

Library Directors are Public Agency Administrators:
Graduate Library Programs do not Prepare
Librarians to become Public Administrators

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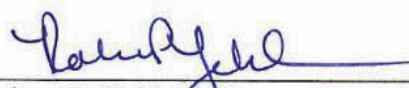
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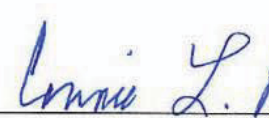

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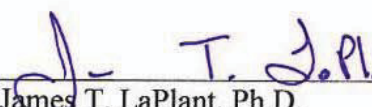

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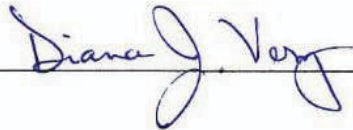
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ABSTRACT

This study describes the deficiencies in American Library Association (ALA) accredited masters in library and information science (MLIS) programs in 50 institutions throughout the United States that purport to prepare librarians to become public administrators. The literature review discusses how the success of a public library is connected to the political rapport of the director with local government officials.

A correlation was revealed between the budget loss due to the economic recession and the loss of professional library positions to paraprofessional positions. In researching job announcements and MLIS courses, the functions of the director positions were matched against the various courses in the MLIS programs. Some functions and skills were met by the MLIS programs in the same percentage as those needed in the job announcements, but many were not. The librarian coming from library school would not be prepared to take on management positions, although library positions without management tasks are disappearing in this economy.

A recommendation from this research would be for the student to complete a dual degree for management and librarianship and work or volunteer in a public library while in school. By the completion of the program, the librarian will have several years of library experience and knowledge of both disciplines in order to start working up the career ladder in librarianship.

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Chapter I

INTRODUCTION TO LIBRARY DIRECTORS AS PUBLIC ADMINISTRATORS

Public libraries are public agencies funded by public taxes from local, state, and federal taxing agencies. The responsibilities of the public library director include those of any public administrator liable for tax funds. This research paper will discuss the deficiencies in graduate library and information science programs to prepare librarians to take positions of management in a library system. The primary goal is to provide an argument for the necessity of the library community to insist on proper management education for librarians who desire to become public library managers. The objective is to prove that the study hypotheses are true, which would mean that (1) the fewer the number of librarians working in a facility, the higher the probability that the librarian is working in management and that (2) the American Library Association (ALA) accredited graduate library programs do not prepare librarians to be public library directors or managers. The study will explain the duties of library directors and assistant directors and show how those responsibilities are directed more toward administering a public agency than toward work as a librarian. Search committees for library directors look for experience in public libraries and continued promotion to supervisory or management positions within the library to fill their open positions. They are looking in the wrong direction. Management education for librarians comes from informal sources such as supervisors and other librarians, but the directors of these public agencies are not required to have formal

education in basic management in order to form a foundation of responsible management skills. In a time when the formats of the library collection materials (books) are changing and budgets are reduced, public libraries need to find their place in changing technologies. Library directors need to be chosen by their ability to manage and lead a public organization rather than merely by the ability to serve as a librarian.

Librarian associations are beginning to understand this need as they create more and more opportunities for librarians to learn the principles of public agency administration. The Public Library Association (PLA) created a Certified Public Library Administrator (CPLA) program that teaches management and administration issues to librarians who have been in a supervisory position for at least three years. The classes for this program are one or two-day workshops created to answer specific questions about library administration. One of the problems with this program is that the librarian must already have been a supervisor or manager for three years before entering the program. The training comes after the experience.

A recent promotion was distributed for another program from PLA called the PLA Leadership Academy: Navigating Change – Building Community. The academy was a three and a half day event held in Chicago in March 2013. The paragraph below is a description of the program taken directly from the invitation.

Developed in collaboration with the International City and County Managers Association (ICMA), the PLA Leadership Academy offers a unique focus on developing the skills needed to work with municipal officials and other community stakeholders to enhance the position of the library within the community and improve the overall effectiveness of library services and programs.

The invitation states that those interested in participating must complete an application and submit it with three letters of recommendation. The applicant must have an MLIS degree and have at least five years of increasingly responsible experience in order to participate. Again, the training comes after the experience.

These are two examples of attempts by a key library association that are specifically directed to and attended by public librarians. The leadership of the association is working to fill the need of educating the management staff but creating a difficult time-line for those who want to learn about the foundations of management and administration before they make mistakes from lack of instruction.

Many people from the library community seem to have an almost spiritual relationship with the services of the library and become indignant at the possibility of running the library as a business or public agency. Even at a leadership conference for chosen librarians, the importance of the administration side of the library is neglected. A grant opportunity announcement from ALA for funding to attend the conference defined the goals of the conference as an opportunity to discuss leadership skills. This falls far short of the skills needed for a public agency director. The library director position should concentrate on management, as well as leadership, in local government and the business community.

Most public libraries cannot afford to hire librarians who only perform job duties such as cataloging, children's services, reference, and collection development. In order for a librarian to receive a wage worthy of a Master's degree level of skill, the librarian will also take on administrative and management responsibilities, which are not taught in most library schools. This brings up the issue of whether the library degree requires a

Master's level or should it be a bachelor's degree with the Master's level for specialization into other topics of interest, such as management, information technologies, or library specific programs. This change in curriculum may not work in the academic librarian environment where the librarian is expected to be qualified to teach classes about how to use the library or research seminars for detailed research techniques. Another point of view may be that a change would be beneficial because most academic librarians are required to have two Master's degrees, so a bachelor's degree in library and information science might actually be beneficial for the academic librarian as well, by using one of the Master's as a specialization into a deeper level of inquiry in library or research functions, while the other would be in the field of interest, whether English literature, American history, or other liberal arts concentration.

My expected outcome was to show that library school does not offer adequate preparation for students to become library directors. As discussed above, librarians often do not make a salary that is worthy of a Master's degree level of work and, therefore, will seek opportunities in library management to make a living wage. This study shows that in order for librarians to increase their salaries and advance in their careers they seek promotions to management and administration.

The lack of business education establishes a lack of creativity for running a public agency, which a library is. Although a public agency or non-profit agency does not produce a profit, it does need to use profit-making principles to create a larger budget or to effectively use the funding provided.

We need to run our libraries like businesses. Libraries can't afford to keep things that don't circulate. We need to approach collection decisions like we're paying

rent on every foot of shelving. We need to study our competition to learn how they choose, display and sell or distribute books and materials (Garvey 2009, p. 1).

Not understanding how to determine a budget, enhance a budget, and effectively use a budget is detrimental to the agency and what services it offers. A budget to an organization is like a skeleton to a body. The budget holds up the organization and determines its size and dimensions. If, in a thousand years, someone finds an agency's budget, that person will be able to determine the priorities of the agency by analyzing how the agency used the funds.

Management is much more than financial management. Traditional business education programs include management, marketing, accounting, finance, and managing information systems (Mackenzie and Smith, 2009). The management curriculum standards from International Assembly for Collegiate Business Education (IACBE) are management principles, organizational behavior, human resource management, and operations management (Mackenzie and Smith 2009). These curriculum standards for the management section of traditional business education are what are missing in the library director's education. Many librarians do not understand that management education is more than finances and resist more management education because they assume that their accounting department will be responsible for business management.

The primary question about the curriculum for library programs should be about education in areas of management and administration of those responsible for creating curriculum standards. Is the knowledge base so confined to librarianship that library scholars do not know how to relate to the real world aspects of managing a public

agency? As stated in the study by Mackenzie and Smith, “The question remains as to whether the graduate library degree offers its students the opportunity to gain the knowledge that they will need to enter leadership and management positions within the library professions” (Mackenzie and Smith 2009, p. 130).

Illegal activity of big business is one criticism against running the library like a business. “Exploiting cynicism about ‘bad’ businesses is still a quick and easy way to extinguish any heat and light generated by promises to run government like a business” (Hill 2009, p. 1). Business management theory and principles do not produce pyramid schemes and other such illegal devices. Unethical and anti-social behaviors are what produce illegal business activities. Just as not all government employees are skimming off personal assets from government funding, so most business professionals are achieving efficiencies and effectiveness through solid ethical business principles. Going forward, it might be useful to be even more direct: “We need to run government, and even big businesses, by the fundamental business principles that made America the greatest economy ever” (Hill 2009, p. 1).

Important Aspects Overlooked. Many important aspects of management are overlooked in the primary management class offered at most MLIS programs. Library directors need to understand the business part of directing a library so they do not depend on their employees or someone from the county/city business office to explain the state of the library. The position of library director requires an understanding of basic business principles in order for the director to be creative and innovative in using public funds and staff resources. The director needs to be confident enough in knowledge of the business to be able to ask the right questions. Good management and leadership skills are so much

more than what can be taught in a one-semester survey course. Good library business truly is a life-long learning process and needs a solid foundation in management and administration. Several of the areas are identified below:

1. Understand organizational structure
2. Staff resource management
3. Strategic planning and budget forecasting
4. Budget preparation and fund accounting
5. Creating a learning organization, succession planning
6. Understanding law and other government requirements

These areas are described in detail below to provide an overview of what skills are needed in the library management positions and what areas should be added to the curriculum in the graduate library programs.

1. Understand Organizational Structure. Understanding the basics of how the agency is organized and how the library system accomplishes its goals is an important step in managing the business of the library. What type of organizational structure does the library have? Who is really in control? Are the ones in control working with assumed authority or assigned authority? How deep is the organizational culture ingrained into the system? Is the culture enhancing a positive work environment and creativity or is it dysfunctional and harmful?

In connection with the assessment of who maintains control, the manager or director should also know about the lines of communication. Does the director speak to every member of the staff? Is the staff involved in decision-making? Do they hear about new policies affecting their job by reading the local newspaper? Do people outside the

library know more about decisions than the staff does? Lines of communication develop from the organization's culture. Leaking out information and letting the rumor mill carry out the bad news can be an easy but hurtful way to communicate. Failure to communicate to staff directly reflects a lack of respect for the staff and their position in the organization. Using the excuse of being too busy to keep staff informed takes that lack of respect to another level.

2. Staff resource management. Wages and benefits are often the highest costs in the library budget. Expensive training and travel are also high budget items. These are important factors in keeping a good staff at full capacity. It is important to learn how to motivate the staff. Money is not usually the top priority for staff, which is helpful in this time of economic recession. Many will work for less pay in order to work for an organization that appreciates staff and respects their knowledge and professional abilities. Managers need to provide reasonable and timely performance appraisals with encouragement and feedback. A heartfelt "thank-you" and a "good job, well done" go a long way in motivating staff.

3. Strategic Planning and Budget Forecasting. Learn the language of management and accounting. Understand that business language is half the battle in learning management styles. In an article about marketing the library directed toward librarians, the author uses jargon like stakeholders, target audience, strategic positioning, and fiscal year initiatives budget (J. A. Keller 2008). These are important ideas and it is important to know how to use business language appropriately. Every industry has its own verbiage describing its policies and procedures. Management is not an exception.

Strategic planning and budget forecasting are not strictly defined procedures. They are tools that are used to be proactive instead of reactive in business environments. If the director finds out that the community is setting up a development that will provide independent living for older adults down the street from a branch, the library would not plan on putting in a huge children's library section. Planning for adult service programs may be a better use of funds. Use of business analysis tools, such as SWOT and community or environmental assessment, to determine library environment and how to plan effectively are important tools with which every public agency director should be familiar.

4. Budget Preparation and Fund Accounting. Misappropriation of public funds has serious consequences. It is the library director's responsibility to know and understand the laws and statutes that apply to the library funds. Understanding how to read and create financial statements is also the responsibility of the director. This responsibility should not be placed on the shoulders of staff. The director should be able to provide the board, community leaders, and the rest of the staff with a financial report of the status of the library funds and explain all details of that report. Accountability shown through financial statements and reports provides proof of reliability and security of investments that the public has made to the library. Good managers make good financial decisions. Good financial decisions come from understanding:

- Balance Statements, Income Statements, Cash Flow Statements
- Cost Principles
- Internal Control Issues
- Allowable Costs

- Funding Sources
- Compliance and Regulation Issues

5. Creating a learning organization, succession planning. A learning organization is one that is not stagnating. The organization is providing for new and better ways to serve the customers and staff. One specific way to determine whether it is a learning organization is to ask, “How is change managed?” Is change accepted and planned? Or, is it hushed or ignored? Planning for change and creating a path is the best way to provide a calm and accepting environment.

Succession planning is another way to plan for change. Providing a career path is a good method for insuring against dramatic changes to the culture and environment. Allowing upward mobility or promoting from within will create a sense of loyalty and leadership in the ranks of staff, especially within a large library system. Conversations with library staff at DeKalb County Library in Georgia reinforced this statement. Many staff members commented that they appreciated knowing that they could apply for promotion within the system and they did not feel “stuck” in the same job.

Cross training is an effective tool to allow staff the opportunity for advancement. Cross training also provides an opportunity for the trainer to better understand his or her own job by teaching someone else. It addresses procedural changes that may be appropriate. It is the best time for “I don’t know why we do it. It’s always been done that way” to be taken out of staff vocabulary. It is a great time to learn why the job is done that way and research the policy or procedure to find out if it’s still necessary and why.

6. Understanding law and other government requirements. The federal government changed its way of addressing management issues and fiscal responsibilities in the early

1990s with the introduction of *Government Performance and Results Act of 1993* (GPRA). Accountability for performance through evaluation of outcomes was part of the law that brought management issues to the forefront in public federal agencies and has caused all government agencies receiving federal funds to perform the same evaluation and reporting responsibilities. This is an example of some of the laws that public agencies are required to follow, but many people do not understand the basis for these laws. Media license laws, for instance, pertain to showing movies in public. Although a library collection may include movies as well as books, a showing of a movie from the collection to a public audience requires a license from the owner of the copyright. A well-meaning children's librarian offering a showing of a Disney movie for a library-sponsored program without a license is in violation of a federal law. Although Copyright Law is common in most library schools because of the direct impact it has on library services, other laws that deal with human resources, facilities management, public policy, and community networking are not part of the curriculum.

Outline of the Study

Literature Review. Chapter 2 will include an extensive review of literature from the 1800s to the current year. This topic has been discussed in different research studies ever since public libraries became more common in small and rural communities and more tax dollars were being used to support these libraries throughout the U.S.

A description of the graduate library and information science program at a major university in Illinois is provided to describe an ideal model for a library science program that contains the resources for a student to prepare for an administration or management position. This study will show that these resources are not common in most of the library

programs, and librarians usually graduate with only one or two survey courses in management.

A common misconception among library staff and stakeholders is that libraries are considered public service providers but not necessarily considered an intricate part of local government. Public libraries have the resources to provide economic and community development information to local government officials, but many library directors do not have the ability to understand the community needs because of the myopic view of library education.

Research Theory and Methodology. Chapter 3 will provide an explanation of the type of analyses that were used to determine if the hypotheses were true. The primary goal was to provide an argument for the necessity of the library community to insist on proper management education for librarians who desire to become public library managers. Almost \$12 billion from taxes is supplied to public libraries throughout the nation, yet few question the ability of the director to manage public agency funding and management of the agency (Miller et al., 2011). Library schools should be held responsible for supplying librarians who are ready to assume the managerial responsibilities of a public agency. Education agencies require their administrators to have additional training to become an administrator and do not expect a teacher to learn management skills by osmosis. Teacher certifications require a bachelor's degree, which sometimes requires five years to complete. To become a principal or school administrator, a higher degree in education administration or management is required. Librarians have not taken this path. This research gives evidence that public librarians require a foundation in public administration to succeed in their careers as public library directors and managers.

The research was in a grounded theory in which I sought data that show the number of librarians who are not using their library skills but are using management skills that they received through experience rather than through formal education. The assumptions were that library duties are performed by the paraprofessional staff, with only oversight given from the degreed librarians. Because of the emphasis on librarian skills instead of management skills, one may assume that the library culture sees the work of the librarian as far more important than the work of the administrator and, therefore, only requires a library degree and not a management degree, even in management positions. In an academic setting where the librarian will mainly work within library functions with students and faculty in helping guide research and teaching classes, it would be understandable that the library degree would be most beneficial in their work. When working in a public library, however, the librarian is most likely a manager or director who is responsible for staff, facilities, political agenda of the city and county governments, budget, and many other politically charged activities. The attitudes of the librarian culture will have to change before hiring practices change, and recruiters must understand the difference between agency management and professional librarianship.

The procedures for determining the deficiency in management courses for library management and administration personnel were performed by an analysis of the number of courses from the 50 ALA-accredited institutions in the U.S. Required skills and abilities of current job opportunities posted for library management positions with management courses in the graduate library and information science programs were compared to the available courses of study to find if there is a correlation between the education and the job opportunities.

Statistical analysis from public library statistics surveys produced annually from the U.S. states and territories have been compiled by the Institute of Museum and Library Services (IMLS), a federal agency and funder of U.S. libraries. The Georgia Annual Report of Public Library Statistics that is submitted to IMLS for the public library survey each year gives a more in-depth analysis of librarian salaries and other staff salaries.

Public libraries are governed by legislation in all 50 states that determines how libraries are created, funded, and managed. In many states, management expertise is required to be certified or licensed by the state. This is significant to the understanding of the requirements put on the library director in order to oversee the public agency. An analysis was performed for this study to determine if there is a correlation between the states that require certification and the salaries between certified staff and other staff within public libraries.

Research. Chapter 4 will present a narrative of the findings from the statistical research. Upon completion of the analysis, the findings proved the research questions. Conclusions and Recommendations. Conclusions and recommendations will be provided in Chapter 5 to give opportunities for further research and suggestions to solve the questions addressed.

Chapter II

LITERATURE REVIEW

Chapter 2 contains a review of literature that pertains to the knowledge and skills required for a library director or manager to perform the necessary tasks and duties of managing a public agency. The literature is presented in five different topic areas that will coincide with the different aspects of statistical analysis explained in Chapter 4. The first and second sections are about the key traits that a library director needs, the past and present images of the librarian, and how some stereotypes continue to plague librarians. The remaining three sections contain information about ALA accredited graduate library programs, comparisons about state legislation defining library administration in 50 different states, and examples of different management techniques beyond Total Quality Management (TQM).

Competencies of a Library Director

A review of the literature concerning the traits and competencies of a public library director indicated a common theme throughout—that more administration and management expertise is needed than what is provided in traditional graduate library programs. The required competencies have changed over the last several decades as local governments and government regulations have become stronger and more powerful. Technology changed the way governments conduct business. More sophisticated procedures within public agency administration have created a need for higher-level competencies for all public agency management positions. As the responsibilities become

more externally-centered than internally-centered, the library director must reach out to government officials and agencies to accomplish the goals of the library.

In Babcock's dissertation about skills and knowledge needed by public library directors, he concluded that a "strong relationship exists between the skills and knowledge needed by the library director and that needed by business managers and leaders in business" (Babcock 2007, p. 102). His concluding statements include his assertions that "ALA and library schools need to re-examine the course of study required for the MLS" and that those seeking "public library work should be familiar with basic management work" (Babcock 2007, p. 101). Totten and Keys (1994) in an article for *Library Trends* encouraged including courses in library school for librarians that teach how to manage change in organizational structure and external stakeholders through creativity, risk-taking, innovation, and intuition to prepare leaders and managers for future library success. The authors stated that "library management courses for the twenty-first century must include a component which exposes students to original thinking which encourages change as well as guiding them to be original thinkers themselves" (Totten and Keys 1994, p. 45).

