School of Library and Information Science  
University of Kentucky

LIS 690 Public Libraries and Business Management – Spring Semester 2011  
Instructors: Dennis Carrigan (primary) and Pam Duncan  
Dates of Semester: Jan 12 – May 6, 2011  
Course to be Conducted Online

Course Syllabus

Classroom sessions: This is an online course and includes no classroom sessions. However, I invite a student who would like to discuss the course with me to make an appointment for that purpose. (See contact information.)

Contact information: I prefer that you contact me via e-mail; my address is carrigan@uky.edu. If you wish to meet with me, I require a prior appointment, and you should use e-mail to make the appointment. My office address is 317 Little Fine Arts Library building. The School’s general phone number is 859.257.3317 and address is 320 Little Fine Arts Library building. I do not have office hours as such, because I am in my office most of the time, Monday-Friday 7:00 am - 4:00 pm. My virtual office hours are Monday-Friday 8:00am-4:00 pm, with the exception of those weekdays on which UK classes do not meet, e.g., Martin Luther King Day, spring break. My goal is to respond to student communications sent to me via e-mail within two hours of receipt of the e-mail or arriving at my office.

Course Format: This is an online course in which I expect discussion via Blackboard. (See “Discussions,” below.) In the way I go about the course, I make considerable material available to students, including what could be thought of as my “lectures.” I think of it as making available to students the notes they would take during lectures in a classroom. Note that Pam Duncan, JD MSLS, will teach the last quarter of the course and deal with human resources/legal issues.

Course Requirements: You will need access to an appropriate computer with a broadband Internet connection. NOTE that it is YOUR responsibility to ensure you have a reliable computer for use during the course. Ongoing “computer problems” will not be considered a legitimate excuse for missing course activities. If you have a computer that is known to be unreliable, you should rectify that situation. Required software includes a reasonably current copy of Office Professional that includes Word, Excel, PowerPoint, and Access. Note that all UK students are eligible for a one time free download of Office from the UK download site (https://download.uky.edu); you can get help with this process from the UK helpdesk (859.257.1300; http://www.uky.edu/IT/CustomerService/).

Blackboard: We will use the Blackboard course management system to facilitate the class. Please visit http://www.uky.edu/Blackboard/ to learn about this system and the login requirements. You should be automatically added to the Blackboard roll; if this goes as expected, you will not have to sign up manually for the course. Blackboard help is available online through the Blackboard wiki website (http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx), and from the UK helpdesk (859.257.1300; http://www.uky.edu/IT/CustomerService/). The helpdesk is also able to assist with all general computing issues (file download, browser updates, etc.).

Help: I am the course-instructor, not the Blackboard-fixer. If you have a Blackboard problem, contact the Help Desk:

Help Desk Contact Information
Call-in 859 218-4357 (218-HELP)
Monday-Thursday: 7 AM – Midnight

1 For contact information for Pam Duncan, see page 6.
2 Material “Course Requirements” through “Email” provided by Professor Joe Miller.
Email: It is vital that we can depend on effective email communication. Unfortunately, many personal email accounts can run into problems with the UK mail spam filtering system. For instance, some services like hotmail have been blocked at various times from receiving UK mail. Therefore, I ask that you always follow up if you have not had a response from me within a reasonable period (I usually will respond within 24 hours). If you are not getting through via email, you may leave me voicemail (859.257.3316). However, email will be our primary one-to-one communication channel and I expect you to check your email frequently (ideally at least once a day).

Distance Learning Library Services: At UK, students in online courses have available Distance Learning Library Services. The link to DLLS is: (http://www.uky.edu/Libraries/DLLS) Here is some of the information at that site:
Phone: (859) 257-0500, ext. 2171; 2nd Phone: (800) 828-0439; Fax: (859) 257-0505
E-mail: dllservice@email.uky.edu ; Location: 2-2, north wing, William T. Young Library 0456
Distance Learning Librarian: Carla Cantagallo
There is other information, including a link to the process to request document delivery and/or interlibrary loan.

Prerequisites: LIS 690 Public Libraries and Business Management is an elective course. There are no prerequisites. I expect to refer at times to material in LIS 603, the required management course, and to the book used in the course in recent years, but I believe not having had that course will not put a student at a disadvantage in this course.

