

**LIBS 7030 Financial Management of Public Library Organizations
SYLLABUS
Spring, 2022**

Instructor: **Dr. John B. Harer**

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Hours: Online/email: any reasonable time of the day, subject to availability

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Basic Course Information

Required Texts

Sannwald, W.W. (2018). *Financial Management for Libraries*. New York: Neal-Schuman Publishers, 2018.

Additional supplemental / suggested readings and resources will be identified or made available in the course Blackboard (Bb) site.

Course Description

Prerequisite(s): LIBS 6010, 6031 or permission of Chair. Introduction to theory, resources, concepts and current practices of the financial management of public libraries.

Introduction: LIBS 7030 is a financial management course that will instruct students in the theory, resources, concepts and current practices of financial management within today's public libraries. The emphasis of the course will be on the application of theory, analysis, and problem solving skills to current financial management problems within the public library environment. The course is designed to describe the basic accounting, auditing, and performance assessment methods, practices and techniques used in real world public libraries. Understanding these concepts and their applications can assist the student in their preparation for public library management and financial management related problems in their career.

Course Learning Outcomes

The course learning objectives are for the student to learn:

- how to analyze budgetary problems and create appropriate solutions
- how to effectively communicate in the library budgetary process (verbal and written)
- assess the fiscal impact of current and emerging situations on resource development
- planning and budgeting in public libraries
- how to develop partnerships, collaborations, networks, and other structures such as grant-applications in the financial management of the public library

The student learning outcomes will be that students can know and critically apply:

- techniques used to analyze budgetary problems and create appropriate solutions
- effective communication techniques within the library budgetary process (verbal and written)
- principles and methods used to assess the fiscal impact of current and emerging situations on resource development
- principles of planning, budgeting and applying for grants in public libraries
- concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures in support of the financial management of the public library

Standards / Objectives Addressed by Course:

- ALA Core Competencies: # 1e, 1i, 1j, 5g, 8a, 8d
- AASL / NCATE: # 4.4, 5.3, 5.4 ?
- MLS Program Objective: # 6
- NC DPI: # 1.2, 1.5-1.7, 3.2, 4.2, 4.7

LIBS 7030 Overview Outline of Assignments

General information for all assignments:

- The course will cover the financial activities of a library from the development and implementation of the budget to the accounting / auditing activities at the end of the year this term.
- This course will require a certain level of knowledge of administration in a public library.
- All students will focus on a partner public library for course assignments and activities. Statistical information will be based on your real partner library's information in the latest *statistics for your state's public libraries*:
 - North Carolina: <https://statelibrary.ncdcr.gov/services-libraries/resources-library-staff/data-and-evaluation/north-carolina-public-library-statistics>
 - Normally, the state library of any specific state will have a link to public library statistics
- You will also find national and state level aggregate statistics at this Institute for Museum and Library Services (IMLS) web site: <https://www.ims.gov/research-evaluation/data-collection/public-libraries-survey>
- Statistics for a specific library accessible through the IMLS statistics site: [Library Search & Compare \(ims.gov\)](#)
- The course will be divided into 5 units with the readings and assignments being related to each unit being assigned.
- The course assignments (and thus you) will benefit from interactions between the student and public library administrators and between all other course students. Participation quantity and quality in a timely manner are all essential to passing the course.

Assignment Descriptions:

Module 1: Basics of Public Library Finance

17 points

- **Date due: By January 30** (end of the day)

- Assignments:
 - Introduce yourself to your classmates: Blog submission: **2 p**
 - Budget exercise and online group meeting discussion **5 pts**
 - Budget control paper **6 pts**
 - Discussion on budget techniques 4 pts
 - Community Data Resources and LINC: <https://statelibrary.ncdcr.gov/services-libraries/resources-library-staff/data-and-evaluation/community-data-resources>
- Readings:
 - Sannwald, chapters 1, 3 and 5 (textbook)
 - Hurst, N. (2013). The book stops here. *Public Libraries*, 52(5), 36-42.
- Resources:
 - Public Library Survey (definitions and statistics) at: <https://www.ims.gov/research-evaluation/data-collection/public-libraries-survey>
 - Glossary of Financial Terms (American Library Association): <http://www.ala.org/aboutala/mleader/factsheets/financialterms>
 - State Library Statistics
 - North Carolina State Library Data and Statistics Center: <https://statelibrary.ncdcr.gov/services-libraries/resources-library-staff/data-and-evaluation/north-carolina-public-library-statistics>
 - Normally, the state library of any specific state will have a link to public library statistics for that state
- Learning objectives addressed: 1-6