Within the same issue of *Library Trends*, Rooks (1994) stated that the demands of library directors are increasing and so must the range of skills and abilities for library directors to be successful (Rooks 1994). Rooks focused mainly on academic library directors, adding to the importance of providing more in-depth management courses to a master's program in library science for all librarians who plan to be promoted to administrative positions.

Henington's article from the same issue of *Library Trends* dealt with the political aspects of the library director positions and hierarchical positions of power that the library director must navigate to ensure adequate funding for library success (Henington 1994). His qualitative study provided anecdotal data from public library directors whose libraries are part of different types of governmental hierarchies and required different relationships in each type of political environment. The knowledge, skills, and abilities to work within these environments are not addressed in the curriculum at library schools. More studies identified the public library director with the importance of understanding the local government and the budget strategies.

A dissertation by Velasquez stated that the "relationship and rapport a public library director has with the city is a key component to making the library a success" (p. 42). She found through her research of 20 libraries in the Midwest that "some directors are more politically savvy than others [but] all decisions had political implications consciously or unconsciously when made" (Velasquez 2007, p. 43). Blake stated in his dissertation of 1988 that he found political activity by the library director was always positively related to the level of local support in the communities he studied (Blake 1988). "Knowing how to work with government organizations, with city departments, and with library boards would seem to be a basic, and crucial, competency for public library directors in making their libraries successful, yet it did not emerge in the initial content analysis of the study's literature review" was a comment from a dissertation by Jordan from University of North Carolina in Chapel Hill (Jordan 2012, p. 113). She stated that this competency did not emerge until the Delphi research methods were performed during her research. Jordan also recognized in her research that the

public library director is “in charge of a government public organization” (Jordan 2012). This was a consideration in this research because the first objective was to confirm that the public library is a local government agency when supported by local tax dollars and within the local budget.

“Difficult economic conditions result in a set of challenges and uncertainties that while unfortunate, present libraries with opportunities to re-position themselves strategically and politically within their user communities” (Murray 2011, p. 22). Library directors need the education and experience to be able to grasp the opportunities to re-position their library within their communities. Without management skills and abilities, these opportunities will be lost. Without an understanding of organization structure and change, directors will not understand how to market their resources and abilities to serve the community. “For the savvy librarian, the worst of times can sometimes be transformed into the best of times” (Murray 2011, p. 22).

In a dissertation completed in 1967, Farley stated that within his research he found that “institutional administration in the United States draws heavily upon techniques developed in business” (Farley 1967, p. 4). The library community, however, has not followed other public organizations and does not provide adherence to business techniques in library administration. His research reflects back on studies completed from the 1940s and 1950s. The lack of preparation for the library director to understand business techniques and management tendencies prevalent for more than 60 years has been a limitation in the library community for many decades. Farley posited that one assumption in his work was that general principles of administration are applicable to all types of organizations, whether they are retail stores, factories, schools, or libraries. This

assumption was a basic factor in the current research and was reflected in the job descriptions and courses available in graduate programs.

Farley wanted his research to instigate further investigation into the areas of management needed for the library administrator. His initial research started in 1961. Fifty-one years later I am attempting to make some of his same points in order to ensure that library directors are ready to be public administrators. An article by Harris (2011) describes her experiences as a library manager taking over an under-performing library department using management literature and approaches to address library services and staff rewards in a time of falling budgets. A study in *Work & Stress*, referred to by Harris, discussed poor leadership and management as a key source of stress in all the groups within the research project. The lack of consultation with the staff and lack of transparency surrounding management decisions and policies produced stress and distrust among the staff toward management (Gillespie et al., 2001). Harris encouraged others who read this article to seek out “other discipline literatures for suggestions on how to maintain productive, satisfied staff,” providing the insight that library literature does not fully develop management expertise for practical staff management (Harris 2011).

Changes occur in the interview process when recruiters look for more than librarian skills for their directors. According to Corbus, when interviewing for a director, the interviewing board should make sure that the would-be director has vision, is resourceful, a team player, accountable, a people person, has political savvy, has good judgment, is an entrepreneur, and is a consensus builder (Corbus 1998). Corbus maintains that the interview team should look at the interviewee’s style, pace, and education to determine if the person is a good fit for the library stakeholders. The interesting note here

is that the attributes mentioned do not pertain to the details of collection development, cataloging, or shelving, but only to management and leadership qualities that are not learned or acquired through library graduate school programs.

Sager (2001) wrote about the “evolving virtues” (title) of library administrative skills from the perspective of a library executive recruiter with years of experience on library director search committees. He stated that jargon has changed the job description announcements, but some of the skills such as “communication ability and financial acumen” are expected for the position (Sager 2001). Today, financial management and fund-raising skills are required for the position of library director, but it is assumed that the applicant has these skills. Sager (2001) contended that recruiters were looking for problem-solvers, risk-takers, sales and collaborative abilities, and people skills. These are not skills that fit the common traits of typical librarians. Along with the typical librarian skills, skills are now more focused on external issues that affect the library’s abilities to provide services.

Sager also stated that associations dealing with education for a library director are beginning to understand the need for more than what has been available in graduate school. Postgraduate certifications are becoming available to enhance the education of librarians to become library managers and directors. The PLA has worked during the last several years to increase learning opportunities for library managers to take management courses in a CPLA program found at www.ala-apa.org/certification/application/. The program requires an ALA-accredited graduate degree in library and information studies and three years of public library management/supervisory experience before applying for

the program. This program defines a lack in the graduate programs in that most programs do not provide management skills for library directors to perform their jobs.

Todaro (2001), lecturer and Dean of Library Services at Austin Community College, discussed actions that a new library manager should take on during the first year in the new position. She defined nine different actions that should be priorities in learning the new environment and responsibilities within the organization.

- Find out how people communicate
- Meet with direct reports
- Assess files and policies for legal issues
- Assess Human Resource files and performance evaluations of staff
- Evaluate budget status
- Evaluate compliance issues with government rules or regulations
- Peruse the files
- Create work calendar survey
- Determine organizational learning styles (Todaro 2001, p. 251)

Of these nine actions, none involve library work normally discussed in library school. All of the actions are defined by human resource management, evaluation measures, organizational management and culture, legal and political issues, and time management issues. The discussion could be for any position in public administration with nothing specific to library work. Todaro's views complement this research in that the responsibilities of the library director are not emphasized in graduate library programs.

This research is attempting to discuss the aspect of management courses for those who want to become library directors, but Cottrell discusses the need for all library staff to be able to be creative during fiscal problems. “Libraries hold thousands and millions of dollars of assets, and each employee of each library should be encouraged to realize that not a single director or a group of department managers, or assistant managers alone, can adequately reflect the entirety of library operations” (Cottrell 2010, p. 215). Although Cottrell was discussing university libraries when he stated that “being out of sight and out of mind to those with funding-decision power is catastrophic to libraries,” this is an important point for public library directors and managers and, also, staff to understand when advocating the library needs to community leaders responsible for the city and county budgets. By understanding the fiscal and budgeting process of local government, library personnel will be able to effectively advocate for an ample library budget.

Cottam documented a study using qualitative research to discuss activities of directors of large libraries. He stated that “the underlying general assumption was upheld: a shift in roles, functions, and activities is occurring from primarily internal managerial and organizational matters to increasing emphasis on external environmental concerns” (Cottam 1994, p. 3). Earlier studies that he referenced stated that library directors were mainly involved in internal matters and rarely were involved in external matters. This survey brought up matters in the community and outside funding issues that are now part of the primary functions. Strategic planning and communication of accountability issues within the community and other levels of governmental agencies have become the priorities. Cottam’s study also provided consistently common answers to managerial

roles and activities that were a priority and required time commitments. He stated that the top five of these answers included:

- Communicating
- Delegating
- Planning, budgeting, and budget management
- Setting policies and priorities
- Evaluating and assessing programs (Cottam 1994).

A 2008 dissertation by Smith provided analysis of what public librarians thought of their careers and responsibilities as public librarians. Of the 479 librarians involved in the research, 58 percent stated that an essential trait for a public librarian was to be flexible and be able to adapt to change while only 12 percent chose that a librarian should have interests and expertise outside of the library, books, and reading (S. Smith 2008). This is especially disturbing if the library director is chosen from librarians who hold the same opinion. When the staff has no other interests outside the library, the connections to other community agencies and local government officials are not important and the library suffers by not being part of community affairs and could possibly lose funding during the budget process. This opinion also reduces the acceptance of someone from the outside helping the library achieve better services and higher recognition outside the library. The next section deals with the image or the stereotype of the librarian and how that image stands in the way of cultural change in the library profession.

Images of the Librarian

The common librarian stereotype depicts librarians as timid, conservative, bookish, rigid, and strict. In a 2010 dissertation, Sara Bronner Baron cited unwillingness to

change, bureaucratic tendencies, and behavior that is passive-aggressive as common negative values (Baron 2010). In all fairness, the authors making these judgments had a background in technology; however, those judgments do match common stereotypes given to librarians over many years. The aspect brought to light for this research was that librarians are not typically opportunistic or risk-takers; therefore, changing the attitude about public agency management may take a long time.

Hughes wrote in 1990 about a decision to combine the IT department and the library department into one single department in a small private college, revealing some characteristics of the library staff that could interfere with the innovation of the library. Some of the characteristics she found were:

Table 1: Characteristics of Library Staff

| Characteristics Valued | Characteristics Not Valued |
|--|--------------------------------|
| Redundant work to protect from error | Taking risk |
| Strict adherence to rules and regulation | Flexibility |
| Quiet, slow-moving, careful behavior | Enthusiastic, dynamic behavior |
| | Student requests |
| | Staff initiative |
| | Teamwork |

(Hughes 1990)

Lutz created a study about the stereotypes of librarians. She used focus groups of librarians to create qualitative studies about how the stereotypes can be changed or replaced with more diverse images (Lutz 2005). The paragraph below is a paraphrased version of one of the librarian responses:

Some of the librarians raised the issue that better images of libraries and librarians could be obtained and promoted through better and stronger library administration. One of the Library A librarians mentioned another New Jersey library where the director has a

marketing background. They thought that fact might trickle down to the staff somehow in that fairly highly regarded and respected library (Lutz 2005, p.3).

Librarians are sometimes mere products of environments that are determined by the organizational culture in which they work. M. J. Martin in his 2006 study about organizational culture stated that culture is formed from four areas:

- Use of resources,
- Organization's structure,
- People within the organization, and
- Work process within the organization (M. J. Martin 2006).

These are areas that a new employee or director will generally not know until they are assimilated into the organization. An efficient organization will work as one entity, cost-effectively using its resources through its people assembled in a unique structure. The culture of an organization is developed through problem solving and values developed over time. In most agencies nothing is written down and a person needs to be acclimated into the organization before understanding the nuances of the culture. Martin states that organizational culture changes slowly even with a dynamic leader and, in a crisis situation, the problem solving procedures may revert back to the original culture. This demonstrates some of the problems in the library culture, whether public or academic. Instead of reaching out to embrace changes in library technology and program services, many library organizations revert to old standards of program services, such as children's story time or book club meetings. This is not a criticism of all libraries, but an admonition to the library schools that do not teach librarians how to build new programs to meet the needs of today and tomorrow's library users.

A summary report of Librarian occupational characteristics by the U.S.

Department of Labor explains the general duties of the librarians as stated below. This summary includes the job title of Library Director; the first responsibility listed is to administer libraries.

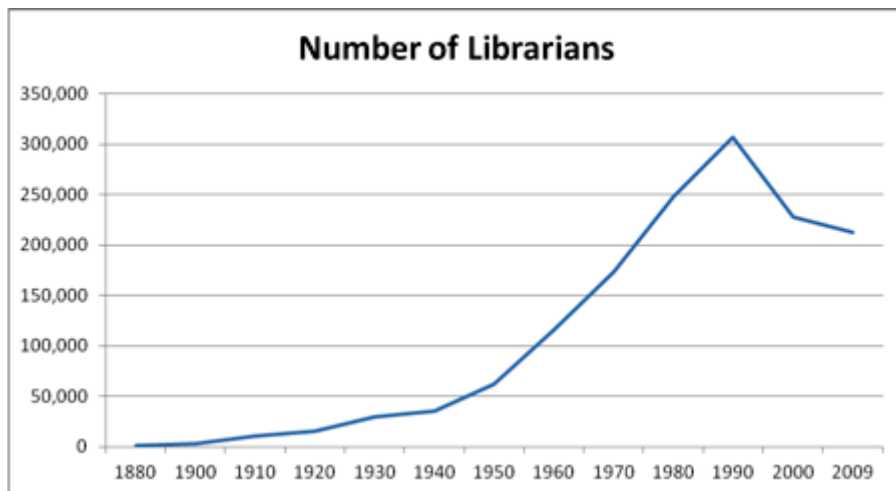
Summary of Occupational Characteristics for Librarians. Administer libraries and perform related library services. Work in a variety of settings, including public libraries, educational institutions, museums, corporations, government agencies, law firms, non-profit organizations, and healthcare providers. Tasks may include selecting, acquiring, cataloguing, classifying, circulating, and maintaining library materials; and furnishing reference, bibliographical, and readers' advisory services. May perform in-depth, strategic research, and synthesize, analyze, edit, and filter information. May set up or work with databases and information systems to catalogue and access information.

Sample of Reported Job Titles. Librarian, Reference Librarian, Public Services Librarian, Library Media Specialist, Library Director, Technical Services Librarian, Catalog Librarian, Children's Librarian, Serials Librarian, Medical Librarian. (Department of Labor 2012)

The section on the USDL website depicting the knowledge base that a librarian needs includes the “knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources,” which provides a basic platform for library administration (Department of Labor 2012). These are skills that cannot be developed in short survey courses or in a few workshops.

According to the census reports in 1880, there were only 636 librarians throughout the nation. By 1990, according to Weber and Beveridge, the number reached its peak at 307,273 (Weber and Beveridge 2011). Since that time the Bureau of Labor Statistics states that the number of employed librarians was 156,000 in 2010 (Department of Labor 2012). Figure 1, from the Weber and Beveridge article, graphically shows the changes in the number of positions during the last century. During 1880 the total population of the U.S. was 50,189,209 with 636 librarians, but the number of both groups grew during the next 110 years to a population of 248,709,873 in 1990 with an all-time high of 307,273 librarians (Rosenberg 2011; U.S. Census Bureau 2000). Although the population increase for 1990 was five times that of 1880, the number of librarians per capita in 1990 increased 100 times over that of 1880. The librarians per capita have decreased in 2010 by half since 1990.

Figure 1: Number of Librarians 1880-2011



(Weber and Beveridge 2011)

One speculation as to why the number of librarians decreased after 1990 is that in the years around 1990 computers were being introduced for home use, and the Internet

was becoming more user friendly. More commercial vendors made these connections possible. In describing the history of the Internet, Leiner et al. stated that “in over two decades of Internet activity, we have seen a steady evolution of organizational structures designed to support and facilitate an ever-increasing community working collaboratively on Internet issues” (Leiner, et al. 2012, p. 1). Libraries became the liaison between the haves and the have-nots in the digital divide by supplying computer centers and electronic databases for research. With research available to library users inside and outside the library, the need for reference librarians and librarians in general is decreasing. The image of the librarian is now becoming the techie nerd who can pull out information from any data source. While the technology has made the library more efficient and given greater access to data sources as in other industries, the librarian is now required to be the expert on these sources and be able to teach the library users how to use them. Library conferences are introducing programs to teach libraries how to use a variety of e-readers in order to answers technical questions from users wanting to borrow e-books on their new devices.

This Department of Labor article also predicts a slower than average growth of three percent to nine percent from 2010 to 2020. This prediction was used by *Forbes* magazine in a recent article about which master’s degrees are best and worst for job opportunities. The author stated that a library and information science degree is the worst master’s degree for a job right now and will continue to be so in the near future (J. Smith 2012). The reason for stating this is the low pay rank among other occupations requiring a master’s degree and the estimated low job growth rate the researchers at Bureau of Labor Statistics/Department of Labor are predicting. The article in *Forbes* caused a flurry

of articles contradicting this prediction within library circles during the summer of 2012. Bertot, professor and researcher from University of Maryland, and his associates, writing in *American Libraries Magazine*, repudiated the idea of the worst master's degree on the basis that the librarian serves the public good, a function that is not valued in the current economic climate. He stated, "Staying in reactive mode to political threats and responding with generalizations will not be successful in a political climate driven by austerity measures" (Bertot, Jaeger, and Sarin 2012, p. 2). Proactively using data to show the value of libraries to society is what librarians need to do, but they will have to work against the stereotypes and culture that have continued to plague their reputation. Librarians need to look at more than their myopic view of the library in order to survive.

Library School Characteristics

Mulvaney in his 1989 dissertation stated that the most general indicator of a quality library school at that time was determined by whether or not the school was accredited. Accreditation at that time was and still is determined by an accrediting committee of the ALA. He contended that little research had been completed about the accreditation process and the benefits of being accredited (Mulvaney 1989).

Today, according to the ALA website, 58 universities or colleges have accredited master's programs, with three more applications in process (ALA 2012). Brian L. Andrews, an attorney, was chair of the committee as of April 2012. The committee consists of 12 members appointed by the ALA president-elect. Of the 12, ten are ALA members and at least one is Canadian, with the remaining two being persons from the general public. Andrews was appointed to one of the public slots as an attorney, and the other member representing the public is a dentist. The rest of the committee is made up of

professors and directors of master's library programs already ALA-accredited. Although several on the committee members have exposure to public/business administration and management through MBAs, DPAs, and other management programs, their main focus is academic librarianship and not public library management.

ALA created a list of eight core competencies that define the knowledge that all graduates of the ALA-accredited library programs should possess. (See Appendix A for the detailed complete list.) The eight core competencies are:

1. Foundations of the Profession
2. Information Resources
3. Organization of Recorded Knowledge and Information
4. Technological Knowledge and Skills
5. Reference and User Services
6. Research
7. Continuing Education and Lifelong Learning
8. Administration and Management

Out of these eight competencies, the last one is for administration and management, for which one course is usually offered. Such minor training is insufficient for the responsibilities of a public library director. The great tragedy is that librarians educated in today's ALA-accredited library graduates programs do not understand basic business dynamics in order to help the library or the community.

In a study for his 2008 dissertation, Nwakanma found that there is no significant difference in the level of competence in database management requirements for LIS graduates between educators and practitioners (Nwakanma 2008). His findings showed

that educators and employers (practitioners) required the same competencies for entry-level positions. His study does bring up the point that master's degree professionals graduate with the competency of becoming an entry-level librarian. Public libraries in Georgia are mainly staffed by paraprofessionals in entry-level positions because very few of the library budgets can afford to hire graduate library professionals for entry-level librarian positions.

Shaw completed an analysis of a survey to determine deciding factors when enrolling in a library school in 1973 (Shaw 1973). One of the main factors determining applications was that a school's accreditation by the ALA. This is a priority of determination factors and, since that time, has brought other schools to seek the accreditation.