Course description and overview: Organizations come in a variety of shapes and sizes, but each organization exists for a purpose. No matter what the purpose is, how small or large the organization is, how it structures or organizes itself, how elaborate its organization chart, whether it is a for-profit firm, a not-for-profit entity, or a government agency, an organization can be thought of as comprising two parts or components, one having to do with why the organization exists – its purpose – and one having to do with supporting the part that has to do with why the organization exists. The first can be referred to as the mission-specific part. The second can be referred to in a variety of ways, and one of the ways is, the business management component. This course has to do with major elements in public libraries’ business management component. As you will see in the class schedule, two sets of topics predominate, (i) funding/budgets and (ii) human resources/legal issues. In creating the course I discussed it with several public library directors, and without exception they told me those topics are the most important.

Course perspective: Although the School’s required management course should consider management and managers at all levels in an organization, this course will take the perspective of the public library director.

Course objective/student learning outcome: Perhaps the best way to approach the related topics of course objective and student learning outcome is to explain how the course came about: The School has an Advisory Council, and at a meeting of the Advisory Council in March 2009 member Karen Kasacavage, who is Director of the Woodford County Public Library, expressed the view that students in the school who intend to pursue careers in public libraries should be introduced to what she referred to as “business management” while in the master’s-degree program. Karen later explained: “When I referred to ‘business management’ I had in mind an overview of such things as facilities management, financial/fiscal responsibility, public relations, human resources – all the components that go into running a non-profit as a business not just a library.” My objective for the course is to do what Karen called for – introduce the student to the

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“business management” aspects of public libraries in order to make the student aware of the issues and challenges associated with certain aspects of business management. However, I want to go about this in a certain way, and that gets to the topic of student learning outcome: Although from time to time in the course I will refer to the textbook used in the required management course, nevertheless things I have written and materials I have acquired from public libraries will play the major role. Materials from or about specific public libraries will be especially important, because I want the course to have a strong practitioner orientation so that, at the end of the course, the student will understand and be able to discuss knowledgeably what public library managers confront as they deal with, for example, budgets, tax rates, annual financial statements, Governmental Accounting Standards Board Statement No. 34. Familiarity with certain terms, used in the course, also is an important student outcome. (And see following, Information versus understanding; Student input and resulting outcome.)

Information versus understanding: The following relates to course objective: Within the last year I read the autobiography of Harold Evans, who has had a distinguished career in journalism, first in England and more recently in the United States. Early in his career, while working for a newspaper, he taught an evening course unrelated to journalism. In the book he reflects on that experience: “In truth I was in their [i.e., the students’] debt. Face-to-face, I’d been made to appreciate what schoolteachers learn painfully but journalists behind a shield of print rarely do: transmitting information is easier than creating understanding.”4 My objective for the course is to create understanding, but see the following.

Student input and resulting outcome: The following has to do with student learning outcome: It’s reasonable to believe that students who take an elective course do so for any of a variety of reasons and bring to the course a variety of abilities, interests relative to the topic, and amounts of time they are able to, or willing to, devote to the course. A person who teaches a course has an obligation to do his best to prepare for and teach the course, but how well he goes about that is only one of two things that determine the outcome for each student. The other thing is what the student invests in the course.

Terms: Throughout the course, terms will be used. Some may be familiar, while others likely will not be. At the end of the course the student should be familiar with the terms. They are good material for a short-answer exam.

Books and other readings: Textbooks: There is no required textbook in the course, although, as I have noted, above, I will at times refer to the textbook used in LIS 603 the required management course: Stueart, Robert D, and Barbara B Moran. Library and Information Center Management. 7th ed. Westport, CT: Libraries Unlimited, 2007.

Articles: I will assign certain articles to be read, and while some will be from library-related journals, other articles will be from non library-related journals. Including articles from non library-related journals is appropriate, in that the course has to do with topics and issues and challenges that are relevant to organizations in general.

Library materials: Almost from the day I began to think about this course, I turned to a small group of public librarians for advice and help, and one of the principal ways they have helped has been by making available to me, for use in the course, materials from their libraries. When I identified something that a librarian provided and that I wanted to make available to students in the course, I was careful to ask for permission. Even though, because public libraries are public agencies, most materials are available to the public, I thought it was appropriate to ask for permission. In one or two cases I deleted the library’s name.

Other: I have written a number of things for the course but for the most part do not include them in the class schedule. Kentucky Department for Libraries and Archives staff member Terry Manuel has written, for the course, “Tax Laws, Regulations and Procedures for Kentucky Special Library Districts.”

Case studies: I have developed case studies that we will use in the course.