Module 2: Budget Performance and control

17 points

- **Date due: By February 20** (end of the day).
- Assignments:
 - Benchmarking exercise: 5 pts
 - Accounting exercise: 6 pts
 - Group project on Data Sources: 4 pts
 - Blog on financial mistakes administrators make: 2 pts
- Readings:
 - Sannwald, chapters 2 & 4 (textbook)
 - IMLS Search and Compare (Search tool to compare libraries by various metrics for benchmarking exercise): <https://www.ims.gov/search-compare/>
- Additional Resources:
 - Prentice, A. E. (2011). "Financial planning," *Public Libraries in the 21st Century*, 181-207

Resources:

1. IMLS state and national level data for public libraries: https://www.ims.gov/sites/default/files/fy2014_pls_tables.pdf
2. IMLS Economic Indicators metrics including access to broadband: <https://www.ims.gov/data/data-catalog/ims-indicators-workbook-economic-status-and-broadband-availability-and-adoption> This link includes a wealth of data, **by county and state**, in a spreadsheet showing various economic indicators (e.g. poverty rates, number of people with health insurance, employment, SNAP benefits, access to a home computer and access to the Internet)
3. Commentaries and documents about budgeting:
 - Public Library Budgets

- Revenues and Expenditures
- Fiscal Year Budgets
- Who Pays for Libraries

Learning objectives addressed: 1-6

Module 3: Revenue

20 points

- **Date due: By March 13** (end of the day).
- Assignments:
 - Online discussion on fees and fines: 5 pts
 - Paper on grants: 5 pts
 - Discussion on fundraising 5 pts
 - State Aid to Public Libraries course: 5 pts <https://statelibrary.ncdcr.gov/services-libraries/grants-libraries/state-aid-public-libraries>
- Readings:
 - Sannwald, chapter 6 and 7 (textbook)
 - Bethea, A. (2011). Has Charlotte survived?. *Library Journal* 136(9), 28-32
 - Clapp, D. (2010). Fee-Based Services. *Public Libraries*, 49(6), 24-6;
 - Dempsey, B. (2010). For Love or Money. *Library Journal*, 135(15), 20-23
 - Dixon, J. (2017). Doing fine(s)? *Library Journal*, 142(6), 40-44.
 - Eberhart, G. M. (1999). To fine or not to fine. *American Libraries*, 30(8), 75-78.
 - Gerding, S. (2008). Tips and resources for finding grants. *Online*. Nov/Dec, 32(6), 16-21.
- Resources:
 - LSTA Grants in North Carolina: <https://statelibrary.ncdcr.gov/services-libraries/grants-libraries/lsta-grant-information/apply-lsta-grant>
 - Other State Library of North Carolina grant opportunities:
 - SLNC Adapts (COVID-19 Relief grants to help libraries respond to community need: <https://statelibrary.ncdcr.gov/services-libraries/grants-libraries/slnc-adapts>
 - (1) State Aid to Public Libraries fund and (2) Continuing Education Scholarship Program: <https://statelibrary.ncdcr.gov/services-libraries/grants-libraries>
 - Adapting Technology grants: <https://statelibrary.ncdcr.gov/services-libraries/grants-libraries/adapting-technology>
- Learning objectives addressed: 1-6

Module 4: Expenditures and Return on Investment (ROI)

19 points

- **Date due: By April 3** (end of the day)..
- Assignments:
 - **Class discussion on Chapter 9 Budget Topics: 4 pts**
 - **Return on Investment (ROI)/Cost Benefit Analysis (CBA) exercise: 10 pts**
 - **Performance budgeting/outcomes-based budgeting: 5 pts**
- Readings: Partner library statistics as provided via: <https://statelibrary.ncdcr.gov/services-libraries/resources-library-staff/data-and-evaluation/north-carolina-public-library-statistics>
 - Sannwald, Chapters 4.
 - Readings on Return on Investment (ROI):

- Bureau of Business Research, University of Texas at Austin (2013, Spring). Texas public libraries: Economic benefits and return on investment. *Texas Library Journal*, pp. 6-13
 - Kelly, B., Hamasu, C., & Jones, B. (2012). Applying return on investment (ROI) in libraries. *Journal of Library Administration*, 52(8), pp. 656-671.
 - University of North Carolina-Charlotte Urban Institute. (2010). Expanding minds, empowering individuals, and enriching our community: A return on investment study. University of North Carolina at Charlotte. (various pages will be listed)
 - White, L. N. (2007). An old tool with potential for new uses: Return on investment (ROI). *Bottom Line*, 20(1), pp. 5-9.
- Learning objectives addressed: 1-6

Module 5: Sample Budget & Presentation

25 points

- **Date due: By April 27** (end of the day)..

Assignment: Paper: This unit will be a budget presentation. (Excel workbook sheets format and Word document in a Powerpoint presentation (total 15-20 slides).