Another factor in Shaw's study was the reputation of the school. Although no mention of students wanting to take courses under a certain professor was considered in this factor, there was the consideration of other professional librarians (alumni) commenting on the excellence of the school. Shaw stated that this may be only an aspect determined by marketing procedures to consistently communicate with alumni about changes and improvements in the program. The entire reputation of all library programs was under scrutiny with the publication of an article from Forbes.com in June 2012.

Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign was ranked the number one graduate library program in the U.S. by *U.S. News and World Report* in 2009 (Morse 2012). The course catalog describes 246 courses available in the program. Of those, 20 courses are designed to address management of libraries in areas of finance, community networking, project

management, human resources, building and facility requirements, and evaluations of standards and services (see Appendix F). There is a reason why this program was ranked number one. The University of Illinois program should be used as a model for teaching librarians to become administrators of public agencies.

Comparative Analysis of Public Libraries in State Legislation

State governments have much power over local public libraries, including how they are formed and created. Library directors must comply with the law and please the customers of the library, even if those two endeavors are at opposite ends of an issue. Understanding which laws apply to the local public library is a skill that all library directors must seek to achieve.

An article from *Public Libraries (Monthly)* in 1897 stated that a compilation of library laws of all the states would be published in a report from the commissioner of education in 1896 (Patten, 1897). Patten stated that having a plan defined by the state helped the communities to organize and establish libraries.

The idea of law providing a plan is different from the idea of law providing regulation and rules as we think of law today. Around the turn of the twentieth century, libraries were growing as the country was growing. Providing communities with a template and rules of establishment was considered an important factor in library development. Every state in the U.S. has one or more public library systems (see Table 2), supported to varying degrees by tax dollars (see Appendix H).

Table 2: Number of Public Libraries per State FY2007

| State | Library Systems | State | Library Systems |
|-------|-----------------|-------|-----------------|
| AL | 208 | MT | 80 |
| AK | 87 | NE | 271 |
| AZ | 83 | NV | 22 |
| AR | 48 | NH | 230 |
| CA | 181 | NJ | 303 |
| CO | 115 | NM | 91 |
| CT | 195 | NY | 753 |
| DE | 21 | NC | 77 |
| FL | 79 | ND | 80 |
| GA | 58 | OH | 251 |
| HA | 1 | OK | 113 |
| ID | 104 | OR | 128 |
| IL | 623 | PA | 457 |
| IN | 239 | RI | 49 |
| IA | 539 | SC | 42 |
| KS | 326 | SD | 123 |
| KY | 116 | TN | 187 |
| LA | 67 | TX | 562 |
| ME | 272 | UT | 70 |
| MD | 24 | VT | 183 |
| MA | 370 | VA | 90 |
| MI | 386 | WA | 66 |
| MN | 139 | WV | 97 |
| MS | 50 | WI | 382 |
| MO | 152 | WY | 23 |
| Total | | | 9,213 |

(Henderson et al. 2009)

Librarian Certification Required?

Certification or licensing is part of the legislation in 30 states. State certification requires public libraries to maintain a level of expertise for those who work as librarians. In Georgia, the title of Librarian requires graduation from an ALA-accredited graduate library program, 10 hours of continued education for the previous two years, and

registration with the Georgia Secretary of State. State of Georgia Code Chapter 320-5 defines what it means to be a certified librarian. The salary scale for a certified librarian is connected with the Georgia Department of Education salary scale for teachers, which means that certified librarians receive the same scale as a certified K-12 school teacher having a master's degree. Academic librarians do not require certification; the university determines their pay scale. According to the salary schedule on the Georgia Public Library Service website, the beginning salary for a new graduate is \$46,000 per year while a paraprofessional will receive minimum wage. Anyone working in a Georgia public library without a certification is considered a paraprofessional even if they have obtained other degrees. Their salary is negotiable, but no salary schedule is provided. The certification written in the state legislation is an indication of advocacy of the library community and their work to protect the library staff and communities. No requirement for certification was found for twenty states (see Appendix D). Connecticut had librarian certification required until July 1, 2007, when it was repealed. Thirteen states specify that professional librarian certification is required to work as a librarian in that state. Seventeen states require that the librarian be competent or hold a master's degree from a program accredited by the ALA or have experience in a public library. Some of the states require different levels of expertise in rural libraries than what they require in urban or more populated library districts. Certification requirements can make it difficult for a small rural area to provide funding for professional librarian salary and benefits at the level needed for a certified librarian. The inconsistencies in determining what constitutes a *professional* librarian throughout the U.S. also create inconsistencies in job descriptions and analysis of library statistics, and unreliable conclusions from the library data.

Public Library Support Through Government Funding

Public libraries are supported by revenue from taxing agencies of the federal, state, and local governments (Swan et al., 2013). Only an average of 7.9 percent of the operating revenue is stated as coming from other sources, which would include donations, fees, fines, and others. These statistics were from 2009, before state and local governments hit their lowest levels of incoming revenue. Later statistics will undoubtedly show that revenue amounts will decrease within fiscal years 2010 through 2012. The amount of funding is not as important for this demonstration as is the distribution from the sources. The spreadsheet from Appendix G shows the distribution of library operating revenue. The average amount of funding from the local government is 84.2 percent. Using the percentages for locally-provided operating revenue, but excluding Washington, D.C., which does not receive state funds, and Hawaii, in which public libraries are part of the state government and do not receive local funding, the median percentage of the remaining 49 states is 88.9 percent. The median percentage of state funding with the same exclusions is 2.93 percent from state revenues.

Public libraries receive their funding from local governments and are considered public agencies. It is the responsibility of the local library director to assume the responsibilities of a public agency director and to understand the ramifications of using public funds. A director must have the ability to communicate and advocate on behalf of the library with local government officials and be able to understand the laws and regulations applied to tax revenue.

Bertot, Jaegar, and Sarin repudiated the article in *Forbes Magazine* that described the failings of the master's degree in library science. He included public libraries with

“other state and local government agencies devoted to the public good” stating that public agencies have been limited in their abilities to serve the public since the recession began (Bertot, Jaeger, and Sarin 2012, p 3). If libraries are public agencies, the directors should be taught how to manage a public agency.

Management of Professionals by Management Professionals

A disconnect exists between professional staff and management by individuals from outside the profession. A dissertation by McLaren deals with the relationship between professionals who expect autonomy in their work as they relate to professional managers who are from outside the profession but responsible for the overall performance of the agency or department (McLaren 2009). The professional librarian fits the characteristics noted by McLaren in that the librarian has “relatively impermeable social and cognitive boundaries that surround the profession and a strong sense of social identification with other professionals in their field” (McLaren 2009, p. 4). This strong social identification creates a boundary against management by others not in their specific field, which may be interpreted as haughtiness or arrogance. As stated in this research, different management styles and techniques need to be used when the staff is professional. Professional respect and recognition are important for management to remember when developing policies and organizational goals that professional staff will help to produce.

Impression management is a style of management of the organization’s image through the reputation and symbolism of the chief executive officer. When a Chief Executive Officer gives the impression of being competent and capable of managing an effective agency, the stakeholders will tend to believe the image, whether real or

fabricated. Pollach and Kerbler state that impression management is more directed toward social, political, and public life in American companies, while European companies focus on business activities (Pollach and Kerbler 2011). For notable public libraries in the U.S., the impression of the director in library circles is determined by the size of library facilities, nationally recognized programs, and elected positions in library associations. Self-promotion, prestige, and attractiveness are used to create an image to impress. With a positive impression available for use, the manager is able to gain respect from both the staff and other stakeholders and to maintain control of the agency.

Jain (2012) suggests that emotional intelligence may be used as a predictor of impression management for leaders and managers. Studies in the last 15 years show that emotional intelligence is a powerful tool that can be used to improve relationships and increase performance (Jain 2012). Production in the U.S. has evolved from agricultural, to industrial, to service industries. Today production often depends on the image of the agency director and the ability to solve problems. High-level emotional intelligence includes ability for controlled problem solving, which produces positive impression management for the agency.

Impression management using deception to manage the information and using negative images against colleagues in the workplace is common although not usually discussed within organizations. An article about Deceptive Impression Management discusses the effects of deception on relationships with management related to promotability and other career building advantages (Carlson, Carlson, and Ferguson 2011). Whether used by management or staff, deception creates a distrustful and stress-ridden work environment. It is important for library managers and directors to understand

all the intricacies of management styles and organizational behaviors. A common complaint of new directors in any agency is that they did not realize how much of their time would be spent dealing with internal issues concerning staff.

Understanding negative styles of management is critical for management of public agencies. Managers may be susceptible to believing people who want to be close to them and who will flatter them in order to gain acceptance, but management needs to understand the ramifications of indulging in this type of relationship. As more and more communication and business are conducted through social media access and mobile devices, greater importance is put on management to be able to distinguish actual work production, skill levels, and abilities through what is available via electronic media. The latest generation to come to the workforce has always had a social media network that defines their quality of life and work. Understanding how to communicate in short tweets instead of lengthy staff meetings may be a challenge for many managers, but particularly for management cultures that do not handle change well. This aspect of management is not covered in most graduate library programs. Continued education for all public agency managers, including library directors, in management styles and human resource policies is necessary.

Chapter 3 addresses the topics approached in the literature review. The reason for analyzing all courses from the 58 ALA accredited graduate library programs is to provide a database of information concerning the management opportunities that are available within each program. The required qualifications in current job opportunities provide a database of information about what public library recruiters are seeking in the applicants. The two databases used together show that there is little correlation between what is

being taught and what is needed for the job. An assumption was made for this study that if library courses covered the needed knowledge and skills in their curriculum, there would be no need for extensive additional workshops and certifications coming from the library associations. Along with analysis of state legislation referring to requirements for public libraries and the staff, an analysis from the Public Library Survey for years 2005 to 2010 was developed about the number of professional library staff and the paraprofessional staff in the libraries. This research was not subject to Institutional Review Board oversight because all data was taken from public documents. Chapter 3 presents the methods and theories that were used to develop the analysis.

Chapter III

RESEARCH METHODOLOGY

Chapter 3 outlines the techniques in which the research was accomplished and explains the process used to determine the findings shown in Chapters 4 and 5. There is an explanation of hypothesis, null hypothesis, and the methods used to determine if the hypothesis can be proven. Data are provided from existing government surveys and from data collected from school program websites, state websites containing their legislation, and job opportunities advertised on employment websites. The objective data and data quality were determined by categorizing key words, the number of key issues within each course or training, and job opportunities into a quantitative assessment.

The hypothesis of this study was that there is not a correlation between what is needed for a library director to perform the duties of a public agency manager and what is taught in graduate library programs. As suggested in the literature review, the courses taught in the graduate library programs do not provide management tools that are needed for library directors' duties and responsibilities. The null hypothesis was that there is a correlation between what is needed for a library director to perform the duties of a public agency manager and what is taught in graduate library programs.

This research was performed by analysis in several areas that affect and determine the skills and abilities of library directors and managers. These areas include:

- Courses taught in the ALA accredited graduate library programs;

- Qualification requirements in advertised job announcements for library directors and managers;
- Data about library directors and staff taken from the Public Library Survey performed by every state library in the U.S. and its territories;
- State legislation pertaining to public libraries in all 50 states' laws.

The research process began with a quantitative content analysis of the five areas identified above to determine if the courses available for students provide the needed knowledge base required in the job announcements for library directors.

I reviewed the programs of 58 institutions that are ALA accredited to determine how many courses are offered to provide management training. All the ALA accredited programs were investigated to determine the number of the management courses in the library program course.

Job opportunity advertisements were analyzed for their inclusion of a requirement for management skills and experience. A database of current library director job opportunities was created using a survey of different library job opportunity listserves and websites to determine common characteristics required of public library directors. Each of the advertisements was categorized by job requirements and preferred qualifications using key words to determine common characteristics. Whatcom County Library System in Washington, for instance, advertised for a director by stating, “director carries out specific functions—leadership, Board support, financial management, personnel management, internal and external relationship building, and community engagement—as outlined in the job description” (Library Director 2012). Based on the outcome of the data in the created database, job requirements were analyzed for priorities

in management and administration topics as they pertained to the open library director positions. These priorities were sorted by number and size of the community of the advertised position.

Based on the outcome of the analysis of the job opportunity advertisements and the graduate program management courses, a comparison was made to determine whether library schools provide the knowledge needed for the advertised job opportunities in a management emphasis. The hypothesis that there is not a relationship between what is needed for a library director and what is taught in graduate library programs was verified, based on the percentage of schools providing the compared characteristics.

State legislation from all the states concerning public libraries and the requirements for certification of librarians was reviewed; it was determined that certification or licensing is part of the legislation in 30 states. State certification frequently requires public libraries to maintain a higher level of expertise for those who work as librarians. This is an important aspect in several states because maintaining a certification format requires a section in the state licensing department and creates costs associated with the certification process that then become part of the certification. If a state legislature does not perceive librarianship to be an important issue, an appropriate budget is generally not provided for the certification process. The cost consideration in the state by the legislature is a signal that certification is considered an important aspect in their state. Many states treat public librarians differently than academic librarians; certification for public librarians is enforced but is not necessary for the academic librarian. States also treat public libraries different depending on the size of the community the library serves. More populous communities require more educated or

certified library staff, which will be documented within this evaluation. The difference in salary for a certified librarian and a paraprofessional can be \$20 to \$30 an hour. This is the reason that many libraries cannot afford to have librarians work as librarians, but will have librarians work as managers for paraprofessionals who actually do the work of librarians. Those states that maintain the certification process require management skills from their library directors and managers.

Using the PLS reports from the IMLS for the last five years, the research determined that the number of librarians and paraprofessional staff in the states requiring certification have changed. The latest published data from this source was fiscal year 2010, which was released December 2012. The other years, fiscal year 2006 through fiscal year 2009, available at <https://harvester.census.gov/imls/pubs/pls/index.asp>, were used to determine if there were declining trends in the data of librarians as the economy regressed during those years. This research shows that the number of certified librarians working in public libraries is reduced in correlation to library budgets becoming smaller, and, as a result, librarians are increasingly placed into management positions, while paraprofessionals do the work of the librarians.

Using a Georgia public library survey I explored information about public library staff in Georgia Public Library systems as a sample of certified librarians and paraprofessional staff. My research examined the salaries of the public library staff for the last seven years in Georgia. Years 2006 through 2010 coincide with data found in a national survey from the PLS, but an additional two years of data for 2011 and 2012 are available at the local level, providing a more up-to-date look at Georgia libraries.

This local survey data showed how many professionals do professional library work. The number of librarians in public libraries was collected to determine their percentage of the entire staff of public libraries. The objective for this was to show that the number of librarians employed at the libraries are not able to complete the amount of work needed to serve library users and that many librarians are in positions overseeing the work of paraprofessionals who actually perform the work of librarianship. Although this data comes from a statewide survey, it is reliable due to the process of collection. Each state collects the data in the same format with the same definitions. The data elements are approved by several groups of research agencies including the U.S Bureau of Census. To ensure reliable data, trained state data coordinators monitor all collections. In Georgia, because of the strict guidelines of certification, the difference between librarian and paraprofessional is distinct; the head of each library facility gathers data. All data is aggregated at the state level and reviewed for accuracy. The collection of data is assured in Georgia and in most states because the provision of the data is tied to the award of State Aid grant funding. State Aid can amount to 20% of a library's annual budget, so this is a great incentive for participation in the survey.

Many state libraries or state library associations provide management-training sessions for the librarians in their states. This type of training is beneficial within the state due to the differences between the state regulations. An example is training offered by the Carl Vinson Institute from University of Georgia at Athens which provides instruction in Financial Management for Libraries Solutions. Research into the type and amount of training was conducted to determine how state associations fill the need of management training for their public libraries.

These research activities provided a comprehensive reflection of the management training opportunities for preparing librarians to become public administrators in positions of public library directors and managers. The objective was to confirm the hypothesis that the ALA accredited graduate library programs do not prepare librarians to be public library directors or managers and that librarians need supplemental training to be able to perform the duties required of a public administrator. Analyzing the training opportunities from several different sources substantiated the need for knowledge of management issues for public librarians and provided validity of the analysis through replicating the opportunities from the different sources. If graduate schools provided the knowledge base needed for library directors' management skills, then there would be no need for the many foundational supplemental training courses that are now provided.

Chapter IV

RESEARCH

This chapter presents a narrative of the findings from the statistical research. The analysis of these findings determines the final conclusions for this project. The research questions are expressed below in Hypothesis I and Hypothesis II and the Null Hypothesis of each.

Hypothesis I

Determine that ALA-MLIS librarians are mainly working in positions of management or administration. The fewer the number of librarians working in a facility, the higher the probability is that the librarian is working in management.

Null Hypothesis I

Determine that ALA-MLIS librarians are not mainly working in positions of management or administration. The fewer the number of librarians working in a facility, the lower the probability that the librarian is working in management.

Hypothesis II

Determine that the ALA accredited programs do not prepare a librarian to be in management or administration.

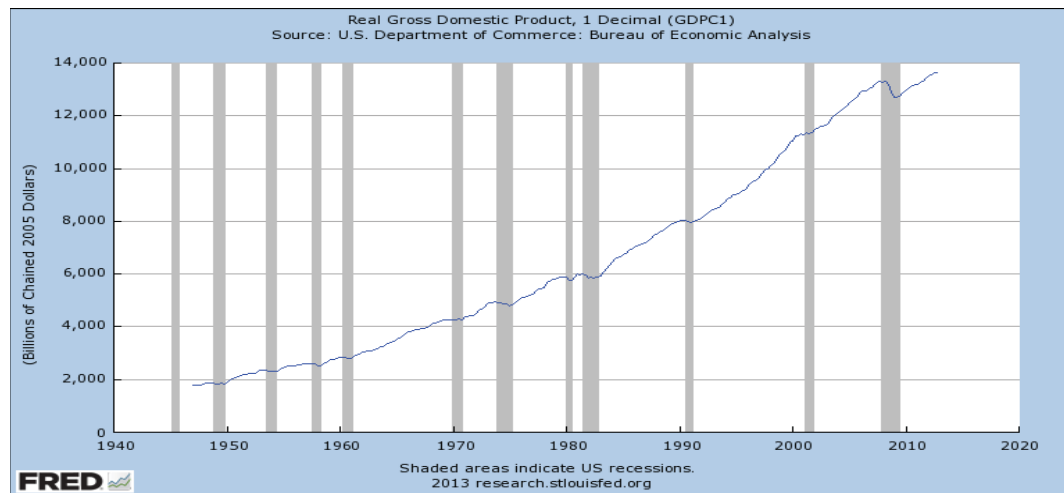
Null Hypothesis II

Determine that the ALA accredited programs do prepare a librarian to be in management or administration.

Economic Changes

The recession has affected local public libraries and their staffs. Figures 2, 3, and 4, from the U.S. Department of Commerce (2013), show downward trends in the U.S. economy for the decades since 1948. The recession of 2007-2009 had effects on local governments and on agencies that depend on local tax revenue. Figure 2 shows the Gross Domestic Product (GDP) from 1948 to 2012.

Figure 2: GDP from 1948-2012



The deep drop in 2009, shown in greater detail in Figure 3, illustrates the loss of GDP during the recession, which was the largest loss in the years since World War II.