Examinations: Since I have to turn in letter grades at the end of the course, Pam Duncan and I have to include in the course things that are graded. There will be three such things, two exams and an essay. Exams: The week in which each exam will occur is in the course schedule. The first will be a combination of short answer and things a little longer, e.g., a paragraph. Pam will create and grade the second exam, which will cover only the material she deals with. The exami-

nation for her part of the course will consist of two sections. The first will be comprised of short answer and true/false questions. The second section will be a series of short real-life fact scenarios to which the students must apply their knowledge of legal concepts they studied for Pam’s portion of the course. Essay: All students will write on the same essay topic. I will provide the topic, and the essays will be due two weeks later. The date I will provide the topic and the date the essays are due are in the class schedule.

**Discussions:** I think of myself as being relatively new to teaching online, but the fall 2009 semester, teaching LIS 603 and LIS 645 online, I learned the value of Blackboard’s discussion forum. The value was confirmed in my two fall 2010 courses. I’ve also confirmed what I anticipated, that if students are not required to participate in the discussion forum, many will not. However, when I taught online for the first time, I required students to participate in the discussion forum, and some of the discussion was of little or no value and simply got in the way of valuable discussion. Still, I’m troubled by the prospect of “free riding,” which the economist Robert Frank defines as “choosing not to donate to a cause but still benefiting from the donations of others.” Thus, I expect each student to contribute to the discussion. I have no rule for what constitutes “contribute to the discussion,” but failure to do so will affect a student’s grade in the course.

**Grading:** The two exams and essay will weigh equally in course grade. I will grade the essay exams comparatively. At the end of the course I will convert the points earned on the three exams to course grade on the basis of:

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<tr>
<th>Points Earned</th>
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<tr>
<td>90% and above</td>
<td>A</td>
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<tr>
<td>80% to 90%</td>
<td>B</td>
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<tr>
<td>70% to 80%</td>
<td>C</td>
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<td>below 70%</td>
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I assign the grade of I (incomplete) only when I am convinced the student’s circumstances warrant it.

**Class schedule**


**Week 2 January 17:** Funding public libraries. I’ll make available something I’ve written about funding public libraries. Also, the importance of property taxes in funding public libraries makes it essential we understand property taxes and property assessment. The web site of the Fayette County Property Valuation Administrator’s Office is a wealth of information www.fayettepva.com

**Week 3 January 24:** Budgets and chart of accounts. Chart of accounts defined and discussed http://www.netmba.com/accounting/fin/accounts/chart/, public library chart of accounts; line-item budget; analysis,

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6 NetMBA, “Chart of Accounts” (“Reprint Policy: The articles published on NetMBA.com are copyrighted material. If you would like to distribute any of the NetMBA.com articles to others, there are three options: 1. Linking (no charge) – permission is not required to link to any NetMBA.com article.” (accessed December 9, 2009)
7 When I began to create the course, I asked public librarians for materials that I thought relevant to it. When I identified something that a librarian provided and that I wanted to make available to students in the course, I was careful to ask for permission. Even though, because Kentucky’s public libraries are public agencies, most of the materials that are produced in the course of operating the
budgeted amounts versus actual spending; Terry Manuel, “Tax Laws, Regulations and Procedures for Kentucky Special Library Districts.”

**Week 4 January 31**: Case study: E G Fisher Public Library


**Week 6 February 14**: Capital projects and bond issues. Read and discuss Official Statement, Clark County Public Library District (Kentucky) General Obligation Bonds, which I will make available. Whereas the Clark County Public Library bonds were in the total amount of $1.4 million, in September 2010 Fulton County, Georgia, which includes Atlanta, issued Library Bonds in the total amount of $167 million to fund phase 1 of the Atlanta-Fulton Public Library System’s Facility Master Plan. In November 2008 the voters, by a margin of 65%, had approved a total of $275 million in bonds for library facilities, and the $167 million was the first installment. We will look at this bond issue, too.

**Week 7 February 21**: Case study: Minneapolis Public Library

**Week 8 February 28**: Auditing public library financial statements. Governmental Accounting Standards Board; Facts about GASB http://www.gasb.org/ click on About GASB and then on Facts about GASB; Summary of GASB Statement No 34 http://www.gasb.org/st/summary/gstm34.html; public library audited financial statements; Management’s Discussion and Analysis. A good introduction to all of this, from the perspective of the public library, is Thomas J Hennen, Jr, “Do You Know the Real Value of Your Library?” Library Journal, June 15, 2001, 48-50.

(Monday, March 7, is the midpoint of the semester.)

Week 9 March 7: first exam (The exam will be a combination of short answer and things a little longer, e.g., a paragraph. It will be open books, notes, etc, although I ask that you not collaborate with another person when taking the exam.)

