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**LIS 690 201 Public Libraries and Business Management – Spring Semester 2015**

**Instructors: Dennis Carrigan (primary) and Pam Duncan**

**Dates of Semester: Jan 14 – May 8, 2015**

**Course to be Conducted Online**

**Course Syllabus**

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**Classroom sessions:** This is an online course and has **no classroom sessions**.

**Contact information:**<sup>1</sup> I retired June 30, 2011. I am teaching part time and do not have an office at UK or office hours. My virtual office hours are Monday-Friday 8:30 AM – 12:00 noon, Eastern Time, on days classes are held. I prefer that you contact me via email; my address is carrigan@uky.edu. My home phone number is 859.266.7268. The School's general phone number is 859.257.3317 and address is 320 Little Fine Arts Library.

**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, how small or large the organization, how it structures or organizes itself, how elaborate or simple 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 aspects, 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 aspect. The second can be referred to in a variety of ways, and one of the ways is, the business management aspect. This course has to do with public libraries' business management aspect.

**Prerequisites:** None. I may refer at times to material in LIS 603, the required management course in the LIS program, and to the book used in LIS 603 in recent years, but I believe not having had that course will not put a student at a disadvantage in Public Libraries and Business Management.

**Course Format:** This is an online course in which there are no classroom sessions. I encourage discussion via Blackboard. I will use Camtasia Studio to record comments about aspects of course material and topics. The recordings will not be full-length lectures, but rather will supplement, or elaborate on, printed material and topics. 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 6-7 of the syllabus.

**Course Requirements:** You will need access to an appropriate computer with a broadband Internet connection, and 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 and Excel. At one time UK students were eligible for a one-time free download of Office from the UK download site (<https://download.uky.edu>). Help with the site should be available from the UK IT Service Center <http://www.uky.edu/IT/CustomService/>. According to the web site, "Students, Faculty, and Staff may also contact the IT Service Desk to receive additional technical support by calling (859) 218-4357 or by emailing questions to [218help@uky.edu](mailto:218help@uky.edu)"

**Blackboard:** We will use the Blackboard course management system. (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 class 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/CustomService/>). The Service Center is also able to assist with all general computing issues (file download, browser updates, etc.). In addition, I'm attaching to this syllabus **Student Troubleshooting Tips for**

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<sup>1</sup> Contact information for Pam Duncan is on page 6.

**Online Courses**, made available by Sarah Asher, Instructional Designer, Academic Planning, Analytics and Technologies, Office of eLearning, UK.

**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 (859.266.7268). However, email will be our primary one-to-one communication channel and I expect you to check your email frequently.

**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:

- Phone: (859) 257-0500, ext. 2171; Fax: (859) 257-0505
- E-mail: [dllservice@email.uky.edu](mailto: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 library card request form and to the off-campus access instructions.

**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, KY, said 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 to me:

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 major “business management” aspects of public libraries in order to make the student aware of the issues and challenges associated with aspects of business management. However, I will 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 budgets, property tax rates, annual financial statements, and the challenges of human resources. 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: Several years ago 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 class 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.”<sup>2</sup> 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 considerable degree, on the size of the investment the student makes in the course. To put it another way: I will do my part, but only you can do your part.

**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.

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<sup>2</sup> Harold Evans, *My Paper Chase: True Stories of Vanished Times* (New York: Little, Brown, 2009), 165.

**Books and other readings:**

**Textbooks:** There is no required textbook in the course, although, as I have noted above, I may at times refer to the textbook used in LIS 603 the required management course: The book is Moran, Barbara, Robert Stueart and Claudia Morner. *Library and Information Center Management*. 8<sup>th</sup> ed. Libraries Unlimited, 2012.

**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 materials:** 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, *Kentucky Tax Laws, Regulations and Procedures for Library Special Purpose Governmental Entities*, which I will make available at the appropriate time.

**Case studies:** I have developed two public library 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 course grade.

- **Exams:** The week in which each exam will occur is in the class schedule. 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. 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."<sup>3</sup> 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 that students 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 :

90% and above	=	A
80% to 90%	=	B
70% to 80%	=	C
below 70%	=	E

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

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<sup>3</sup> Robert H Frank, *Microeconomics and Behavior*, 7<sup>th</sup> ed (Boston: McGraw-Hill Irwin, 2008), 573.