Figure 3: US GDP 2004-2012

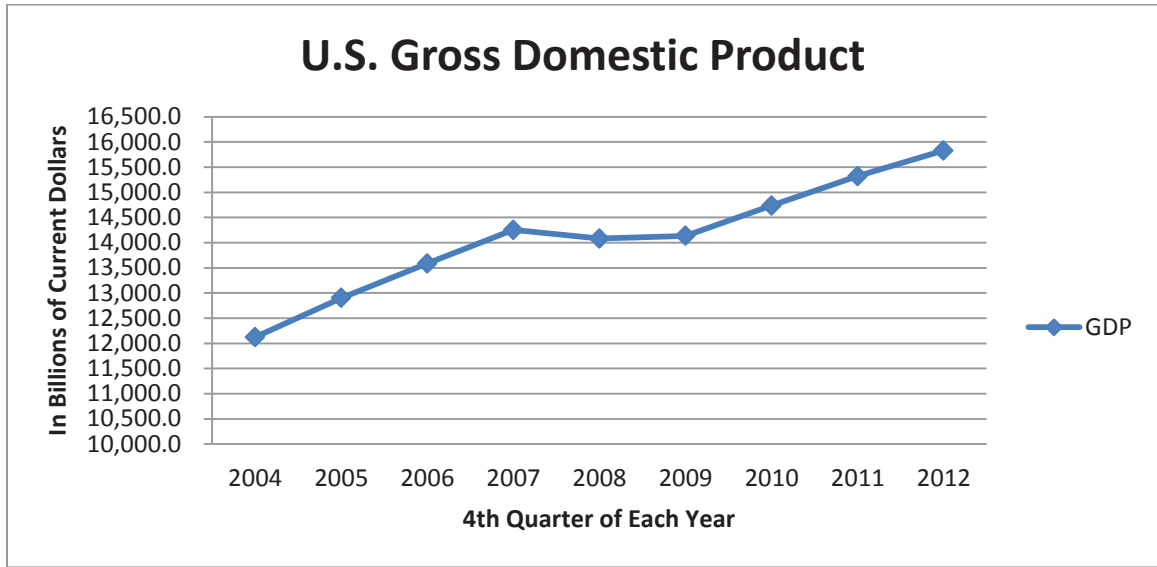


Table 3 presents a closer look at the numbers during the recession in billions of current dollars:

Table 3: GDP 2004-2012

| Year | GDP in Current Dollars (In Billions) | Difference between years (In Billions) |
|--------|---|---|
| 2012Q4 | 15,829.0 | 508.0 |
| 2011Q4 | 15,321.0 | 585.1 |
| 2010Q4 | 14,735.9 | 602.3 |
| 2009Q4 | 14,133.6 | 51.9 |
| 2008Q4 | 14,081.7 | -171.5 |
| 2007Q4 | 14,253.2 | 669.0 |
| 2006Q4 | 13,584.2 | 682.8 |
| 2005Q4 | 12,901.4 | 777.5 |
| 2004Q4 | 12,123.9 | |

(U.S. Department of Commerce 2013)

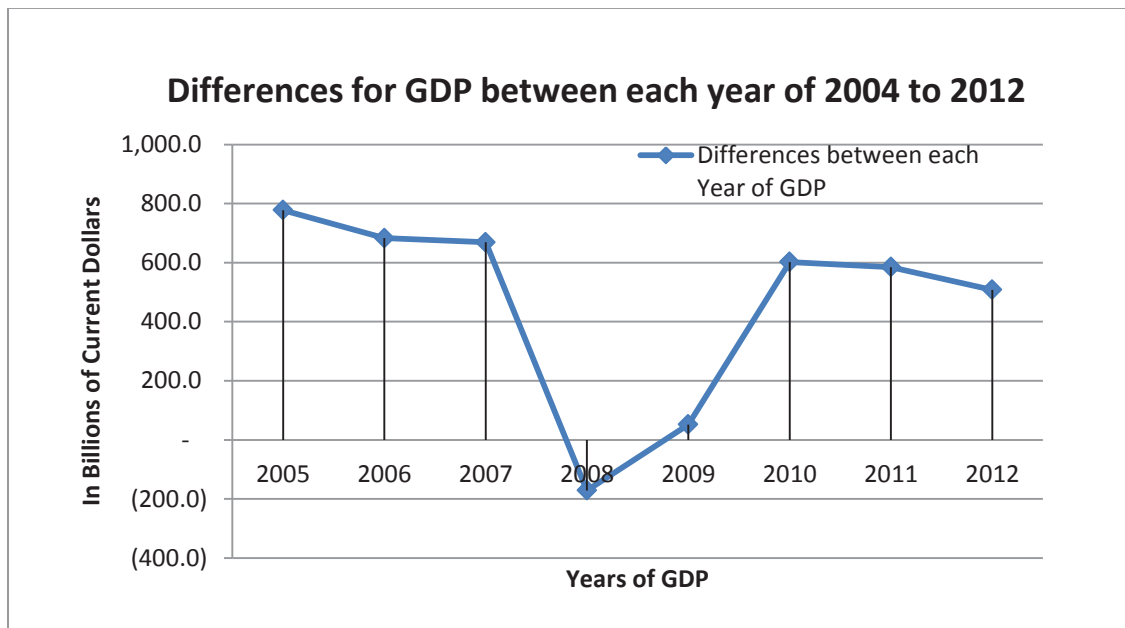
GDP continued to increase until the third quarter of 2008 (2008Q2-\$14,415.5; 2008Q3-\$14,395.1), which was the first loss during the 2000s. The economy did not return to its previous momentum until the fourth quarter of 2010. From the last quarter of

2007 to the last quarter of 2008 the loss to the economy was 171.5 billion dollars.

Although the economy began its increase in 2010, the increases have not continued to grow, but each year the increase is less and less.

Figure 4 shows the differences of GDP between each year before, during, and after what is now called the “Great Recession.” The large difference between the years 2007 and 2008 shows how the GDP dropped during that time, but this graph again shows that the GDP is not recovering to the point that it was. The increases are becoming smaller each year.

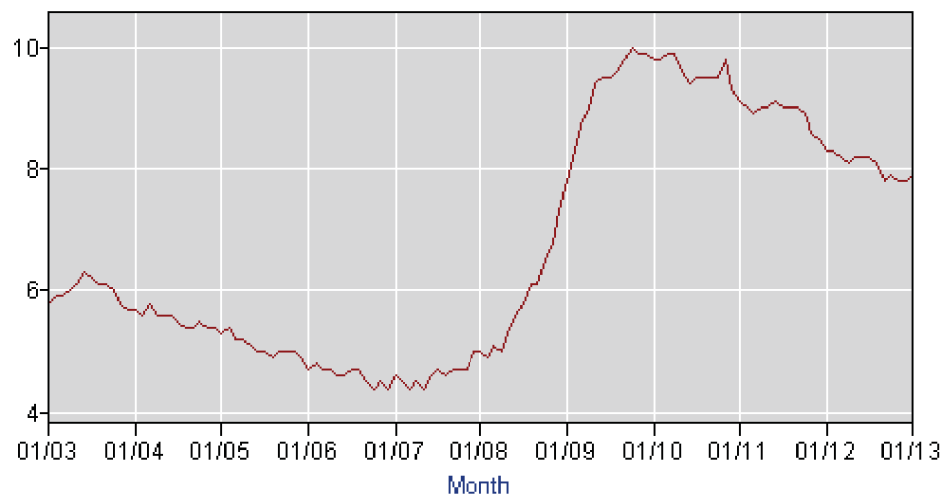
Figure 4: Differences in the GDP 2004-2012



The recession affected every aspect of U.S. federal, state, and local budgets as the tax revenues decreased with the loss of income and lower values of real and personal property. The trends of all levels of unemployment, increases in salaries, and number of

library services were affected by the recession. Public libraries receive most of their budgets (88%) from local governments, but local government was the first level affected by the recession because of unemployment and loss of business. Figure 5, from the Bureau of Labor Statistics, illustrates the way in which the growth of unemployment from 2003 to 2013 reflected the decrease in the GDP.

Figure 5: U.S. Unemployment Statistics



(U.S. Bureau of Labor Statistics 2013)

Nation-wide Public Library Statistics 2006-2010

The PLS is completed annually by every state and territory of the U.S. and submitted to the IMLS to provide an in-depth look at public libraries throughout the country. States provide a standard set of data for IMLS, but each state collects additional data that is used only in their state for special requirements and research projects in the state. Figures 6 through 10 were created from data taken from the PLS for the years 2006 through 2010 (Henderson et al., 2009 for FY2007; Henderson et al., 2010 for FY2008;

Manjarrez et al., 2008 for FY2006; Miller et al., 2009 for FY2009; Swan et al., 2013 for FY2010). Each line chart provides an illustration of the effects of the U.S. economic changes on the library staff, librarians, facilities, and operating income of all libraries. FY2009 was a major year of change for the library community as it was for the rest of the nation. As operating income decreased, library facilities were closed and the numbers of employed librarians and staff were reduced. Although these four charts look similar, a year-to-year correlation analysis using Pearson's Correlation shows that there is no correlation; taking the GDP 4th quarter totals for years 2005 through 2009, however, and matching them with Total Operating Revenue for years 2006 through 2010, respectively, there is a .958 correlation between the two statistics. This shows that although there is not a correlation between the same years for GDP and library operating revenue, there is a correlation between the two with a one-year delay. Local library revenue takes one year to react to the change in GDP, which would show tax revenue occurring from the previous year's sales.

Figure 6: Total Operating Revenue

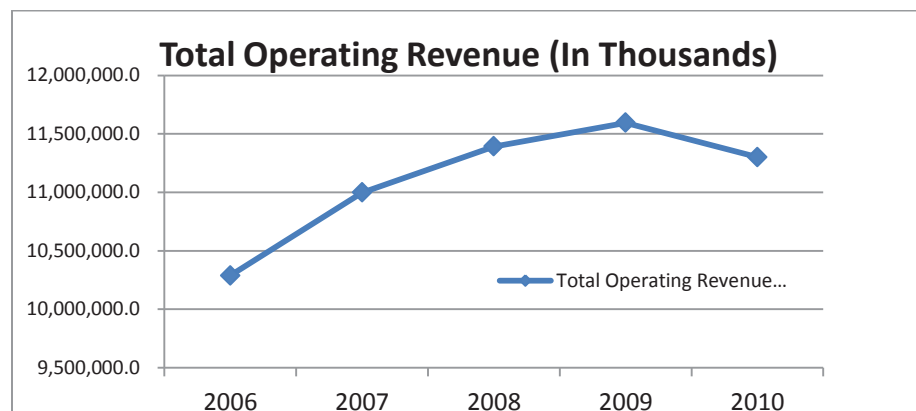


Figure 7: Total Number of Facilities



Figure 8: Total Number of Librarians

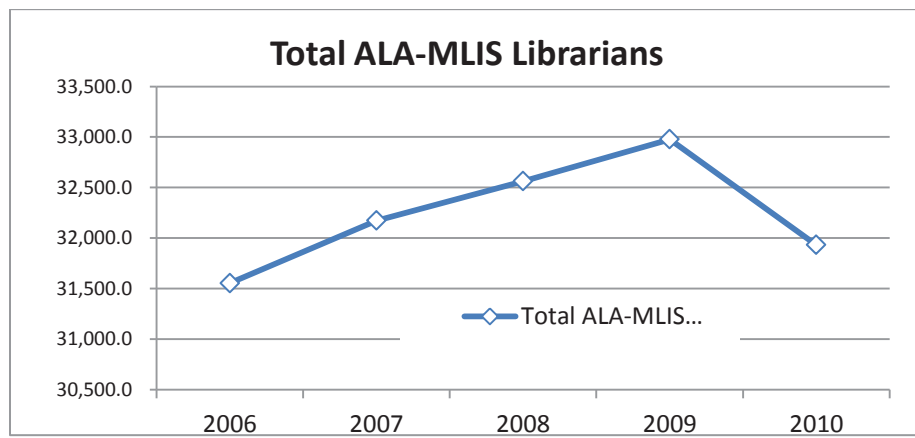


Figure 9: FTE without ALA-MLIS

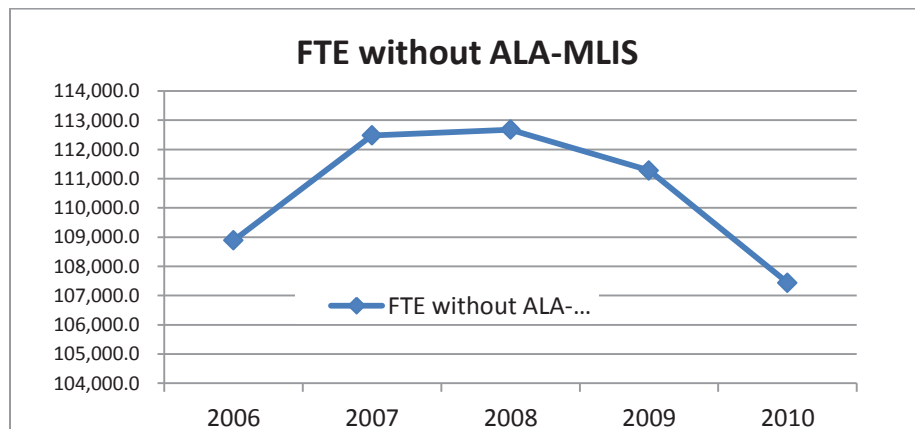


Table 4: One-Year Delay Analysis

| | Total Operating Revenue (In Thousands) | Total ALA-MLIS Librarians | | GDP (in Billions) |
|----------------------|--|---------------------------|------|-------------------|
| 2006 | 10,287,625.0 | 31,554.0 | 2005 | 12,901.4 |
| 2007 | 10,997,335.0 | 32,172.6 | 2006 | 13,584.2 |
| 2008 | 11,391,455.0 | 32,561.9 | 2007 | 14,253.2 |
| 2009 | 11,593,779.0 | 32,977.0 | 2008 | 14,081.7 |
| 2010 | 11,300,660.0 | 31,932.0 | 2009 | 14,133.6 |
| Correlation with GDP | 0.958 | 0.715 | | |

Table 4 shows a year-plus-one analysis for the total number of ALA-MLIS librarians; using Pearson’s Correlation, there is a correlation of 0.7 between total ALA-MLIS librarians and the GDP. Although not as strong as the correlation between library operating incomes, it is a significant correlation. Little correlation was found between non-librarian staff and the GDP, with a score of 0.2. This analysis indicates that, as budget is decreased, the number of ALA-MLIS librarians is also reduced, leaving the libraries to be manned by library staff with no formal education. Librarians are consequently employed as managers for oversight of library-specific operations.

The PLS data in Table 5 shows the number of full-time-equivalent (FTE) working in library facilities nation-wide. Although facility numbers have fluctuated in the last few years, reaching their highest number in FY2009, the number of FTE in each category per facility remained consistent during those years. The average number of ALA-MLIS

librarians in each facility remains between 1.9 and 2.0 FTE for the five years indicated, with an average of 8.5 FTE per facility.

Table 5: Number of FTE per Facility

| Public Library Survey Data Taken from FY 2006-2010 | | | | | | | | | |
|--|------------|---------------------------|----------------------|-----------|-------------------------|-----------------------------|---------------------------|-------------------------------|------------------------|
| FY | Facilities | Total ALA-MLIS Librarians | FTE without ALA-MLIS | Total FTE | ALA-MLIS % of Total FTE | Non ALA-MLIS % of Total FTE | ALA-MLIS FTE per Facility | Non ALA-MLIS FTE per Facility | Total FTE per Facility |
| 2010 | 16,598 | 31,932.0 | 107,438 | 139,370 | 22.9% | 77.1% | 1.9 | 6.5 | 8.4 |
| 2009 | 16,874 | 32,977.0 | 111,284 | 144,261 | 22.9% | 77.1% | 2.0 | 6.6 | 8.5 |
| 2008 | 16,850 | 32,561.9 | 112,681 | 145,243 | 22.4% | 77.6% | 1.9 | 6.7 | 8.6 |
| 2007 | 16,778 | 32,172.6 | 112,482 | 144,654 | 22.2% | 77.8% | 1.9 | 6.7 | 8.6 |
| 2006 | 16,750 | 31,554.0 | 108,888 | 140,442 | 22.5% | 77.5% | 1.9 | 6.5 | 8.4 |

Georgia Public Library Statistics 2007-2012

The national data does not break down the data by facility or salary by staff category, but the Georgia Annual Report does provide such data for Georgia libraries. Using the Georgia data set for FY12, an analysis of staff and salaries (not requested at the federal level) can be provided in detail. The data is public information, but only provided upon request. The Georgia data is used to explain the difference in salary expenditures for ALA-MLIS librarians and other staff. Such difference explains the motivation for library management to supplement librarians with other staff when budget reductions cause staff reductions.

Georgia requires librarians to have an MLIS to be certified as a librarian by the licensing board in the Secretary of State’s office. The annual report provided by the PLS reports the salaries for certified librarians and for the total amount for all public library staff

The average ALA/MLIS salary for the 628 librarians in FY12 was \$56,680.39 annually; \$22,260.35 was the average salary for the 2,131 remaining staff in FY12. Certified librarians in Georgia comprise only 22.8 percent of the public library staff.

Georgia provides 61 public library systems, each with a different number of branches, totaling 339 for FY12. Of the 628 librarians, 310 or 49 percent work in the 61 central libraries; the 339 branches have 318 librarians, which is less than one FTE per branch. Other staff, which refers to any staff member who does not have an ALA-MLIS, make up most of the 1,225 employees in the branches and 906 employees in the 61 central libraries (see Table 6).

Table 6: FY 2007-2012 Analysis

| FY | Operating Income (\$) | Librarians | Percentage of Total | Staff | Percentage of Total | Total Librarians and Staff |
|------|-----------------------|------------|---------------------|----------|---------------------|----------------------------|
| 2012 | 182,065,103 | 627.86 | .228 | 2,131.03 | .773 | 2,756.81 |
| 2011 | 190,390,036 | 679.44 | .222 | 2,416.42 | .791 | 3,054.55 |
| 2010 | 197,203,383 | 686.26 | .229 | 2,301.89 | .769 | 2,994.52 |
| 2009 | 210,251,831 | 691.06 | .223 | 2,398.49 | .772 | 3,105.30 |
| 2008 | 208,288,630 | 687.57 | .221 | 2,399.94 | .772 | 3,108.50 |
| 2007 | 205,353,685 | 684.58 | .227 | 2,239.88 | .742 | 3,017.82 |

The scant operating income of public libraries in Georgia reiterates the trend demonstrated by Figures 5 and 6, showing an increase in funding until FY 2009 and then

a continued decrease in operating income through FY 2012. State and local budget press releases indicate that the reductions will continue in FY 2013. A Pearson correlation between the percentage of staff and the percentage of librarians for the years FY 2007 to FY 2012 calculates to a -4. The score of -4 indicates that there is a mid-level negative correlation between the two sets of data, stating that as the staff numbers increase, the librarian numbers decrease. This is especially true for the years 2010 and 2011. As the budget continued to decline, librarians lost more positions while the staff increased in number.