Week 10 March 14: Spring break

Week 11 March 21: Managerial accounting. I believe the essence of management is decision making, and I believe decisions should be based on information and analysis. Those things – management, decision making, information and analysis – come together in managerial accounting, whose purpose is to “provide useful information to the manager so that efficient and accurate decisions can be made.”

Week 12 March 28: Marketing. Also, please read this article: Fleming, Helen Ruth. “Library CPR: Savvy Marketing Can Save Your Library.” Library Journal, September 15, 1993, 32-35. (An especially good article about marketing at one public library.)

I will distribute the essay topic not later than Monday, March, 28.
Week 13 April 4: Facilities. I will make available facilities-related materials from a public library.

The essay will be due Monday, April 11, by 9:00 AM EST.

Pam Duncan will teach the remainder of the course, human resources and legal issues:

Information About Pam: Professor Carrigan invited me to share the teaching of this course, and I’m excited to be a part of it. Because I will be wearing two hats while teaching this course—attorney by day; instructor by evening and weekend—I will not be readily available to answer e-mail until after 7:00 pm Monday through Friday. If you have an emergency, please send the e-mail with “High Urgency” status to Pamela.DuncanM@uky.edu. You may also leave a message on my cell phone. The number is 859-806-1903. Like Professor Carrigan, I am not a Blackboard fixer, so all problems with that system should be addressed as he indicated above.

I am a licensed, practicing attorney, and I also earned my Master’s degree in Library Science from UK SLIS in 2009. I believe this combination of qualifications will allow us to share a perspective on employment law that also includes an understanding of libraries and librarians.

Structure of Pam’s Section:

a. Resources and Readings: You will have readings for each of the three weeks. These readings will come mainly from several online websites. The websites are designed to put sometimes complex legal issues into language that is user friendly. This is to say that all students should rest assured that they do not need a legal background to understand or enjoy the final four weeks of this course. My hope is to make the concepts as clear as possible so that when you go into your jobs you will have the knowledge to recognize possible problems in the workplace. Additionally, familiarity with the websites used will help you assist library patrons needing legal information.

The websites where you will find your weekly readings are as follows:

i. http://www.findlaw.com – Legal Resources from Thomson Reuters
iii. http://www.topics.law.cornell.edu/wex – Cornell University Law School, LII/Legal Information Institute

I will assign various articles and sections from these websites. The assigned readings will be posted in full no later than March 1, 2011. Contact me once they are posted, if you have questions or do not understand which items you are required to read.

I will also provide several short papers that I write myself. Those writings will help to summarize and clarify the website readings and the legal concepts they involve. These will be posted no later than March 15, 2011.

b. Discussion: Discussion is mandatory. On Sunday and Tuesday of each week, I will post two topics for discussion. Discussion opens as soon as the questions are posted. Your opportunity to respond to the Sunday question will last until Monday at midnight. The Tuesday question, once posted, will be open until Wednesday at midnight.

Discussion and Grade: Your participation in discussion is 5% of your grade for my section. Quality, not quantity,
is the basis for determining your grade. Quality will be judged by the responsiveness to the question, use of specific references to the reading, a demonstration of an understanding of the concept, and application of the law to the facts.

c. Short Answer Weekly Writing Exercise: On Thursdays of each week, I will post two questions which will require a written response. The responses should be no more than one page in length (Times New Roman font, 11 point). You will have until Saturday at midnight to post your written responses. The information required in each written short answer will come from that week’s readings, but you may refer to previous readings if applicable.

Written Short Answer and Grade: Your written short answers will represent 10 % of your grade for my section. The quality of your responses will be judged using the same criteria as that for your discussion responses.

d. Exam: Your exam will consist of two sections. The first will be a series of short answer questions and true false. The second section will contain a series of short fact scenarios that will require you to place yourself into the employer/administrator’s place and apply the best practices according to the legal concepts you learned during the three previous weeks. Answers should include specific references to legal issues and laws. (Proper legal citation is not required). This exam will represent 85 % of your grade for my section of the course.

Schedule and Topics for Pam’s Section:

Week 14 April 11: Discrimination: specific antidiscrimination laws; protected classes; other antidiscrimination issues

Week 15 April 18: Employment Leave: vacation & sick leave; family & medical leave act; pregnancy; jury duty & voting; military leave; miscellaneous leave

Week 16 April 25: Employment Issues & Practices; Termination: hiring; compensation; personnel policy; employment privacy; at-will employment; impermissible reasons for termination; employment contracts; proper termination practices

Week 17 May 2: Second exam (The second exam will cover only the material that Pam Duncan presents.)