## Class schedule

**NOTE:** I have written something about 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 in Blackboard course content. 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 makes it a much better course. (Last fall, a student who had taken this course wrote: "I recently had an internal interview in which my manager was really impressed with everything I already knew about HR - it was all from this class!")

**Week 1 January 14:** Public libraries and business management. Dennis Carrigan, "What is 'business management'?" I'll make available something I've written in which I discuss this. In addition, I'd like those in the class to read two articles: Julie Bloom, "City Ballet Names Chief To Oversee Business," *The New York Times*, November 17, 2009, [http://www.nytimes.com/2009/11/17/arts/dance/17ballet.html?\\_r=1&scp=4&sq=new%20york%20city%20ballet&st=cs](http://www.nytimes.com/2009/11/17/arts/dance/17ballet.html?_r=1&scp=4&sq=new%20york%20city%20ballet&st=cs) Laura Pedersen-Pietersen, "Callings: A Manager Who Moved from Innings to Arias," *The New York Times*, April 18, 1999, <http://www.nytimes.com/1999/04/18/business/callings-a-manager-who-moved-from-innings-to-arias.html?scp=1&sq=&st=nyt> The articles demonstrate the portability of business management skills from one type of organization to another.

**Week 2 January 19:** The financial function and public libraries. I'll make available something I've written about the financial function and 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, Kentucky, Property Valuation Administrator's Office is a wealth of information [www.fayettepva.com](http://www.fayettepva.com). On the home page, putting the cursor on NEWS & INFO leads to links to a variety of information. If you click on Documents you get to links to a variety of publications, including the 22-page *2014 Annual Report*, which is especially informative and a good place to begin.

**Week 3 January 26:** Budgets, chart of accounts. Chart of accounts defined and discussed <http://www.netmba.com/accounting/fin/accounts/chart/>; public library chart of accounts; accounting, what is it? line-item budget (I will make a public library example available); analysis, budgeted amounts versus actual spending; Terry Manuel, *Kentucky Tax Laws, Regulations and Procedures for Library Special Purpose Governmental Entities*. I have located and want to make you aware of the 132-page *Ohio Public Library Accounting Handbook*, 4<sup>th</sup> ed, 2008 <http://www.olg.org/AccountingHandbook/LibraryAccountingHandbook4thedition82608.pdf> I'm not asking you to read this; I merely want you to be aware of it. It might be useful in your job, today or someday.

**Week 4 February 2:** Dennis Carrigan, Case study: E G Fisher Public Library Since most public libraries in the U.S. are small, I wanted a case study about a small library. I learned about and became interested in this library because a student in the class several years ago made the other students and me aware of E G Fisher Public Library, in her hometown.

**Week 5 February 9:** Asking for more money. Referenda, ballot measures, levies. Please read the brief discussion by John Berry, "Going to the Voters," *Library Journal*, September 1, 2010, 8, and the most recent article I've been able to locate in the *Library Journal* series about public library referenda: Beth Dempsey, "Voters Keep the Doors Open," *Library Journal*, March 15, 2012, 64-68.<sup>4</sup> The following brief article discusses successful operating levies by two Ohio public libraries: Dean Narciso, "Columbus, Southwest libraries to reverse some cuts after voters OK levies," *The Columbus Dispatch*, November 3, 2010. <http://www.dispatch.com/content/stories/local/2010/11/03/02-libraries.html> In addition, the Executive Director of the Columbus Metropolitan Library in Ohio has written an article in which he discusses, among other things, the use of "local operating levies" by Ohio public libraries. See Patrick Losinski, "Lessons from Ohio," *Library Journal*, September 15, 2011, 26-29.

**Week 6 February 16:** 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 of it. 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 ap-

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<sup>4</sup> *American Libraries* publishes an annual "Referenda Roundup" article. The format differs from the *Library Journal* annual referenda article, and I prefer the *LJ* format, because it is more complete. However, it appears *LJ* has discontinued the series. In recent years the *American Libraries* article has appeared in the January/February issue.

proved 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, and a discussion of it that I have written.