Table 7 portrays the difference between salaries of ALA-MLIS librarians and those of other staff working in Georgia public libraries. Librarians are paid more than twice the salary of the other staff. A significant change in the amount of librarian salaries occurred in 2007 to 2008. The retirement of several long term librarians and directors and the hiring of newer librarians and directors who did not have the years on the salary schedule caused this change. During that same time, while only three librarians were added to the public libraries, over 160 library staff members were added to the payroll. Calculations also show that the library staff salaries increased by almost \$4.00 per hour or over \$7,000 per year.

Table 7: Comparison of Salaries – Certified Staff vs. Other Staff

| FY | Certified Staff Salaries | Salary per Certified Staff | Other Staff Salaries | Salaries per Other Staff | Total Staff Salaries | Total Salaries per Total Staff |
|------|--------------------------|----------------------------|----------------------|--------------------------|----------------------|--------------------------------|
| 2012 | 35,587,352.57 | 56,680.39 | 47,437,478.20 | 22,260.35 | 83,024,830.77 | 30,116.27 |
| 2011 | 38,121,879.43 | 56,107.79 | 61,587,219.24 | 25,486.97 | 99,709,098.67 | 32,642.81 |
| 2010 | 40,197,008.93 | 58,574.02 | 63,123,180.57 | 27,422.33 | 103,320,189.50 | 34,503.09 |
| 2009 | 40,691,441.82 | 58,882.65 | 65,361,349.18 | 27,251.04 | 106,052,791.00 | 34,152.19 |
| 2008 | 40,013,083.82 | 58,194.92 | 61,999,348.90 | 25,833.71 | 102,012,432.72 | 32,817.25 |
| 2007 | 56,593,088.40 | 82,668.33 | 40,449,136.79 | 18,058.62 | 97,042,225.19 | 32,156.40 |

In Georgia, the library regional or county system director is required by law to be an ALA-MLIS librarian. In Table 8, the number of system directors was taken from the number of ALA-MLIS librarians in order to determine the number of librarians available for library work within the systems. With the directors taken from the number, the number of ALA-MLIS librarians available per facility is 1.42 FTE for 2012. That number has decreased each year since 2007.

Table 8: Number MLIS and Staff per Facility

| FY | Branches | Central Lib | Facilities | Directors | MLIS minus Library Director | MLIS Per Facility | Staff Per Facility |
|------|----------|-------------|------------|-----------|-----------------------------|-------------------|--------------------|
| 2012 | 339.00 | 61.00 | 400.00 | 61 | 566.86 | 1.42 | 6.89 |
| 2011 | 344.00 | 61.00 | 405.00 | 61 | 618.44 | 1.53 | 7.54 |
| 2010 | 336.00 | 61.00 | 397.00 | 61 | 625.26 | 1.57 | 7.54 |
| 2009 | 334.00 | 61.00 | 395.00 | 61 | 630.06 | 1.60 | 7.86 |
| 2008 | 331.00 | 59.00 | 390.00 | 59 | 628.57 | 1.61 | 7.97 |
| 2007 | 326.00 | 58.00 | 384.00 | 58 | 626.58 | 1.63 | 7.86 |

Management Classes in ALA Accredited Library Schools

The Directory of Institutions Offering Accredited Master’s Programs, last updated March 1, 2012, describes basic information about 58 institutions that are accredited

through the ALA system. Library programs at these schools emphasize library courses that deal with technical aspects of the library profession. These courses stress the core competencies named by the ALA accreditation committee to become an accredited program. The core competency #8, Administration and Management, is not always in the required curriculum. Research of the census of 50 ALA accredited library schools in the U.S. shows that only 34 institutions require one management course in their core curriculum, while the other 16 institutions do not include a management course in their core curriculum, although a management class is available in their elective course plans. This study was taken from the websites of the 50 institutions in the U.S.

Many of these institutions contain areas of concentration for specific career paths. Of the 50 U.S. institutions, 26 or 52 percent of the total do not contain an area of concentration for administration and management. The 24 remaining programs provide an administration and management concentration offering courses in marketing, financial and budget management, human resource management, facilities management, organizational management or behavior. The programs average between 2 to 7 courses that provide management foundational systems and techniques. Courses from management programs can be used as the library program electives if the student wants to supplement library courses. Table 9 lists the 24 institutions that provide a management and administration or a public library concentration in their graduate library program, as well as institutions that provide dual degrees. It is sorted according to the number of management courses available for the students in the MLIS program.

Table 9: Management Course Requirements at 24 Universities

| Institution Name | City | Program Required Hours | Management Course Required | Areas of Concentration | Management Courses |
|-------------------------------------|--------------|------------------------|----------------------------|------------------------|--------------------|
| University of IL-Urbana - Champaign | Champaign | 40 | no | Mngmt&Admin PubLib | 10 |
| Dominican University | River Forest | 36 | yes | Mngmt&Admin PubLib | 9 |
| University of Wisconsin - Milwaukee | Milwaukee | 36 | no | PubLib Leadership | 7 |
| University of Michigan | Ann Arbor | 48 | yes | Mngmt&Admin PubLib | 7 |
| University of Iowa | Iowa City | 24 | yes | Mngmt&Admin PubLib | 7 |
| University of TN | Knoxville | 42 | no | Mngmt&Admin PubLib | 6 |
| University of Washington | Seattle | 45 | yes | Mngmt&Admin | 5 |
| University of AZ | Tucson | 36 | yes | Mngmt&Admin PubLib | 5 |
| Florida State University | Tallahassee | 36 | yes | Mngmt&Admin PubLib | 5 |
| Clarion Univ. of PA | Clarion | 36 | yes | PubLibMngmt | 5 |
| Valdosta State University | Valdosta | 39 | no | Mngmt&Admin PubLib | 5 |
| University of AL | Tuscaloosa | 36 | yes | Mngmt&Admin PubLib | 5 |
| San Jose State University | San Jose | 30 | yes | Mngmt&Admin PubLib | 5 |
| U of NC at Chapel Hill | Chapel Hill | 48 | yes | Mngmt&Admin PubLib | 4 |
| Kent State University | Kent | 36 | yes | Mngmt&Admin PubLib | 4 |
| University of SC | Columbia | 36 | no | Mngmt&Admin PubLib | 4 |
| UCLA | LA | 72 qtr units | yes | Mngmt&Admin PubLib | 3 |
| Simmons College | Boston | 36 | yes | Mngmt&Admin PubLib | 3 |
| Texas Woman's University | Denton | 36 | yes | PubLib | 3 |
| Wayne State | Detroit | 36 | yes | Mngmt&Admin | 3 |

| | | | | | |
|---------------------------------|---|----|-----|-----------------------|---|
| University | | | | PubLib | |
| Indiana University | Bloomington | 39 | yes | Mngmt&Admin PubLib | 3 |
| Long Island University | Brookville | 36 | yes | PubLibAdmin | 3 |
| U at Albany, State U of NY | Albany | 42 | yes | Mngmt&Admin PubLib | 2 |
| Louisiana State University | Baton Rouge | 40 | yes | Mngmt&Admin PubLib | 2 |
| Dual degrees or certifications: | Dominican University - MLIS & MBA -54-75 hrs. for both | | | | |
| | University of Michigan - Management, M.B.A./Library Information Science, M.L.I.S. | | | | |
| | Kent State University – MBA/MLIS | | | | |
| | Long Island University - Certification in PL Admin/Mngmt - 5 courses | | | | |
| | North Carolina Central University – JD/MLIS | | | | |
| | Univ. of Oklahoma – MBA/MLIS | | | | |

The number of courses in each of the programs looks impressive and would seem to provide a pedagogical base for all levels of library directors and managers. After deeper investigation, one finds that the number of elective courses available in the program does not allow for the completion of the management courses available at the institution. For instance, the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign requires 40 hours but, only two specific courses, LIS 501 Information Organization and Access and LIS 502 Libraries, Information, and Society, or eight hours of required core courses (graduate courses at this institution equal four hours per course). In order to complete the 10 courses or 40 hours of management, a student would have 48 hours before adding library related courses. The next program on the list, Dominican University, requires 36 hours with 12 hours of required core courses, leaving 24 hours or 8 courses for the remainder of the program.

With nine courses or 27 hours of management available, the student will not be able to complete the library related courses within the 36 hours required for the degree.

Several of the programs are beginning to provide dual degrees by combining a library degree with a business degree as indicated in Table 8. Dominican University in River Forest, Illinois and the University of Michigan at Ann Arbor have dual degrees that combine the MLIS with an MBA. Long Island University provides a Certification program in Public Library Administration and Management that contains five in-depth courses. Student who are not in the certification program are not allowed to take these courses. These combinations will prepare a librarian to become a director of a major metropolitan library or other large public library system. Dominican's program states that the dual degree will require 54 to 75 hours for the entire program.

One of the newest programs, Master of Management in Library and Information Science, is a degree from the Marshall School of Business/University of Southern California (USC) (News at Marshall 2013). The program will begin in May 2013. An interesting note is that USC does not have a library program that is accredited by ALA. The website for the dual degree program at Kent State University states that the program is designed for individuals who are interested in careers of administration in libraries and information centers. "Individuals in these positions need knowledge pertaining to planning, organizing, staffing, directing and controlling."

A conversation with two administrators from one of the ALA-accredited universities revealed that a recent discussion within the program involved reaching out to include more management courses for their students. Perhaps as the librarian profession

changes the programs will provide the knowledge base needed for library directors and managers.

Job Opportunities and Job descriptions for ALA-MLIS librarians

In order to determine what type of education is required from the ALA-accredited graduate library programs for employment as a librarian, this research sought out a sample of library job announcements for public library positions. The sample included 61 positions in three different types of public library jobs: 26 directors/managers, 16 assistant directors/branch managers, and 19 librarians. Required elements were taken from the job descriptions to make a chart of needed skills and abilities in order to perform the job. Education and years of library and supervisory experience were also recorded in the chart.

Table 10: Requirements Listed in Library Job Announcements

| | Directors / Managers (26) | Assistant Directors / Branch Managers (16) | Public Librarian (19) |
|---|--|--|---|
| Functions | | | |
| Plan, organize, and manage all library services | 26 100% | 14 88% | 1 5% |
| Budget Prep and Administration | 26 100% | 11 69% | 2 10% |
| Collaborates with all levels of community government | 25 96% | 12 75% | 1 5% |
| Marketing | 19 73% | 9 56% | 5 26% |
| IT Planning and Service | 10 38% | 4 25% | 5 26% |
| Write and Administer Grants | 11 42% | 3 19% | 3 16% |
| Facilities Management | 10 38% | 8 50% | 0 0% |
| Public Relations | 16 62% | 13 81% | 8 42% |
| Knowledge, Skills, and Abilities | | | |
| Communication Skills Written/Oral | 20 77% | 12 75% | 10 53% |
| Administration and Organization Abilities | 22 85% | 13 81% | 7 37% |
| Marketing Skills | 14 54% | 12 75% | 5 26% |
| Education and Experience | | | |
| MLIS | 26 100% | 14 88% | 16 84% |
| Years of Public Library Experience | 4.7 average | 4 average | 1.8 average |
| Years of Supervisory Experience | 1.9 average | 2.4 average | 0 average |
| Salary Range | \$48,000 – \$135,684 \$77,600 Average | \$39,000 – \$141,000 \$66,615 Average | \$21,000 – \$82,877 \$51,765 Average |

As shown in Table 10, a public librarian is not required to have the management qualifications that directors and managers are required to have. The salary range identified from the collection of job opportunity announcements provided an interesting observation. The salary range and average salaries match with an analysis of public librarians' salary survey of library positions in several levels with average 2009 salary data:

- Director/Dean/Chief Officer – \$83,655
- Deputy/Associate/Assistant Director - \$73,236
- Department Head/Branch Manager/Coordinator/Senior Manager - \$63,236
- Manager/Supervisor of Support Staff - \$53,564
- Librarian Who Does Not Supervise - \$51,556
- Beginning Librarian - \$46,042 (Grady and Bragg 2011)

Because of the increase of salary with the increase of administration and management responsibilities, the preferred career path would be to work toward the position of director. Table 11 compares the percentage of programs that satisfy each of the Functions and KSAs identified in the job opportunity announcement analysis. This comparison was completed to find out which of these elements are based in the graduate programs.

Table 11: Percentage of Programs Satisfying Job Requirements

| | ALA-MLIS Programs that provide Admin & Management Concentration (24) | ALA-MLIS Programs in the United States (50) | Directors / Managers (26) |
|--|--|---|---------------------------|
| Management Courses Available | Range: 2 – 10 Average: 4.8 Median: 5 | Range: 1 - 10 Average: 3.7 Median: 3 | n/a |
| Functions | | | |
| Plan, organize, and manage all library services | 24 100% | 49 98% | 26 100% |
| Budget Prep and Administration | 16 67% | 29 58% | 26 100% |
| Collaborates with all levels of community government | 14 58% | 20 40% | 25 96% |
| Marketing | 13 54% | 17 34% | 19 73% |
| IT Planning and Service | 9 37.5% | 19 38% | 10 38% |
| Write and Administer Grants | 3 12.5% | 6 12% | 11 42% |
| Facilities Management | 9 37.5% | 13 26% | 10 38% |
| Public Relations | 8 33% | 17 34% | 16 62% |
| Knowledge, Skills, and Abilities | | | |
| Communication Skills Written/Oral | 7 29% | 13 26% | 20 77% |
| Administration and Organization Abilities | 16 67% | 21 42% | 22 85% |
| Marketing Skills | 13 54% | 17 34% | 14 54% |
| Education and Experience | | | |
| MLIS | 26 100% | 50 100% | 26 100% |
| Years of Public Library Experience | n/a | n/a | 4.7 average |
| Years of | n/a | n/a | 1.9 average |

| | | | |
|------------------------|-----|-----|---|
| Supervisory Experience | | | |
| Salary Range | n/a | n/a | \$48,000 – \$135,684 \$77,600 Average |

An examination of the functions required in the job announcements for the programs with a management concentration and the ones without a management concentration shows that the programs provide preparation in several areas, but not in all areas. The job functions of Plan, Organize, and Manage all Library Services, IT Planning and Services, Facilities Management, and Marketing Skills are provided in approximately the same percentages as required in the job announcements.

The functions of Write and Administer Grants, Public Relations, Administration and Organization Abilities, Marketing, Collaborates with all levels of community government, Budget Prep and Administration, and Communication Skills Written/Oral do not meet the requirements in the same percentage of the job announcements. These are important aspects of the director’s position and responsibilities, but less than two thirds of the programs meet these needs for educating potential directors.

As shown above, most librarians are hired into positions of management in this economy and few are hired to work as librarians. As new librarians graduate from the ALA-accredited programs, the need to prepare them for management and administration of public libraries agencies should be the focus of these library school programs. Public libraries are finding their niche in a world of changing technologies, and leaders of educational programs need to be leading the change. At this point, library program

administrators are following trends for public librarians instead of creating trends for public librarians.

Chapter V

DISCUSSION AND CONCLUSIONS

The final chapter contains a discussion of the research and conclusions for the hypothesis as submitted. As brought out in the research, the economy has affected public library hours and staffing in the same way that it has affected all government agencies. Sustaining government agencies during the Great Recession has been a monumental task at all levels of government. Using the data from all public libraries throughout the U.S. the research shows that the number of professional library positions, those with an ALA-accredited MLIS degree, has declined during the recession as basic library staffing is supplemented with non-librarian staff at a much lower salary. Professional librarians have been put in positions of administration and management, leaving librarian tasks to be completed by non-librarian staff with supervision by professional librarians.

This discovery led to the assumption that library schools were preparing their students for library tasks but not for positions in management and administration. A thorough review of all the management courses in the 50 U.S. institutions containing ALA-accredited library programs revealed that 24 of the 50 U.S. programs provide a study concentration of administration and management for library students with a variety of courses from which to choose. Although the number and variety of courses could prepare the student to be in a management position, the number of electives available in the student's schedule would not allow time for all the management classes and still include the necessary library core courses in most programs.

Others must be coming to the same conclusion because several institutions have created dual degrees that provide courses to complete a Master's of Business Administration and a Master's of Library and Information Science. The two degrees are combined to create an educational foundation for librarianship and for management of a public agency. The Kent State website describes this program in this way:

The Master of Library and Information Science and Master of Business Administration (M.L.I.S.-M.B.A.) Dual Degree Program is designed for students planning careers in library or information center administration. Individuals in these positions need knowledge pertaining to planning, organizing, staffing, directing and controlling. Advanced education to obtain knowledge and learn skills related to these management functions enables students to take advantage of career opportunities in library settings and other information settings in the profit and nonprofit sectors (Kent State Website).

As library funds become scarcer, the knowledge of financial management and of human resource management become more important aspects of the administrators' skill set. A student desiring a career in public librarianship will have to understand that the major portion of their career will be in library management and they should design their education to include management courses.

The main themes coming from the literature review in Chapter 2 was that a public library director is in charge of a government agency, and the ability of the library director to work within the government environment will dictate the success of the library. Results show that each facility has approximately two professional librarians, which

would mean that all librarians would need to understand the importance of public policies and involvement in government proceedings. The research of library director job opportunity announcements shows 96 percent of the announcements include the ability to collaborate with all levels of community government, but fewer than half of the library programs address this issue in their management courses. The hypothesis that library schools do not prepare librarians to become public administrators is substantial when only 20 of the 50 programs address this issue.

More research into the differences in function and skills between academic librarians and public librarians would help determine how library programs need to address the curriculum for each. The academic advisors on the ALA accreditation committee are all part of academia and, therefore, do not have an intimate knowledge of government collaboration as it pertains to the public library director and manager. This point does not negate the fact that academic librarians deal with the political environment within the university and must negotiate their budget within that environment; however, standards and academic regulations do not translate into political collaboration within local government.

Technology is continually changing the services and programs of public libraries in the U.S. One example is the circulation of electronic books with library-owned digital readers or downloaded to the library user's reader. As new technologies are being used, new policies and procedures are being written to accommodate them. Book vendors are creating different types of policies and are working out how to allow one book purchase to be distributed to one user at a time. Publishers are concerned that the new technology will not allow for identification of the item purchased and that the borrowed books will

affect sales and, ultimately, profits. This is just one of the difficulties facing library management today.

Public libraries have become the suppliers of Internet access throughout the country. Job seekers are using the library for access to new job announcements and to complete job applications. Others who do not have Internet access at home are using libraries to access the Internet through their own equipment. Because the internet access is available 24 hours a day, many directors are finding a growing network of users sitting in their cars or close to the library building using the library's internet access all during the night. These are services that the library is offering but the use cannot be substantiated and, therefore, cannot be documented as a service for budget evaluation and proposals. The function identified as IT planning and services was included on approximately 38 percent of the job announcements for library directors or managers and was included in about 38 percent of all the library school programs. This is becoming a necessary part of the curriculum, and library directors are being expected to handle purchasing, contracting, and defending the budget for these services.

Additional research into the effects produced by privatizing library management services for the remaining library staff would be beneficial in this time of budget constraints. An understanding of how a private company is able make a profit while providing the same services would be advantageous to those communities struggling with the necessity of closing their public library. A matter to be considered would be the extent to which professional librarians would be hired to provide library services and complete the tasks that were learned in library school. Consolidating funding and acquisitions among several communities would take power from the local government

and require monitoring of the contract and services. The privatization of government actions and responsibilities from transportation to prisons has had mixed reactions from citizens.

