay Plans</td>
<td>Readings in Canvas</td>
<td><strong>Due:</strong> 10/30 and 11/6</td>
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<tr>
<td></td>
<td>• Work Life</td>
<td></td>
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<td></td>
<td>• Pay for Performance</td>
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<td></td>
<td>• Pension/Benefits</td>
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<tr>
<td>Module 5:</td>
<td>HR in Public Libraries</td>
<td>Readings in Canvas</td>
<td>Topical Discussion</td>
</tr>
<tr>
<td>11/6-12</td>
<td>HR in Special Libraries</td>
<td></td>
<td><strong>Due:</strong> 11/13</td>
</tr>
<tr>
<td>Module 6:</td>
<td>The Law of HR</td>
<td>Readings in Canvas</td>
<td>Labor Law and Case Law Discussions</td>
</tr>
<tr>
<td>11/13-19</td>
<td><strong>Due:</strong> (after break): 11/27</td>
<td></td>
<td><strong>Due:</strong> 11/27</td>
</tr>
<tr>
<td>Turkey Module:</td>
<td><strong>Happy Thanksgiving</strong></td>
<td></td>
<td>Major Assignment #3</td>
</tr>
<tr>
<td>11/20-11/26</td>
<td>Enjoy your holiday week</td>
<td></td>
<td><strong>Due:</strong> 11/20</td>
</tr>
<tr>
<td>Module 7:</td>
<td>Special Topics</td>
<td>Collective Bargaining and other topics (from Dr. Walther)</td>
<td>Major Assignment #4</td>
</tr>
<tr>
<td>11/27-12/8</td>
<td><strong>Due:</strong> 11/27 (files)</td>
<td>Student <em>Executive Summaries</em> as a peer-teaching experience</td>
<td>Final Discussion</td>
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<td><strong>Due:</strong> 12/8 @ 5pm</td>
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SLIM Technology Requirements

SLIM has specific hardware, software and network requirements for all students that are specified on the SLIM website at [http://tinyurl.com/SLIMtechnology](http://tinyurl.com/SLIMtechnology). Computer technology is integrated throughout the curriculum, including the use of Canvas, ESU’s learning management system, and use of video-conferencing software. All students must have devices, high-speed Internet access, and current software for home use that makes possible full participation in extensive course assignments. The ESU financial aid office provides details about possible funding for purchase of computer equipment at [https://www.emporia.edu/finaid/](https://www.emporia.edu/finaid/).

Grading Criteria

Classes will be a mixture of lecture, student peer collaborations, activities and exercises. There will be module assignments on each skill, some by team and some individual. Often, your grade will therefore reflect both your team and individual work.

- All assignment files must include your last name and the name of the assignment, for example, WALTHER801XAETHICSGROUP1.doc (.pdf, etc.).
- Assignment grades will be posted in the Canvas grade book throughout the semester.
- Official, final course grades will be posted in ESU BuzzIn.
- All work, including Canvas postings, must be submitted as required on or before the due dates (usually Mondays at 11:59 pm CT). Each should reflect presentation, inquiry, appearance and technical quality, as well as substantive work product demonstrative of graduate work.
- Homework should not be emailed unless by request of the instructor, nor should they be submitted via Google Drive. Use Canvas upload features or bring to class as instructed.

I will use a rubric to grade major assignments. Rubrics will be customized for these specific assignments. Comments will be noted within the rubric or as “line notes” in the paper. The instructions for each assignment (available in Canvas) contain a description of the criteria upon which my evaluation of your work (your grade) will be based. Review the rubric for each assignment before you begin. If needed, please ask for more information about my grading or comments on your submissions.

This would include on a conceptual level, content presented with a high degree of original thought, logic and careful analysis. When cited, the works of others should be properly noted with bibliographic citations organized using APA format. In addition to these criteria, each assignment will have directions specific to that activity and the assignment-specific grading rubrics. (If more informal discussion, feel free to cite as: Author, 2016, but provide the citation to a new source the course may not have exposure to. The course textbook does not need to be repeatedly cited in Discussion Boards.) Formatting for written assignments will depend to some extent on the type of writing you are asked to do (e.g. a formal Project Draft vs. a Discussion Board).
**For late assignments:**
- One day late, 10% deducted
- One week late, 50% deducted
- To not have these deductions, submit on time or ask for an extension before the due date
- Late papers will receive the grade of the content, with deductions and minimal to no feedback/comments
- Meeting deadlines and handing things in on time is a professional competency, in which, you must excel.

**A note about writing:**
The SLIM faculty have high expectations for your writing. It is important in our profession that you are able to communicate clearly with a variety of people in a variety of formats (as evidenced by ALA Core Competence #1J). Please pay attention to a variety of factors: writing tone, grammar, punctuation, spelling, following APA citation formatting and format of writing type, (e.g. report, essay, discussion post, etc.).

**SLIM Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
<td>A-</td>
<td>90 - 95</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
<td>B+</td>
<td>84 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 76</td>
<td>D</td>
<td>74 - 83</td>
</tr>
<tr>
<td>B</td>
<td>69 - 69</td>
<td>F</td>
<td>80 - 83</td>
</tr>
</tbody>
</table>

**SLIM Grade Policy**

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.
If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy. (Updated 8/26/2014)

**SLIM Attendance Policy**

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to [http://www.emporia.edu/slim/studentresources/policies.html](http://www.emporia.edu/slim/studentresources/policies.html) for more information.

**SLIM Incomplete Grade Policy**

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete.

If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care
with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

**Course Evaluations**

Course evaluation is an important part of the process of teaching and learning. SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each and every course. The resulting data is reviewed by the instructors and the Dean, who work together to improve teaching and learning across the whole of SLIM. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center through the Campus Labs platform, and student responses are anonymous (unless students share any identifying information in their comments). Nobody in SLIM has access to individual student surveys at any time, and aggregated data is only made available to instructors at least one week after final grades have been submitted. (Updated 4/16/2015)

**Faculty-initiated Student Withdrawal Procedure**

SLIM instructors follow the university's policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

**Academic Dishonesty**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as
one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

**Disabilities Policy**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

**Contact information for the Office of Disability Services:**

Office of Disability Services  
106 Plumb Hall  
Emporia State University  
1 Kellogg Circle / Box 4023  
Emporia, KS 66801  
Phone: 620/341-6637  
TTY: 620/341-6646  
Email: disabser@emporia.edu