**Week 7 February 23:** Dennis Carrigan, Case study: Minneapolis Public Library The Minneapolis Public Library, founded in 1885, no longer exists. A half-dozen or so years ago, in response to financial difficulties, MPL was absorbed by Hennepin County Library. The transaction often is referred to as a merger, but I believe it's more accurate to say MPL was absorbed by or acquired by Hennepin County Library. I developed the case study to show the importance of the financial function and the possible consequences if that function is not carefully monitored.

**Week 8 March 2:** Accounting, auditing public library financial statements. Dennis Carrigan, "What is Accounting?" I've written a brief discussion of accounting and will make it available. Governmental Accounting Standards Board; *Facts about GASB* <http://www.gasb.org/> Put the cursor on ABOUT US (tab near top right) and click on Facts about GASB; Summary of GASB Statement No 34 <http://www.gasb.org/st/summary/gstsm34.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 9, is the midpoint of the semester.)**

**Week 9 March 9: first exam** The exam will be short answer and will be timed. It will be open books, notes, etc, although I ask that you not collaborate with another person when taking the exam.

**Week 10 March 16:** Spring break

**Week 11 March 23:** Marketing (I). Marketing in general: Dennis Carrigan, "Marketing." Benson P Shapiro, "Marketing for nonprofit organizations," *Harvard Business Review* 51, 5 (September/October 1973): 123-132. In her book *Creating Your Library Brand*, public library director Elisabeth Doucett comments that "*Marketing* is a term used by librarians to mean many different things and therefore has become confusing." I am certain of that, and I'm certain that, in order to achieve what marketing makes possible, it's essential to understand what marketing is about and how it works. It is with that in mind that I have this 42-year-old article among course readings. Shapiro's discussion of "dual constituencies" has special relevance to public libraries.

**Week 12 March 30:** Marketing (II). Marketing and the public library. So important is marketing to public libraries that *Public Libraries* editor Kathleen Hughes declared the 50<sup>th</sup> anniversary issue of the magazine "a theme issue, which focuses on marketing your library."<sup>5</sup> The issue has a number of public library marketing articles. However, in spite of its age, the best public library marketing article I've read – and I've read many – is Helen Ruth Fleming, "Library CPR: Savvy Marketing Can Save Your Library" *Library Journal*, September 15, 1993, 32-35. Also valuable is Cathy De Rosa, et al, *From Awareness to Funding: A Study of Library Support in America* (Dublin, OH: OCLC, 2008) <http://www.oclc.org/reports/funding.en.html> (A sophisticated "segmentation analysis" of a substantial portion of the US adult population as the basis for marketing programs "aimed at increasing and sustaining library funding for U.S. public libraries.")

*From Awareness to Funding* is especially relevant to marketing and the public library. It is more than 200 pages, and I've not located an "executive summary." The link takes you to a page where you have the option of downloading the complete report or the introduction and individual chapters. I hope you will read introduction, chapter 1 (From awareness to funding), chapter 7 (Conclusion), and perhaps dip into other chapters. Chapter 2 Who are the library's financial supporters? is nearly half of the report.

**I will distribute the essay topic not later than Monday, March 30.**

**Week 13 April 6:** Facilities. I will make available facilities-related materials from a public library.

**The essay will be due Monday, April 13, by 9:00 AM EDT.**

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<sup>5</sup> Kathleen M. Hughes, "Editor's Note," *Public Libraries* 50 no. 1 (Jan/Feb 2011): 2.

## **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 call my personal cell phone. The number is 859-753-8048. Again, because I may be in meetings, hearings, or otherwise unavailable, I may have a delay in responding to emergencies as well. 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
- ii. <http://www.nolo.com> – NOLO -- Law for All
- iii. <http://www.topics.law.cornell.edu/wex> – Cornell University Law School, LII/Legal Information Institute
- iv. <http://www.eeoc.gov> – The Equal Employment Opportunity Commission
- v. <http://www.dol.gov> – The US Department of Labor

I will assign various articles and also 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 me 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 a series of short answer questions, true/false questions, multiple choice, and some short fact scenarios that will require you to put yourself into the employer/administrator's shoes 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 13:** Discrimination: specific antidiscrimination laws; protected classes; other antidiscrimination issues

**Week 15 April 20:** Employment Leave: vacation & sick leave; family & medical leave act; pregnancy; jury duty & voting; military leave; miscellaneous leave

**Week 16 April 27 (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 May 4 (exam week):** Second exam (The second exam will cover only the material that Pam Duncan presents.)