Management theories and different styles are important for the library director to understand and use. Professional librarians, who expect to be treated as such, perform most decision-making aspects in a library. A management professional would have to overcome a boundary against management who did not understand the expertise of professional librarians as stated in Chapter 2. Because of the culture within the library, professional librarians as directors or managers of a public library might not easily accept outside management professionals. With the latest trend of hiring nonprofessionals to perform library tasks, the knowledge base of librarianship is maintained by management. Directors and managers are expected to be the experts for library services and public administrators to maintain all aspects of the library. Hiring a director to only complete the tasks of the public administrator would leave the public library without the expertise of librarianship. Dual degrees now provide the best answer to the problems of management and librarianship. Directors and managers are expected to be both the experts for library services and the public administrators to maintain all aspects of the library. Hiring a director to complete only the tasks of the public administrator would leave the public library without the expertise of librarianship. The dual degrees provide the best answer to the problems of management and librarianship in today's world.

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APPENDIX A

ALA'S Core Competences of Librarianship

ALA's Core Competences of Librarianship

Final version

Approved by the ALA Executive Board, October 25th 2008

Approved and adopted as policy by the ALA Council, January 27th 2009

This document defines the basic knowledge to be possessed by all persons graduating from an ALA-accredited master's program in library and information studies. Librarians working in school, academic, public, special, and governmental libraries and in other contexts will need to possess specialized knowledge beyond that specified here.

CONTENTS

1. Foundations of the Profession
2. Information Resources
3. Organization of Recorded Knowledge and Information
4. Technological Knowledge and Skills
5. Reference and User Services
6. Research
7. Continuing Education and Lifelong Learning
8. Administration and Management

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:

1. Foundations of the Profession
 - A. The ethics, values, and foundational principles of the library and information profession.

- B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
- C. The history of libraries and librarianship.
- D. The history of human communication and its impact on libraries.
- E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
- F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
- G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
- H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
- I. The techniques used to analyze complex problems and create appropriate solutions.
- J. Effective communication techniques (verbal and written).
- K. Certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources

- A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

- B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.
- C. Concepts, issues, and methods related to the management of various collections.
- D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

3. Organization of Recorded Knowledge and Information

- A. The principles involved in the organization and representation of recorded knowledge and information.
- B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
- C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

4. Technological Knowledge and Skills

- A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
- B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
- C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

5. Reference and User Services

A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

6. Research

A. The fundamentals of quantitative and qualitative research methods.

- B. The central research findings and research literature of the field.
- C. The principles and methods used to assess the actual and potential value of new research.

7. Continuing Education and Lifelong Learning

- A. The necessity of continuing professional development of practitioners in libraries and other information agencies.
- B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
- C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.
- D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

8. Administration and Management

- A. The principles of planning and budgeting in libraries and other information agencies.
- B. The principles of effective personnel practices and human resource development.
- C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

- D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
- E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

APPENDIX B

ALA Committee on Accreditation (COA)

ALA Committee on Accreditation (COA)

Roster as of 9/22/2012

<http://www.ala.org/groups/committees/ala/ala-coa>

Brian L. Andrew (Chair, March 29, 2012, to June 30, 2013) – Attorney – Clayton, MO

Elizabeth S. Aversa, Ph.D. (Member, May 1, 2012, to June 30, 2013) –

Professor/Director U of Alabama

Dr. James A. Benson (Member, July 1, 2009, to June 30, 2013) – Professor/Director St.

Johns U – Queens, NY

Dr. Anthony Bernier (Member, July 1, 2011, to June 30, 2015) – Professor – San Jose

State U

Dr. Joan R. Giesecke (Member, May 1, 2012, to June 30, 2016) – Professor/Director - U

of Nebraska-Lincoln, DPA

Joan S. Howland (Member, July 1, 2012, to June 30, 2016) – Professor/Director – U of

Minnesota Law Library, MBA

Dr. Ling Hwey Jeng (Member, July 1, 2010, to June 30, 2014) – Professor/Director –

Texas Women's University

Barbara B. Moran (Member, July 1, 2012, to June 30, 2013) – Professor – U of NC-

Chapel Hill

Laura Neumann, DDS, MPH (Member, July 1, 2012, to June 30, 2014) – Dentist –

Downers Grove, IL

Dr. Mary Stansbury (Member, July 1, 2011, to June 30, 2015) Professor/Chair – U of

Denver

Dr. Vicki Kay Williamson (Member, July 1, 2012, to June 30, 2016) – Professor/Dean –
U of Saskatchewan

Dr. Arthuree R.M. Wright, Ph.D. (Member, July 1, 2010, to June 30, 2014) –
Professor/Director – Howard University

Laura Dare (Staff Liaison, July 1, 2008, to June 30, 2013)

Karen Lynn O'Brien (Staff Liaison, July 1, 2008, to June 30, 2013)

APPENDIX C
URLs of Legislation by State

State Statutes and Code Concerning Public Libraries

URLs Retrieved on March 20, 2013.

1. Alabama Code - Section 41-8-1: CREATION; CHIEF OBJECTIVE
<http://codes.lp.findlaw.com/alcode/41/8/1/41-8-1>
2. Alaska Library Statutes - Sec. 14.56.400. Public libraries.
<http://library.state.ak.us/dev/pllaw.html>
3. Arizona Library Revised Statutes – Section 41-1335
<http://www.azleg.gov/SearchResults.asp?Scope=/ars&SearchPhrase=library&SearchedFrom=/ArizonaRevisedStatutes.asp&Page=1>
4. Arkansas – Arkansas Code, Title 13, Chapter 2
<http://www.lexisnexis.com/hottopics/arcodes/Default.asp>
5. California Library Laws 2010
<http://www.library.ca.gov/publications/laws.html>
6. Colorado Library Law – Section 24-90-101
<http://www.lexisnexis.com/hottopics/colorado/> May need to log in on LexisNexis to receive access to electronic version.
7. Connecticut Library Law – Chapter 188, Sec. 11-1
<http://search.cga.state.ct.us/surs/sur/htm/chap188.htm#Sec11-1.htm>
8. Delaware Library Law – Title 29, Chapter 66, Section 6601
<http://delcode.delaware.gov/title29/c066/index.shtml>
9. Florida Library Statutes – Title 18, Chapter 257
http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=Ch0257/tit10257.htm&StatuteYear=2009&Title=-%3E2009-%3EChapter%20257
10. Georgia Library Laws – Chapter 20
http://www.georgialibraries.org/lib/library_laws/OCGA - 20-2-305.pdf
11. Hawaii Library Law – Chapter 312
http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch02610319/HRS0312/HRS_0312-.htm
12. Idaho Statutes – Title 33, Chapter 27
<http://legislature.idaho.gov/idstat/Title33/T33CH27SECT33-2716.htm>
13. Illinois Library Statutes – 75 ILCS 5/ 10/ 20/

- <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=990&ChapAct=75%26nbsp%3BILCS%26nbsp%3B5%2F&ChapterID=16&ChapterName=LIBRARIES&ActName=Illinois+Local+Library+Act>.
14. Indiana Library Legislation – IC 36-12-1
<http://www.in.gov/legislative/ic/code/title36/ar12/>
 15. Iowa Library Statutes – Iowa Code-Section 256.50
<http://search.legis.state.ia.us/nxt/gateway.dll/ic?f=templates&fn=default.htm>
 16. Kansas Library Statutes – Chapter 12, Article 12
http://kslegislature.org/li/b2013_14/statute/012_000_0000_chapter/012_012_0000_article/
 17. Kentucky Revised Statutes – Chapter 173
<http://www.lrc.ky.gov/KRS/173-00/CHAPTER.HTM>
 18. Louisiana Revised Statutes – Chapter 25
<http://www.legis.state.la.us/lss/lss.asp?doc=84266&showback=>
 19. Maine Revised Statute – Title 27
<http://www.mainelegislature.org/legis/statutes/27/title27ch0sec0.html>
 20. Maryland Library Statutes – Code Education Article, secs 23-102 through 23-105
<http://www.marylandpublicschools.org/MSDE/divisions/library/?WBCMODE=Present%25%3E%25%3E%25%25%25%25%25%3E%25>
 21. Massachusetts Library Law – Chapter 78
<http://mblc.state.ma.us/mblc/laws/laws.php>
 22. Michigan Library Law – Article 24, Chapter 397.171
[http://www.legislature.mi.gov/\(S\(o4lmnfna41v0ki45b2ptitjc\)\)/mileg.aspx?page=MCBasicSearch](http://www.legislature.mi.gov/(S(o4lmnfna41v0ki45b2ptitjc))/mileg.aspx?page=MCBasicSearch)
 23. Minnesota Statutes – Chapter 134
<https://www.revisor.mn.gov/statutes/?view=part&start=134&close=135>
 24. Mississippi Statutes – Title 39, Chapter 3
<http://michie.com/mississippi/lpext.dll?f=templates&fn=main-h.htm&cp=>
 25. Missouri Revised Statutes – Chapter 181-2
<http://www.moga.mo.gov/statutes/c181.htm>
<http://www.moga.mo.gov/statutes/c182.htm>
 26. Montana Library Statutes – Title 22, Chapter 1

- <http://data.opi.mt.gov/bills/mca/22/1/22-1-303.htm>
27. Nebraska Revised Statutes – Chapter 51
<http://uniweb.legislature.ne.gov/laws/statutes.php?statute=51-101>
 28. Nevada Library Statutes – Title 33, Chapter 378
<http://leg.state.nv.us/NRS/NRS-378.html#NRS378Sec005>
 29. New Hampshire – Title 16, Chapter 202
<http://www.gencourt.state.nh.us/rsa/html/NHTOC/NHTOC-XVI.htm>
 30. New Jersey Library Laws – Section 40:9A
http://www.njstatelib.org/LDB/Library_Law/
 31. New Mexico Library Law – Chapter 3-18-14; Chapter 4-36-2
<http://www.nmonesource.com/nmnxtadmin/NMPublic.aspx> - Search “libraries”
 32. New York Library Statutes – Education, Title 1, Article 5, Part 2, Section 245
<http://public.leginfo.state.ny.us/LAWSSEAF.cgi?QUERYTYPE=LAWS+&QUERYDATA=@SLEDN0T1A5P2+&LIST=LAW+&BROWSER=BROWSER+&TOKEN=56748673+&TARGET=VIEW>
 33. North Carolina – Chapter 125, Article 1, Section 125
<http://www.ncga.state.nc.us/gascripts/Statutes/StatutesTOC.pl?Chapter=0125>
 34. North Dakota Library Statutes – Chapter 40-38
<http://www.legis.nd.gov/cencode/t40c38.pdf?20130320163845>
 35. Ohio Library Statutes – Title 33, Chapter 3375
<http://codes.ohio.gov/orc/3375.01>
 36. Oklahoma Library Statutes – Title 65, Section 4
<http://www.lsb.state.ok.us/osstatuestitle.html>
 37. Oregon Library Statutes – Chapter 357
<http://www.leg.state.or.us/ors/357.html>
 38. Pennsylvania Library Statutes – Title 24, Part VI, Chapter 93
http://www.legis.state.pa.us/cfdocs/legis/LI/Public/cons_index.cfm
 39. Rhode Island Library Statutes – Title 29, Chapter 29-1
<http://www.rilin.state.ri.us/Statutes/TITLE29/INDEX.HTM>
 40. South Carolina Library Statutes – Title 60, Chapter 1,
<http://www.scstatehouse.gov/code/title60.php>

41. South Dakota Library Statutes – 14-1-39
<http://legis.state.sd.us/statutes/DisplayStatute.aspx?Statute=141&Type=Statute>
42. Tennessee Library Statutes – Title 10
<http://www.michie.com/tennessee/lpext.dll?f=templates&fn=main-h.htm&cp=>
43. Texas Library Government Code – Title 4D, Chapter 441A
<http://www.statutes.legis.state.tx.us/Docs/GV/htm/GV.441.htm>
44. Utah Code - Title 9, Chapter 7
<http://www.le.utah.gov/UtahCode/section.jsp?code=9-7>
45. Vermont Library Statutes – Title 22, Chapter 13, Section 601
<http://www.leg.state.vt.us/statutes/chapters.cfm?Title=22>
46. Virginia Library Statutes – Title 42.1
<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+TOC4201000>
47. Washington Revised Code - Chapter 27
<http://apps.leg.wa.gov/rcw/default.aspx?cite=27.04&full=true#27.04.010>
48. West Virginia Code – Chapter 10, Article 1
<http://www.legis.state.wv.us/WVCODE/Code.cfm?chap=10&art=1>
49. Wisconsin Library Statutes – Chapter 43
<http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&d=stats&jd=43.001>
50. Wyoming Library Statutes – Title 18, Chapter 7, Article 1
<http://legisweb.state.wy.us/statutes/dlstatutes.htm>

APPENDIX D

Requirements for Librarian Certification
within State Legislation

As of April 2010

| Requirements for Librarian Certification | |
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| AL | No certification requirement found |
| AK | No certification requirement found |
| AZ | 11-908. <u>County librarian; certificate</u> A. Upon establishment of a county free library, the board of supervisors shall appoint a county librarian to serve at the pleasure of the board. B. No person shall be eligible for appointment to the office of county librarian unless prior to appointment he has received from the board of library examiners a certificate of qualification for the office. |
| AR | No certification requirement found |
| CA | No certification requirement found |
| CO | No certification requirement found |
| CT | Sec. 11-26. Librarians' certificates. Section 11-26 is repealed, effective July 1, 2007. |
| DE | No certification requirement found |
| FL | (a) Be operated under a single administrative head who is an employee of the single library administrative unit and who has completed a library education program accredited by the American Library Association. The single administrative head shall have at least 2 years of full-time paid professional experience, after completing the library education program, in a public library that is open to the public for a minimum of 40 hours per week. |
| GA | Section 20-5-56 Requirement of certification of librarians - All persons holding professional positions with the title of librarian must be certified by the State Board for the Certification of Librarians. [Secretary of State Office] |
| HA | §312-3 Exchange of librarians. The board of education may contract for the exchange of librarians with librarians of any state, country, or territory in accordance with this section, except as otherwise provided in section 78-27. Local librarians so exchanged shall be paid their regular salaries out of the funds appropriated for personal services in the library budget for the library concerned. The qualifications of all librarians from any such state, country, or territory so exchanged shall be equal to those of the local librarians exchanged. In the selection of local librarians for exchange, preference shall be given to persons born in the State. The requirements of citizenship shall not apply to any librarian coming to the State from any foreign state, country, or territory under any such contract of exchange. All librarians so exchanged shall furnish their own transportation to and from the state, country, or territory with which exchanged. |

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| ID | (4) "Library director" or "library director team" means an employee or group of employees of a public library district charged with the administration and management of library services for that district. |
| IL | [The Board of Directors is responsible:] To appoint and to fix the compensation of a competent librarian, who shall have the authority to hire such other employees as may be necessary, to fix their compensation, and to remove such appointees, subject to the approval of the board. |
| IN | Sec. 24. (a) The library board shall select a librarian who holds a certificate under IC 36-12-11 to serve as the director of the library. IC 36-12-11-7 Public library service; application for certification Sec. 7. (a) An individual who: (1) desires to be certified as a librarian in a designated division, grade, or type of public library service; and (2) possesses the qualifications prescribed in the rules of the board as essential to enable an individual to apply for a certificate; may apply to the board for a certificate in any grade or grades of public library service. |
| IA | 256.66 Powers and duties of regional trustees.1. Shall appoint and evaluate a qualified administrator who shall have a master's degree in librarianship from a program of study accredited by the American library association and who may be terminated for good cause. |
| KS | No certification requirement found |
| KY | No certification requirement found |
| LA | RS 25:222 A. There is created a State Board of Library Examiners to be composed of three members, all of whom must be experienced and trained librarians, appointed and chosen by the Board of Commissioners of the State Library of Louisiana for a term of four years who shall serve without pay. The members of the board shall meet and organize and elect one chairman and a secretary. The board of library examiners shall have authority to establish rules and regulations for its government and prescribe examinations, qualifications, conditions, and requirements for those seeking certificates or permits to practice the profession of librarian. The board shall hold at least one examination a year for the purposes of examining applicants for certificates as librarians at the office of the state library in Baton Rouge and may hold other examinations at other places in the state as may suit the convenience of the board and the applicants. B. All applicants for the certificates as librarian shall be required to deposit and pay to the State Library of Louisiana a fee of five dollars; if the applicants are successful in the examination, they will be given a certificate by the board of examiners. All fees collected by the board shall be turned over by it to the State Library of Louisiana to defray the incidental expenses for certificates, traveling expenses, stationery, postage, and the like. |
| ME | No certification requirement found |
| MD | No certification requirement found |

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| MA | Chapter 78: Section 22. Authorization Section 22. The board of library commissioners shall certify, and issue certificates to, librarians. The board shall appoint an advisory committee of professional librarians practicing in the commonwealth to advise with it concerning certification. Graduation from a library school accredited by the American Library Association or the passing of an examination which, with due consideration of education, professional training, practical experience and demonstrated ability, shall satisfy the board that the candidate has the qualifications required for the satisfactory practice of library work. |
| MI | No certification requirement found |
| MN | The library board shall appoint a qualified library director and other staff as necessary, establish the compensation of employees, and remove any of them for cause. |
| MS | No certification requirement found |
| MO | 182.060. 2. The board, in case such library district establishes its own free county library, shall appoint a qualified librarian who shall be the chief executive and administrative officer for the library district and shall serve at the pleasure of the board. |
| MT | 22-1-310. Chief librarian -- personnel -- compensation. The board of trustees of each library shall appoint and set the compensation of the chief librarian who shall serve as the secretary of the board and shall serve at the pleasure of the board. With the recommendation of the chief librarian, the board shall employ and discharge such other persons as may be necessary in the administration of the affairs of the library, fix and pay their salaries and compensation, and prescribe their duties. |
| NE | No certification requirement found |
| NV | NRS 379.0073 Regulations establishing standards for certification. (a) Standards for the certification of various categories of library personnel, based upon their educational backgrounds, work experience and job descriptions. (b) The qualifications required for certification, including the courses of study or training required for each category of certification. |
| NH | 202-A:15 Public Librarian; Qualification and Tenure. – The librarian shall have education of sufficient breadth and depth to give leadership in the use of books and related materials. The librarian shall be appointed by the board of library trustees for a term of office agreed to at the time of employment and until a successor is appointed and qualified. |
| NJ | No certification requirement found |
| NM | No certification requirement found |

