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 retired June 30, 2011. I am teaching part time and do not have office hours as such. However, I do have an office, LCLI 353, and I am in my office quite a lot, especially mornings. I prefer that you contact me via email; my address is carrigan@uky.edu. If you wish to meet with me, I require a prior appointment, and you should use email to make the appointment. My office phone number is 859.257.3316. The School’s general phone number is 859.257.3317 and address is 320 Little Fine Arts Library building.

Course Format: This is an online course in which there are no classroom sessions. I encourage discussion via Blackboard. I will use the Echo 360 “lecture capture system” to record the audio and video of comments that I make about aspects of course material and topics. Echo 360 recordings will not necessarily be full-length lectures; I will use the technology to supplement, or elaborate on, printed material. There is no textbook for the course, but I have written a number of things for the course and will make them available at the appropriate times. The class schedule also includes relevant articles. Pam Duncan, JD MSLS, will teach the last quarter of the course and deal with human resources/legal issues; see pages 5-6 of the syllabus.

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 IT Service Center, the former helpdesk (859.218.4357; http://www.uky.edu/IT/CustomerService/).

Blackboard: We will use the Blackboard course management system to facilitate the class. I have found Firefox to be superior to Outlook when working in Blackboard. 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 IT Service Center (859.218.4357; http://www.uky.edu/IT/CustomerService/). The Service Center is also able to assist with all general computing issues (file download, browser updates, etc.).

Email: It is essential 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. 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://libraries.uky.edu/dlls Here is some of the information at that site:

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1 Contact information for Pam Duncan is on page 5.
2 Portions of the material “Course Requirements” through “Email” courtesy of Professor Joe Miller.
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, 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 part. This course has to do with major elements in public libraries’ business management part. 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, Public Libraries and Business Management takes 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 “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 knowledgeable 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: A couple of years ago I read the autobiogra phy 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.” 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 the student’s investment in the course. I choose the term “investment” for a reason. An investment is associated with a return, and where a course is concerned, a student’s return – the learning outcome – depends, to a large degree, on the size of the investment the student makes 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 and will make each available at the appropriate time 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,” which I will make available at the appropriate time.

**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, and the three will be of equal weight in determining class grade. Exams: The week in which each exam will occur is in the class 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 examination 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 essay will be due two weeks later. The date I will provide the topic and the date the essay is due are in the class schedule.

**Discussions:** Discussion forum is a valuable feature of Blackboard, and I take advantage of it. However, whereas some instructors in online courses require participation in discussion forum, I do not require it, but I do expect it. Contributing to discussion forum by all of us increases the value of the course for all of us, and 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 may affect a student’s grade in the course. Throughout the 75% of the course that I am responsible for, I will monitor and participate in the discussions the current week and the immediately preceding week. Because I will commit to monitor and participate in the discussions the current week and the immediately preceding week, it is important to stay current.

**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:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% and above</td>
<td>A</td>
</tr>
<tr>
<td>80% to 90%</td>
<td>B</td>
</tr>
<tr>
<td>70% to 80%</td>
<td>C</td>
</tr>
<tr>
<td>below 70%</td>
<td>E</td>
</tr>
</tbody>
</table>

I assign the grade of I (incomplete) only when I am convinced the student’s circumstances warrant it.

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**Class schedule**

**NOTE:** I have written something about many of the topics that we deal with in the part of the course I am responsible for, and I will make what I’ve written available. I refer to “the part of the course I am responsible for” because Pam Duncan, who is one of our graduates and also an attorney, will be responsible for the final four weeks, as you’ll see below. Pam’s willingness to take on the human resources/legal issues part of the course will make it a much better course.


**Week 2 January 16:** 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 On the home page, clicking on ABOUT leads to links to interesting information, and clicking on NEWS & INFO does the same. The 2011 Annual Report is especially informative and a good place to begin. The QUARTERLY NEWSLETTERS have varied and relevant information.

**Week 3 January 23:** 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 (I will make a public library example available); analysis, budgeted amounts versus actual spending (I will make a public library example available); Terry Manuel, “Tax Laws, Regulations and Procedures for Kentucky Special Library Districts.”

**Week 4 January 30:** Case study: E G Fisher Public Library

**Week 5 February 6:** Capital projects and bond issues. Read and discuss *Official Statement, Clark County Public Library District (Kentucky) General Obligation Bonds*, which I will make available, along with a discussion. 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 6 February 13:** Case study: Minneapolis Public Library

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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 agencies has to be made available to anyone who asks for it, I thought it was appropriate to ask for permission. In this case the person who made it available did so after she deleted the name of the library and the names of the employees. I thought deleting that information entirely appropriate.
8 Prior to the 2011 article, which appears in the April 1 issue, for a number of years the annual articles appeared in the March 15 issue.
Week 8 February 27: Auditing public library financial statements. Governmental Accounting Standards Board; Facts about GASB http://www.gasb.org/ click on About GASB (tab near top) 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 5, is the midpoint of the semester.)

Week 9 March 5: 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 12: Spring break

Week 11 March 19: 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.”9 There is a brief discussion of managerial accounting at http://www.managerialaccounting.org/index.html I have written a discussion, “Managerial Accounting and Public Libraries,” that I will make available.

Week 12 March 26: 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 have written a discussion of marketing that I will make available.

I will distribute the essay topic not later than Monday, March, 26.

Week 13 April 2: Facilities. I will make available facilities-related materials from a public library.

The essay will be due Monday, April 9, 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 as we approach my section of the course. I will advise you when they are posted. If you have questions or do not understand which items you are required to read, please contact via e-mail for clarification.

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. It is important to read these papers as much of the information in discussion and on the final exam will be taken from these “recaps.”

b. Discussion: Discussion is mandatory. On Sunday and Wednesday of each week, I will post topics for discussion. Discussion opens as soon as the questions are posted. Your opportunity to respond to the Sunday question will last until Tuesday at noon. The Wednesday question, once posted, will be open until Friday 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. Do not simply repeat what others have written. Be sure to expand on the comments posted.

c. 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 95% of your grade for my section of the course.

Schedule and Topics for Pam’s Section:

Week 14 April 9: Discrimination: specific antidiscrimination laws; protected classes; other antidiscrimination issues

Week 15 April 16: Employment Leave: vacation & sick leave; family & medical leave act; pregnancy; jury duty & voting; military leave; miscellaneous leave

Week 16 April 23 (last week of classes): Employment Issues & Practices; Termination: hiring; compensation; personnel policy; employment privacy; at-will employment; impermissible reasons for termination; employment contracts; proper termination practices

Week 17 April 30 (exam week): Second exam (The second exam will cover only the material that Pam Duncan presents.)