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### Student Troubleshooting Tips for Online Courses

(from Sarah Asher on 01.12.15<sup>6</sup>)

- Please run the manual update for the Operating System (Windows Update for Windows machines and System Update for Apples).
- Please run the manual update for the browser by going to Help and selecting Update or searching Update. It is best to have multiple updated browsers – just in case something does not work in one, you can try in another. For more information on what is supported, please follow this link: [http://help.blackboard.com/en-us/Learn/9.1\\_2014\\_04/Administrator/010\\_Release\\_Notes/Release\\_Notes\\_9.1\\_090\\_2014\\_04/Supported\\_Technologies\\_for\\_End\\_Users](http://help.blackboard.com/en-us/Learn/9.1_2014_04/Administrator/010_Release_Notes/Release_Notes_9.1_090_2014_04/Supported_Technologies_for_End_Users)
- Verify your Java version at <https://www.java.com/en/download/installed.jsp> or update your Java at [www.java.com](http://www.java.com) – follow the on-screen prompts.
- Check if Flash Player is installed on your computer at <http://helpx.adobe.com/flash-player/kb/find-version-flash-player.html> or update Adobe Plug-ins at <http://www.adobe.com> and select Adobe Flash player and then Adobe Shockwave Player – following the onscreen prompts.
- Clear browser's cache/browser history.
  - Internet Explorer – Clear browser History by going into Tools (cog icon) > Internet Options > and in the General Tab, find the Browsing History section and select the Delete button. In the pop-up window check all boxes and select Delete
  - Mozilla Firefox – Clear cache by going to Options > Privacy Tab. Click on link to 'Clear your recent history', change Time Range to Everything and under Details make sure all boxes are checked. Select Clear Now button.
  - Chrome – Clear cache by going to 'Customize and Control Google Chrome' > History > Clear browsing data... . Choose to obliterate the following items 'from the beginning of time,' checking all the boxes before selecting 'Clear browsing data.'
  - Safari – Open Safari menu > Preferences > Advanced > check the box to show develop menu. Go back to the Safari menu > Develop > Empty Caches.
- Make certain that uky.edu is set as an exception for your pop-up blocker.
- If you are having connection issues, make certain computer/laptop is 'hard-wired' to modem or router (using an Ethernet cable) which may help make connection stable.
- If you keep your computer/laptop on for long periods of time, a system restart may be necessary before logging into Blackboard to take an exam or upload an assignment.
- If you are using Internet Explorer and your Assignment/Test is hanging at 'Saving...', please follow this link to allow mixed (secure and non-secure) content:  
<http://wiki.uky.edu/blackboard/Wiki%20Pages/AllowMixedContent.aspx>
- Do not use a mobile device or tablet to:
  - Upload Assignments

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<sup>6</sup> Sarah Asher is Instructional Designer, Academic Planning, Analytics and Technologies, Office of eLearning, UK.

- Take Tests
  - If you run into technical difficulty, contact your Instructor, carbon-copying the IT Service Desk (218help@uky.edu) with the following information:
    - Course Name
    - Assignment, Quiz, or Content name you are having trouble with (include screenshot, if you are able)
    - Include approximate time that you ran into difficulty
    - Navigate back to your 'My Bb' tab and include the Application Server ID information given in the Application Server ID module
  - ISP timeout – Many Internet Service Provider (ISP) connections are set up to automatically disconnect when no activity is detected for a particular length of time (15, 20 minutes or so). When you are doing tests/surveys in Blackboard, although you are clicking answers and maybe typing responses, this activity is not detected by the ISP. If it takes longer than the time-out period for you to take the test, the Internet connection will be down when you try to submit. The test won't submit, and you will be locked out of your test. You should remember to click the Save button at the bottom periodically while taking a test. Although this won't necessarily save your answers in case there is some other problem, it will establish some connection with the Blackboard server, so the ISP will detect activity and not time out. You will need to click Submit at the end of the test.
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