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| NY | § 272. k. (3) The need of each public library system for the professional services of an adequate number of librarians having, in addition to general familiarity with literature, special training with respect to book selection and organization for library use. |
| NC | § 125-9. Librarian certification. The Secretary of Cultural Resources shall issue librarian certificates to public librarians under such reasonable rules and regulations as the Public Librarian Certification Commission may adopt. A complete record of the transaction of the Department in the issuance of librarian certificates shall be kept at all times in the office of the North Carolina State Library. |
| ND | 54-24-3 12. Establish levels of certification for libraries of the state that meet the standards recommended by the American library association and the North Dakota library association. |
| OH | No certification requirement found |
| OK | §65-4-116. Public library boards - Powers and duties.(b) To employ a director who shall have the authority to employ necessary staff and to terminate the employment of such staff upon approval of the board; §65-4-206. Librarian - Qualifications - Powers. A. The rural single county library system board shall appoint a librarian of the library system on the basis of merit and experience. In counties with a population of twenty thousand (20,000) or more, the librarian shall be a graduate of a library school accredited by the American Library Association. In counties with a population of less than twenty thousand (20,000), during the first two (2) years after formation of a system the board may appoint a librarian who is not a graduate of a library school accredited by the American Library Association; provided, within five (5) years of formation of the system the librarian must graduate from a library school accredited by the American Library Association in order to continue as librarian. Subsequent librarians appointed in counties with a population of less than twenty thousand (20,000) must be graduates at the time of appointment of a library school accredited by the American Library Association. |
| OR | 357.226 District board members; appointment of librarian. (1) The officers of the district shall be a board of five members, to be elected by the electors of the district. The district board shall appoint a district librarian, who shall be the secretary for the district. |

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| PA | Title 24 P.S. Education Chapter 16. Libraries Article II (Refs & Annos) § 4201. State library and state librarian-- The Department of Education shall have the power, and its duty shall be--(13) To certify library personnel in the following categories: Library Assistants having two years of college education in addition to in-service library training; Provisional Librarians having a college degree and introductory education in library service; and Professional Librarians having a college degree in addition to one or more academic years of professional library education. The State Librarian may conduct examinations and promulgate rules and regulations providing for the certification of persons in the above categories based upon actual library experience as equivalent to the above minimum educational requirements: Provided, That this act shall not apply to clerks, typists, volunteer workers or other personnel, who do not need special library training: And provided further, That all library personnel employed at the effective date of this act shall be certified for the positions they then hold. |
| RI | No certification requirement found |
| SC | South Carolina professional librarian's certificate SECTION 60-1-80. The State Library may: (c) administer a certification program for public libraries and librarians, establishing regulations and procedures for the implementation of the program; |
| SD | No certification requirement found |
| TN | 10-1-104. Functions of the secretary of state, acting through the division of public libraries and archives. (c)(1) The secretary of state shall establish the minimum qualifications for eligibility and the minimum salary schedule for the library positions [for the local public library]. 10-1-107. Personnel — Funds for training and education. (b) The secretary of state is authorized to expend funds for the special training and formal education of library personnel; provided, that the personnel shall agree to work in the state library system for at least two (2) years after the completion of the training and education. |
| TX | No certification requirement found |
| UT | 9-7-407. Librarian and other personnel. (1) The library board of directors shall appoint a competent person as librarian to have immediate charge of the library with those duties and compensation for services that it determines. The librarian shall act as the executive officer for the library board. |
| VT | § 606. Other duties and functions (5) May conduct seminars, workshops, and other programs to increase the professional competence of librarians in the state. |
| VA | § 42.1-15.1. Qualifications required to hold professional librarian position A professional librarian position as used in this section is one that requires a knowledge of books and of library technique equivalent to that required for graduation from any accredited library school or one that requires graduation from a school of library science accredited by the American Library Association. |

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| WA | 27.04.055Qualifications of librarians — Rules — Fees. The state librarian shall: (2) Grant librarians' certificates without examination to applicants who are graduates of library schools programs accredited or otherwise officially recognized by the American library association for general library training, and grant certificates to other applicants when it has satisfied itself by examination that the applicant has attainments and abilities equivalent to those of a graduate of a library school program accredited or otherwise officially recognized by the American library association... |
| WV | §10-1-18. Regional libraries and library areas (b) The librarian shall hold a certificate from an approved school of library science and shall have had not less than three years of practical experience in library work. |
| WI | 43.09 Certificates and standards. (1) PUBLIC LIBRARIANS. The division shall issue certificates to public librarians and promulgate, under Ch. 227, necessary standards for public librarians. The qualifications for public librarians shall be based on education, professional training and experience. Certificates already granted prior to December 17, 1971, shall remain in effect. |
| WY | 18-7-104. The board of directors shall appoint a competent librarian who with the approval of the board of directors shall appoint a library staff. |

APPENDIX E

Public Library Responsibilities
as Defined or Prescribed by State Law

As of April 2010

| Public Library Responsibilities as Defined or Prescribed by State Law | |
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| AL | no description found |
| AK | a. A public library established under this section shall provide at least the following services free of charge to the residents of the municipality or community: 1. establish and maintain a collection of books and other materials for loaning; 2. provide access to interlibrary loan services; 3. provide reading or other educational programs for children; and 4. provide reference information. b. A public library established under this section shall submit an annual report of its operations and the services it provides to the director of the division that has responsibility for state libraries. |
| AZ | A. The county free library shall be under the general supervision of the board of supervisors, which may make general rules and regulations regarding the policy of the county free library, and establish, upon recommendation of the county librarian, branches and stations throughout the county which may be located in incorporated or unincorporated cities and towns when deemed advisable. |
| AR | no description found |
| CA | The Department of Education may: (a) Contract with counties, cities, or districts within this state, agencies of the state, and agencies of the United States government for the purpose of providing library services. (b) Establish and operate library service centers. Each system shall annually apply to the state board for funds for planning, coordination, and evaluation of the overall system wide services authorized by this chapter. When any system or systems consolidate, a grant of ten thousand dollars (\$10,000) for each of the two years following the consolidation shall be made to the newly consolidated system. |
| CO | (13) (a) "Public library" means an administrative entity that is: (I) Operated and maintained for the free use of the public residing within its legal service area; (II) Operated and maintained in whole or in part with money derived from local taxation; and (III) Open to the public a minimum number of hours per week in accordance with rules established by the state library. (b) An administrative entity may provide public library services through a single public outlet or any combination of any of the following types of outlets: A central or main library, branch libraries, or bookmobiles. |

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| CT | <p>Sec. 11-20. Establishment. Gifts. Pensions. Any town, city, borough, fire district or incorporated school district may, by ordinance, establish a public library and may expend such sums of money as may be necessary to purchase land for a suitable site and to provide and maintain such suitable rooms or buildings as may be necessary for such library or for any library which is the property of any corporation without capital stock or for any public library established in such municipality, provided the use of such library shall be free to its inhabitants under such regulations as its trustees prescribe</p> |
| DE | <p>Title 29, Chapter 66 Library funding, construction and grants</p> |
| FL | <p>A political subdivision that has been designated by a county or municipality as the single library administrative unit is eligible to receive from the state an annual operating grant of not more than 25 percent of all local funds expended by that political subdivision during the second preceding fiscal year for the operation and maintenance of a library, under the following conditions:</p> <p>(1) Eligible political subdivisions include: (a) A county that establishes or maintains a library or that gives or receives free library service by contract with a municipality or nonprofit library corporation or association within such county; (b) A county that joins with one or more counties to establish or maintain a library or contracts with another county, a special district, a special tax district, or one or more municipalities in another county to receive free library service; (c) A special district or special tax district that establishes or maintains a library and provides free library service; or (d) A municipality that establishes or maintains a library or that gives or receives free library service by contract with a nonprofit library corporation or association within the municipality. (2) The library established or maintained by such political subdivision shall: (a) Be operated under a single administrative head who is an employee of the single library administrative unit and who has completed a library education program accredited by the American Library Association. The single administrative head shall have at least 2 years of full-time paid professional experience, after completing the library education program, in a public library that is open to the public for a minimum of 40 hours per week. (b) Expend its funds centrally. (c) Provide reciprocal borrowing, and other library services pursuant to interlocal agreement, to residents of all political subdivisions within the county which receive operating grants from the state. (d) Have at least one library or branch library open for 40 or more hours per week. (e) Have a long-range plan, an annual plan of service, and an annual budget. (f) Engage in joint planning for coordination of library services within the county or counties that receive operating grants from the state. (3) Any political subdivision establishing public library service for the first time shall submit a certified copy of its appropriation for library service, and its eligibility to receive an operating grant shall be based upon such appropriation.</p> |

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| GA | Library Director will: hire and fire staff; attend required meetings; prepare annual budgets; notify board if not in compliance; administer total library program; and attend all board meetings. |
| HA | State Librarian shall be responsible for the operation, planning, programming, and budgeting of all community/school and public libraries within the State, the state library is the regional library with all libraries within the state as branches. |
| ID | 33-2714. Library districts -- Public corporations. Each library district shall be a public corporation, may sue and be sued in its corporate name and may contract and be contracted with. |
| IL | (75 ILCS 5/1-3) (from Ch. 81, par. 1-3) Sec. 1-3. Every library established under this Act shall be forever for the use of the residents and taxpayers of the city, village, incorporated town or township where located, subject to such reasonable rules and regulations as the library board may adopt in order to render the use of the library of the greatest benefit to the greatest number of such residents and taxpayers. |
| IN | (b) Public libraries provide free library services for all individuals in order to meet the educational, informational, and recreational interests and needs of the public. |
| IA | 336.9 Methods of service. Library service shall be accomplished by one or more of the following methods in whole or in part: 1. By the establishment of depositories of books or other educational materials to be loaned at stated times and places. 2. By the transportation of books and other educational materials by conveyances for lending the same at stated times and places. 3. By the establishment of branch libraries for lending books and other educational materials. 4. By contracting for library service with a free public library of any city. |
| KS | 12-1227. Use of library; rules and regulations. Every library established under, or governed by the provisions of this act shall be free to the use of the inhabitants of the municipality in which located, subject always to such reasonable rules and regulations as the library board may adopt, and said board may exclude from the use of said library any and all persons who shall willfully violate such rules. The library board may extend the use and privilege of such library to nonresidents of the municipality and may make exchanges of books with any other library upon such terms and conditions as said board may from time to time by its regulations prescribe. |

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| KY | 173.030 (1) Any city of the first class may, by ordinance, establish and maintain within its corporate limits a free public library, with circulating and reference departments and reading rooms, or any of them, for the use of the residents thereof, with such branches and stations as the board of trustees of the library think proper. All the uses and privileges of such library shall be free and equal to all residents of the city, subject only to the rules and regulations established by the board of trustees. The board may extend the privilege and use of the library to persons residing outside of the city, upon such terms and conditions as the board prescribes. |
| LA | §212. Ordinances creating library; place of establishment; branch libraries A public library under this Part shall be created by an ordinance regularly passed and adopted by the police jury of the parish, or other governing authority thereof, and the municipal council or other governing authority of such municipality. All parish libraries shall be established at the parish seat and the municipal libraries within the corporate limits of the municipality so creating and establishing them. Provided that branch libraries may be established and maintained by either a parish or municipal library as the public demands require |
| ME | 27 §101. Any town may establish a free public library therein for the use of its inhabitants and provide suitable rooms therefore under such regulation for its government as the inhabitants from time to time prescribe, and may levy and assess a tax and make appropriation there from for the foundation and commencement of such library and for its maintenance and increase annually. Any town in which there is a public library may establish and maintain under the same general management and control such branches of the same as the convenience and wants of its citizens seem to demand. |
| MD | no description found |
| MA | Chapter 78: Section 7. Establishment by cities and towns; records Section 7. A town may establish and maintain public libraries for its inhabitants under regulations prescribed by the city council or by the town, and may receive, hold and manage any gift, bequest or devise therefore. The city council of a city or the selectmen of a town may place in such library the books, reports and laws which may be received from the commonwealth. |
| MI | § 1 Encouragement of education. Sec. 1. Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. |
| MN | Subd. 2. Services. Each multicounty, multitype library system is encouraged to develop services including, but not limited to the following: referral of users, intrasystem reciprocal borrowing, cooperative collection development, cooperative reference services, staff development, research and development, cooperative storage facilities, publicity and community relations. |
| MS | no description found |

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| MO | 182.120. The services of a free county library may be direct loan of books and other library materials, through branches, stations, or mobile units; but in all cases service shall be available to all residents of the county library district. |
| MT | 22-1-311. Use of library -- privileges. Every library established under the provisions of this part shall be free to the use of the inhabitants of the city or the county supporting such library. |
| NE | 51-212. Public library; use and purpose. Except as provided in section 51-211, every library and reading room supported by public tax shall be forever free to the use of the inhabitants of the city, village, county, or township maintaining such library, subject always to such reasonable regulations as the library board may adopt to render such library of the greatest use to the inhabitants of the city, village, county, or township. The board may exclude from the use of the library and reading rooms any person who willfully violates or refuses to comply with rules and regulations established for the government thereof. |
| NV | NRS 379.002 Goal of public libraries and information centers. It is the goal of the State's publicly supported libraries and information centers to provide the resources and trained staff to meet the informational needs of all citizens. |
| NH | 202-A:2 Definitions. I. "Public library" shall mean every library which receives regular financial support, at least annually, from public or private sources and which provides regular and currently useful library service to the public without charge. The words may be construed to include reference and circulating libraries, reading rooms and museums regularly open to the public. |
| NJ | 18A:74-16 d. "Public library" means a library that serves free of charges all residents of an area without discrimination and receives its financial support, in whole or in part, from public funds. "Public library " does not include any special-purpose library, such as a law, medical, school or academic library, which are organized to serve a special clientele or purpose. |
| NM | 4-18-14 C. A municipality establishing a public library may enter into contracts and joint powers agreements with other municipalities, counties, local school boards, post-secondary educational institutions and the library division of the office of cultural affairs for the furnishing of library services. In the interest of establishing a county or regional library, a municipality may convey its library facilities to the county as part of a contract for furnishing library services to the inhabitants of the municipality by the county or regional library. |
| NY | § 262. Use of public and Indian libraries. Every library established under section two hundred fifty-five of this chapter shall be forever free to the inhabitants of the municipality or district or Indian reservation, which establishes it, subject always to rules of the library trustees who shall have authority to exclude any person who willfully violates such rules; and the trustees may, under such conditions as they think expedient, extend the privileges of the library to persons living outside such municipality or district or Indian reservation. |

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| NC | § 125-5. Public libraries to report to Department of Cultural Resources. Every public library in the State shall make an annual report to the Department of Cultural Resources in such form as may be prescribed by the Department. The term "public library" shall, for the purpose of this section, include subscription libraries, college and university libraries, legal association, medical association, Supreme Court, and other special libraries. |
| ND | 54-24.3-01. Definitions 5. "Public library" means a library that is supported with funds derived from taxation and which maintains a balanced collection of materials to serve the lifelong information, reading, and recreational needs of the general population. |
| OH | Sec. 2454. A county free public library shall be established for the use of all of the inhabitants of the county. 3375.05 Application for establishment of library stations, branches, or traveling library service. The board of trustees of any public library receiving money from a county's public library fund that desires to render public library service by means of branches, library stations, or traveling library service to the inhabitants of any school district, other than a school district situated within the territorial boundaries of the subdivision or district over which said board has jurisdiction of free public library service, may make application to the state library board, upon forms provided by said board, for the establishment of such service. |
| OK | §65-4-201. Establishment, special levies authorized - Incorporation of existing libraries. Counties, cities and towns are hereby authorized and empowered to join in creation, development, operation and maintenance of public libraries to serve rural single county library systems, and to appropriate and allocate funds for the support of such systems. The systems shall provide equitable library services to all persons in the county. |
| OR | ARTICLE II (a) "Public library agency" means any unit or agency of local or state government operating or having power to operate a library. |
| PA | Title 24 P.S. Education Chapter 16. Libraries Article I (Refs & Annos) § 4102. Definitions (1) "Local Library." Any free, public, nonsectarian library, whether established and maintained by a municipality or by a private association, corporation or group, which serves the informational, educational and recreational needs of all the residents of the area for which its governing body is responsible, by providing free access (including free lending and reference services) to an organized and currently useful collection of printed items and other materials and to the services of a staff trained to recognize and provide for these needs. |
| RI | (2) "Public library" means a library in a city or town that has been designated by the city or town council or town financial meeting as a library to provide library services to all individuals residing in the city or town; |

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| SC | <p>SECTION 60-1-150. Authority of public libraries to participate in statewide library network; authority of director to allow participation.</p> <p>The governing body of any library supported by state, county, or municipal governments or by public school districts is authorized to enter into agreements with the South Carolina State Library for the library's participation in the statewide library network and to enter into cooperative agreements with other libraries for collection development, resource sharing, and library services.</p> |
| SD | <p>14-1-39 Definition of terms (5) "Public library," any library that serves free of charge all residents of a chartered governmental unit, county, municipality, township, or a combination of any of the above, and receives its financial support in whole or in part from public funds;</p> |
| TN | <p>10-3-107. Libraries free to inhabitants. Libraries so established or supported shall be free to the inhabitants. The board may extend the privileges and facilities of the library to persons residing outside the county or city upon such terms as it may deem proper.</p> <p>10-3-109. Recreational facilities — County library board in counties of less than 3,500 population. A county library board, appointed and functioning in accordance with the provisions of §§ 10-3-101 — 10-3-108, in all counties of Tennessee having a population of less than three thousand five hundred (3,500) according to the federal census of 1960 or any subsequent federal census, has, in addition to all other authority given to it, the authority to conduct such recreational facilities, in conjunction with the public library, as it deems necessary and beneficial, either with or without charge to patrons thereof; provided, that any net proceeds from such recreational facilities be used solely for the capital improvement and operational expenses of the library and recreational facilities.</p> |
| TX | <p>Sec. 441.122. DEFINITIONS (12) "Public library" means a library that is operated by a single public agency or board, that is freely open to all persons under identical conditions, and that receives its financial support in whole or part from public funds.</p> <p>Sec. 441.222. CREATION OF CONSORTIUM. The commission shall establish and maintain the TexShare consortium as a resource-sharing consortium operated as a program within the commission for libraries at institutions of higher education and for public libraries, libraries of nonprofit corporations, and other types of libraries.</p> |

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| UT | <p>9-7-401. Tax for establishment and maintenance of public library -- City library fund. (1) A city governing body may establish and maintain a public library.</p> <p>9-7-405. Rules -- Use of library.(2) Each library established under this part shall be free to the use of the inhabitants of the city where located, subject to the rules adopted by the board. The board may exclude from the use of the library any person who willfully violates these rules. The board may extend the privileges and use of the library to persons residing outside of the city upon terms and conditions it may prescribe by rule.</p> |
| VT | <p>§ 631. General provisions. On application by the board of trustees of a public library in a town, city or incorporated village not having a free public library owned and controlled by such town, city or village, the state librarian may expend \$100.00 of the moneys annually available for the purposes of this chapter, for books for such town, city or village, and shall select and purchase books for the purpose of establishing a free public library in that town, city or village.</p> |
| VA | <p>no description found</p> |
| WA | <p>27.04.100 Reimbursement of employees for offender or resident assaults. 1) In recognition of prison overcrowding and the hazardous nature of employment in state institutions and offices, the legislature hereby provides a supplementary program to reimburse employees of the state library for some of their costs attributable to their being the victims of offender or resident assaults. This program shall be limited to the reimbursement provided in this section.</p> |
| WV | <p>§10-1-1. "Public library" and "governing authority" defined. The term "public library" as used in this article shall be construed to mean a library maintained wholly or in part by any governing authority from funds derived by taxation and the services of which are free to the public, except for those charges for which provision may be made elsewhere in this article. The term shall not, however, include special libraries, such as law, medical or other professional libraries, or school libraries which are maintained primarily for school purposes. The term "governing authority" shall be construed to mean county court, county board of education or the governing body of any municipality.</p> |
| WI | <p>43.52 Municipal libraries. (2) Every public library shall be free for the use of the inhabitants of the municipality by which it is established and maintained, subject to such reasonable regulations as the library board prescribes in order to render its use most beneficial to the greatest number. The library board may exclude from the use of the public library all persons who willfully violate such regulations.</p> |