- Readings: Sannwald, chapter 8 (textbook)
- [Charlotte-Mecklenburg budget presentation](#)
- Learning objectives addressed: 1-6

Module 6: Finals week discussion: 2 pt

Resources:

ALA Budget Presentation template(see Module 5 Resources for this Power Point template):

ALA “Making Budget presentations”: <https://www.ala.org/advocacy/making-a-budget-presentation>

More ALA Budget Presentation tips “Best Practices”: <https://www.ala.org/advocacy/making-a-budget-presentation#best>

Finals day assignment:

5 pts

A discussion board topic will be provided. The class will respond to this discussion as directed.

Grading Notes

1. As this is advanced degree program (i.e. graduate program), the expectations of the quality of work is higher than in undergraduate programs. These expectations exceed simply completing assignments on time. Letter grade of "A" is reserved for those few assignments of a quality that demonstrates significant effort and critical thinking beyond the completion of the assignment criteria. Letter grade of “B” is the more frequently awarded grade for assignments that meet the minimum assignment criteria and that are submitted on time. Letter grades of “C” or “F” are awarded for assignments that minimally address assignment criteria or fail to address minimum assignment criteria.
2. Assignment grades are assigned based on the following ranges (official grading scale of the MLS program) covering the 100 total points of the course

Above proficient	Proficient	Below Proficient	Below Proficient
93 or above = A	85 - 92 = B	78 - 84 = C	Below 78 = F

- A grade of “A” means that the assignment was “above proficient” and has substantially exceeded the criteria and requirements of the assignment and was submitted on time.
 - A grade of “B” implies that the assignment was “proficient” meaning that it has met the criteria and the standards / objectives of the assignment and was submitted on time.
 - A grade of “C” implies that the assignment was “below proficient” and only minimally met all of the criteria and the standards / objectives requirements of the assignment or was not submitted on time.
 - A grade of F implies that the assignment was “below proficient” meaning that it has not minimally met the criteria and the standards / objectives requirements of the assignment or was submitted substantially late.
3. Incomplete Policy – Incompletes are not allowed in this course. Students who feel that they cannot successfully complete the course should request to drop the class by emailing both [Karen Mathis](#) (or her replacement) and DEdrops@ecu.edu and indicate your name, the course name and number, the section number, and the reason you need to drop the course.

Instructional Methods

This course is a graduate level course that requires outside reading and studying of research resources. High quality writing and presentation skills are required for all assignments as appropriate to a graduate level course. In addition to information from the course information provided by the instructor, students are expected to locate and use supplemental resources (electronic and print) in support of completing their assignments.

Assistance from the instructor is available to you in your learning experience. The instructor will provide additional support and effort whenever requested by a student and keep providing it until the student is comfortable in their knowledge/abilities. I cannot read your mind; if you need explanation, clarification, or additional information on an assignment or course activity, and then please let me know.

The LIBS 7030 course is an **asynchronous course** in terms of being delivered online via the Internet; there are no mandatory on campus meetings to attend. During the time of our course together, students are expected to communicate with their classmates and the instructor on a regular basis (meaning that requests for responses are submitted by the stated due date). Participation in class discussion sessions is essential.

Submitting Assignments

All assignments are due by the end of the day (about mid-night) on their due date.

Submission by type of assignment:

- Written assignments (including Word documents, Power Points, Spreadsheets, etc.) are to be submitted to the assignment submission link provided with the Blackboard assignment instructions menu
 - Discussion board responses are to be submitted on the discussion board
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Students should contact the instructor early on / immediately when clarifications of an assignment are needed. Technical problems occur, so please plan for these possibilities and post your assignments ahead of time. Please remember that technical difficulties are not an excuse for the late submission of assignments or missing an assignment.

Additional Course Information

Honor Code

Academic integrity is expected of every East Carolina University student. Assignment and course grades will be reduced for violations.

Accessibility

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the instructor immediately. East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252-737-1016, Voice/TTY). For more information on the department's ADA compliance, click [ADA compliance information](#).

Contingency Plan for Course Delivery in Case of Technical Challenges

Dr. Valentine has provided phone numbers and faxes to deliver course information in the event that the ECU email or Internet system fails for an extended amount of time. Extreme disasters /emergencies resulting in wide scale electrical, phone outages will be dealt with as appropriate to the situation.

In order to success complete this course, you will be required to have access to and be able to effectively use personal computers, the Internet, email programs, online databases, and Microsoft Word, Excel, and PowerPoint. The ECU program has an extensive set of online and technical support resources available to the student on the department website and should be your first line of communication for technology difficulties.

Copyright

All of intellectual property used or created in LIBS 7030 created on any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you, your classmates as expressed in course assignments and email discourses, and the course instructor as expressed in his course syllabus, class assignments, course resources, and presentations of an audio/video nature. The copyright law does allow what is described as "fair use" of copyright materials. Under "fair use" of copyright protected materials used or generated within LIBS 7030, students may only utilize protected intellectual property in support of their education pursuits in this class as long as fully cited and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and "fair use."