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| WY | 18-7-103. Library fund under control of board of directors; (a) The control, use and disposition of the county library fund is entrusted to the county library board of directors which shall budget and expend the fund for the maintenance, operation and promotion of the county library and county library system in order to carry out the informational, educational, cultural and recreational role of the county library. |
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APPENDIX F

Administration and Management Courses
University of Illinois
Library and Information Science Program

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| Administration & Management of Libraries and Information Centers |
| Designed to explore the principles that govern how organizations and institutions work, this course provides a foundation for and introduction to the theories, practices and procedures involved in the management and administration of libraries and information centers. |
| Library Cooperation & Networks |
| Development of library systems, with special reference to public libraries as a norm for the development of library services; detailed treatment of library standards, the growth and development of county and regional libraries, and the role of the state library and of federal legislation. |
| Library Buildings |
| Studies the library's physical plant in the light of changing concepts and patterns of library service; analyzes present-day library buildings (both new and remodeled) and their comparison with each other as well as with buildings of the past; examines the interrelationship of staff, collections, users, and physical plant; discussion supplemented by visits to new libraries and conference with their staffs. A two-day field trip is required. An additional non-waivable fee is assessed to the student's tuition & fees bill, plus the student will be responsible for one night's hotel stay. |
| Economics of Information |
| The various definitions of information in economic and social terms as discussed in library and information science as well as other literatures are related to government public policies and social policies. Issues such as information as a commodity and as a public good are explored. The impact of the economics of information and related public policies on libraries and information centers is discussed from a national and international perspective. |
| Financial Management |
| Designed to familiarize the student with the basic principles of library financial administration, including budgeting and planning within the mission and goals of the organization. Provides an orientation to the variety of financial management techniques appropriate for libraries and information centers, with an emphasis on sources for obtaining financial support, controlling expenditures, creating and controlling budgets, financial decision making and exploring specific financial and budgetary problems for the major operational areas of libraries — public services, technical services, information technology and facilities. |
| Community Info Systems |
| Introduces community information systems, with an emphasis on community networks. |

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| Provides an opportunity to develop knowledge about community information and current issues in its creation, transfer and use. In this course, "community information system" is used broadly to designate any set of technologies, services, and content whose purpose is to supply information, primarily of a local nature, to members of a given geographic community. |
| Change Management |
| Provides students with the opportunity to deepen the knowledge and skills they gained in LIS 505, and to acquire new tools for understanding and managing the impact of a rapidly changing environment. Emphasis will be on tools and skills that prepare students for the practical challenge of managing library and information management agencies through turbulent times of change that comes from within the organization and in response to a rapidly changing environment. |
| Evaluating Programs and Services |
| This course provides both a theoretical base and an application base for the design and conduct of evaluations. The course includes an introduction to evaluation by reviewing history. It also provides a review of several landmark events and theoretical foundations of evaluation. The remainder of the course is focused on designing evaluations that can be applied to real needs that exists in the LIS context. This course will view the LIS context very broadly to include libraries, museums, retrieval system, and other technology based processes. Students will be able to fit the content of this course to their own specialization or work context. Outcome evaluation will be emphasized in the course, but other forms of evaluation will be included. |
| Information Policy |
| Introduces information policy concepts and issues with which library, archival, and information science practitioners need to be familiar. The course will consider information policy in the U.S. and global contexts; the policy process and players; individual policies which influence information creation and access; and how librarians and other information professionals participate in policy development. |
| Information in Society |
| Drawing on classic and cutting-edge research on the system of information provision, this course provides conceptual foundations for historical, political-economic and policy analysis of information institutions and infrastructures. |
| Information Service Marketing |
| Examines all aspects of non-profit marketing, including the basic principles of marketing, and their application to a wide variety of settings, particularly non-profits, and applying the principles in an evaluation of an information service provider, carrying out basic market research for this provider, and writing a basic marketing plan. The goals of this course are: to provide a theoretical foundation that can be applied to many different organizational settings, particularly non-profits; to apply these theoretical concepts to a |

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| real-world situation comparable to the settings in which you will be employed; to develop team and leadership organization, communication and planning skills. |
| Legal Issues in Library and Other Information Settings |
| A detailed exploration of the legal issues arising in various library settings, including access rights, privacy and confidentiality, copyright, intellectual freedom and information liability and malpractice. There are three objectives: 1) to understand the nature and scope of legal problems arising in the operation of the library; 2) to identify the responsibilities that library and information professionals have in executing current law and the opportunities available to effect necessary change; and 3) to evaluate current legal responses to such problems and envision alternative responses, both legal and non-legal, in light of sound information concepts. |
| Project Management for LIS |
| Project management skills are essential for LIS practitioners who want to be leaders. Effective project management is needed to create everything from digital libraries, to community informatics outreach projects, to new physical library facilities. This is a comprehensive course in project management for anyone who is serious about planning and managing successful projects. This course combines knowledge, tools and techniques that are common to managing successful projects in any field with insight into the special challenges of managing projects in the LIS field. General project management subjects covered include a framework for project management, as well as the key project management knowledge areas: integration, scope, time, cost, quality, human resource, communication, risk, and procurement. Specific LIS project management subjects covered include the demand for project management skills in libraries, case studies of projects in both large and small libraries, and methods for addressing the special challenges of digital library projects. |
| Public Library History: Ideology, Sociology, and Economy |
| Public libraries originated in the middle of the nineteenth century. Popularly perceived as an uncomplicated institution, the public library has in fact been the site of intense struggles concerning its legitimacy and purpose. The course examines these struggles mainly in the context of Britain and the United States, but with some comparative examples from elsewhere also. A main feature of the course is the use made of primary sources in the diet of required readings. |
| Human Resource Management in Libraries and Information Centers |
| This course presents theoretical and practical issues in human resources management and their application to libraries and information centers. Areas covered include employee interviewing and selection, evaluation, discipline and termination of employees, decision-making and job satisfaction. |
| Special Library Administration |
| Provides a thorough introduction and orientation to the objectives, organization and |

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| <p>operation of special libraries. An overall objective of this course is to prepare students to be able to achieve SLA competencies after graduation and working as information professionals. Emphasis will be on tools and skills that prepare students for the practical challenge of managing special libraries.</p> |
| <p>Strategic Information Management</p> |
| <p>Overview of contemporary practices for managing information as a strategic asset of public-sector, non-governmental organizations, community-based and civil society service-based organizations including libraries and museums. Course examines the challenges of managing the information assets of organizations, methods for building the information capabilities of organizations, understanding the information infrastructure, strategies to assure reliable and secure IT services, managing information asset outsourcing, and how best to organize and lead the IT function. Students will learn through active learning how management, technology and organization components work together to create information systems, the behavioral aspects of using information assets in organizations, managerial usage of information systems; and, how to assess the information architecture and capabilities of an organization, and practices for developing strategic information plans.</p> |
| <p>Marketing and Public Relations for Libraries</p> |
| <p>In this time of decreased funding, information professionals need to become highly visible in order to compete for their market share and available funds. Information managers will be called upon to generate revenue and effectively market their product. This course will introduce LIS students to the variety of marketing techniques that are employed in all types of successful organizations. It will also teach students how to conduct a community analysis to determine the needs of the potential users and to develop a marketing plan for their organization. Students will be able to tailor the projects to their individual specialization (public, academic, special, archives, school). Other issues will include public relations, customer service, and development. Online asynchronous delivery. May also include an optional on-campus meeting in Pittsburgh.</p> |
| <p>Copyright Law in the Digital Age</p> |
| <p>Once a legal backwater that interested only specialists and attorneys, copyright law issues are now considered central to the nation's information infrastructure. With the advent of digital technologies, copyright law has become more complex than ever, as longstanding rules and concepts have now been questioned amidst the advent of TiVo, Napster, Kazaa, and the DVD. This course is designed to provide information professionals with a firm foundation in the fundamental rules of American copyright law, and will equip such professionals with the tools to make informed decisions about copyright issues that occur in the workplace. While the course is optimized for librarians and library science candidates, its content is relevant for information professionals working in any field.</p> |
| <p>Public Libraries: Philosophy, Policy, Politics</p> |
| <p>This course will engage students in an exploration of the social and political</p> |

environments which stimulated and continue to affect the American public library. With roots as philanthropic cultural centers, the public library has developed as a tax- funded institution which retains documented legal autonomy. The relationship between the philosophy behind the public library, the policies which attempt to incorporate that philosophy, and the politics which surround the maintenance of an intellectual environment in the public sphere are the main themes of this course. Students will utilize a case study methodology to investigate the political position of a public library of their choice and document the effect on policies and practice.

APPENDIX G

2011 State Tax Revenue

Note: this data includes state taxes only. Excluding local taxes can bias comparisons for some states. Users should look at a summary of tax burden measurement methods (Atrostic and Nunns 1991) for a better understanding of how to compare state tax burdens.

| | Total Taxes (\$ million) | Per Capita | Rank | % of Pers. Income | Rank |
|---------------|-----------------------------|------------|------|----------------------|------|
| Alabama | 8,636 | 1,798 | 41 | 5.4 | 38 |
| Alaska | 5,538 | 7,662 | 1 | 17.5 | 1 |
| Arizona | 10,848 | 1,673 | 48 | 4.9 | 42 |
| Arkansas | 7,738 | 2,634 | 17 | 8.1 | 9 |
| California | 123,110 | 3,266 | 11 | 7.8 | 10 |
| Colorado | 9,468 | 1,850 | 40 | 4.4 | 48 |
| Connecticut | 13,432 | 3,751 | 5 | 6.9 | 17 |
| Delaware | 3,018 | 3,327 | 10 | 8.4 | 7 |
| Florida | 32,558 | 1,708 | 43 | 4.5 | 47 |
| Georgia | 16,003 | 1,630 | 50 | 4.7 | 44 |
| Hawaii | 4,858 | 3,533 | 7 | 8.6 | 6 |
| Idaho | 3,262 | 2,058 | 36 | 6.5 | 23 |
| Illinois | 29,433 | 2,287 | 30 | 5.5 | 37 |
| Indiana | 14,909 | 2,288 | 29 | 6.8 | 19 |
| Iowa | 7,236 | 2,363 | 24 | 6.2 | 26 |
| Kansas | 6,828 | 2,378 | 23 | 6.1 | 28 |
| Kentucky | 10,203 | 2,335 | 25 | 7.3 | 13 |
| Louisiana | 8,865 | 1,938 | 39 | 5.3 | 39 |
| Maine | 3,676 | 2,768 | 14 | 7.5 | 11 |
| Maryland | 16,003 | 2,746 | 15 | 5.6 | 36 |
| Massachusetts | 22,090 | 3,353 | 9 | 6.6 | 22 |
| Michigan | 23,540 | 2,384 | 22 | 6.9 | 18 |
| Minnesota | 18,953 | 3,546 | 6 | 8.3 | 8 |
| Mississippi | 6,714 | 2,254 | 31 | 7.3 | 12 |
| Missouri | 10,110 | 1,682 | 46 | 4.6 | 45 |
| Montana | 2,304 | 2,308 | 28 | 6.6 | 21 |
| Nebraska | 4,153 | 2,254 | 32 | 5.7 | 35 |
| Nevada | 6,332 | 2,325 | 26 | 6.3 | 24 |
| New Hampshire | 2,320 | 1,760 | 42 | 4.0 | 50 |
| New Jersey | 27,183 | 3,082 | 12 | 6.0 | 31 |
| New Mexico | 4,980 | 2,392 | 21 | 7.2 | 14 |
| New York | 67,945 | 3,491 | 8 | 7.2 | 15 |

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|----------------|---------|-------|----|------|----|
| North Carolina | 22,406 | 2,320 | 27 | 6.7 | 20 |
| North Dakota | 3,822 | 5,589 | 2 | 13.2 | 2 |
| Ohio | 25,177 | 2,181 | 33 | 6.0 | 32 |
| Oklahoma | 7,766 | 2,048 | 37 | 5.8 | 33 |
| Oregon | 8,112 | 2,095 | 35 | 5.8 | 34 |
| Pennsylvania | 32,352 | 2,539 | 20 | 6.3 | 25 |
| Rhode Island | 2,738 | 2,604 | 18 | 6.2 | 27 |
| South Carolina | 7,687 | 1,643 | 49 | 5.1 | 40 |
| South Dakota | 1,380 | 1,674 | 47 | 4.3 | 49 |
| Tennessee | 10,859 | 1,696 | 44 | 4.9 | 43 |
| Texas | 43,188 | 1,682 | 45 | 4.5 | 46 |
| Utah | 5,476 | 1,944 | 38 | 6.1 | 29 |
| Vermont | 2,688 | 4,291 | 4 | 10.7 | 3 |
| Virginia | 17,409 | 2,150 | 34 | 4.9 | 41 |
| Washington | 17,411 | 2,549 | 19 | 6.1 | 30 |
| West Virginia | 5,143 | 2,772 | 13 | 8.7 | 5 |
| Wisconsin | 15,347 | 2,687 | 16 | 7.1 | 16 |
| Wyoming | 2,462 | 4,333 | 3 | 9.7 | 4 |
| | | | | | |
| U.S. Total | 763,669 | 2,456 | | 6.2 | |
| Median | | 2,330 | | 6.3 | |

Source: U.S. Bureau of the Census and Bureau of Economic Analysis.

Note: The Per Capita measure uses 2011 population estimated from the Census. The

Percent of Personal Income measure uses 2010 state personal income from BEA.

APPENDIX H

Distribution of Operating Revenue

Percentage Distribution of Operating Revenue for Public Libraries
by Source of Revenue and State for Fiscal year 2009

Key to colors:

Orange: Georgia

Yellow: One public library system with branches

Green: 0% funding from the state

| State | #PL | Operating Revenue of Public Libraries | | | | | Percentage Distribution | | | |
|-------|-------|---------------------------------------|-------|---------|-----------|---------|-------------------------|-------|-------|-------|
| | | Total | Fed | State | Local | Other | Fed | State | Local | Other |
| Total | 9,225 | 11,593,779 | 6,868 | 873,327 | 9,757,162 | 916,423 | 0.4% | 7.5% | 84.2% | 7.9% |
| DC | 1 | 46,377 | | | | | | | | |
| WA | 63 | 338,899 | 909 | 505 | 326,806 | 10,679 | 0.3% | 0.1% | 96.4% | 3.2% |
| AZ | 89 | 201,318 | 1,158 | 654 | 193,147 | 6,359 | 0.6% | 0.3% | 95.9% | 3.2% |
| TX | 559 | 455,930 | 785 | 5,388 | 433,079 | 16,678 | 0.2% | 1.2% | 95.0% | 3.7% |
| WY | 23 | 31,562 | 37 | 15 | 29,909 | 1,600 | 0.1% | 0.0% | 94.8% | 5.1% |
| NJ | 301 | 502,489 | 1,605 | 7,562 | 474,564 | 18,758 | 0.3% | 1.5% | 94.4% | 3.7% |
| UT | 71 | 86,951 | 290 | 988 | 81,533 | 4,140 | 0.3% | 1.1% | 93.8% | 4.8% |
| SD | 112 | 23,266 | 216 | - | 21,794 | 1,256 | 0.9% | 0.0% | 93.7% | 5.4% |
| OR | 127 | 178,261 | 624 | 718 | 166,103 | 10,816 | 0.4% | 0.4% | 93.2% | 6.1% |
| NH | 230 | 52,177 | 7 | 27 | 48,238 | 3,905 | 0.0% | 0.1% | 92.5% | 7.5% |
| NE | 269 | 48,809 | 154 | 504 | 44,966 | 3,184 | 0.3% | 1.0% | 92.1% | 6.5% |
| CO | 114 | 264,930 | 1,346 | 134 | 243,940 | 19,510 | 0.5% | 0.1% | 92.1% | 7.4% |
| OK | 115 | 98,355 | 96 | 2,786 | 90,519 | 4,954 | 0.1% | 2.8% | 92.0% | 5.0% |
| MI | 384 | 439,593 | 428 | 9,064 | 403,460 | 26,640 | 0.1% | 2.1% | 91.8% | 6.1% |
| FL | 80 | 622,722 | 1,478 | 23,104 | 571,534 | 26,607 | 0.2% | 3.7% | 91.8% | 4.3% |
| WS | 380 | 219,603 | 1,004 | 5,810 | 201,394 | 11,395 | 0.5% | 2.6% | 91.7% | 5.2% |
| LA | 68 | 177,905 | 338 | 6,592 | 163,109 | 7,866 | 0.2% | 3.7% | 91.7% | 4.4% |
| CA | 181 | 1,342,162 | 4,560 | 30,402 | 1,221,655 | 85,546 | 0.3% | 2.3% | 91.0% | 6.4% |
| MT | 80 | 23,165 | 132 | 448 | 20,904 | 1,682 | 0.6% | 1.9% | 90.2% | 7.3% |
| SC | 42 | 118,944 | 137 | 6,964 | 106,444 | 5,398 | 0.1% | 5.9% | 89.5% | 4.5% |
| NM | 91 | 45,650 | 464 | 2,047 | 40,850 | 2,289 | 1.0% | 4.5% | 89.5% | 5.0% |
| AK | 87 | 33,862 | 929 | 991 | 30,299 | 1,643 | 2.7% | 2.9% | 89.5% | 4.9% |
| KY | 117 | 152,767 | 350 | 6,200 | 136,405 | 9,811 | 0.2% | 4.1% | 89.3% | 6.4% |
| VA | 91 | 281,422 | 747 | 17,034 | 251,143 | 12,498 | 0.3% | 6.1% | 89.2% | 4.4% |
| MO | 150 | 225,617 | 2,468 | 5,129 | 200,810 | 17,210 | 1.1% | 2.3% | 89.0% | 7.6% |
| TN | 186 | 113,554 | 459 | 101 | 101,021 | 11,973 | 0.4% | 0.1% | 89.0% | 10.5% |
| ID | 104 | 45,110 | 214 | 1,075 | 39,938 | 3,882 | 0.5% | 2.4% | 88.5% | 8.6% |
| IL | 634 | 734,146 | 3,023 | 32,709 | 646,486 | 51,929 | 0.4% | 4.5% | 88.1% | 7.1% |

| | | | | | | | | | | |
|----|-----|-----------|-------|---------|-----------|---------|------|-------|-------|-------|
| MN | 138 | 206,348 | 268 | 7,234 | 181,055 | 17,790 | 0.1% | 3.5% | 87.7% | 8.6% |
| MA | 370 | 265,061 | 1,688 | 9,597 | 231,558 | 22,219 | 0.6% | 3.6% | 87.4% | 8.4% |
| IN | 238 | 322,349 | 541 | 20,586 | 281,596 | 19,626 | 0.2% | 6.4% | 87.4% | 6.1% |
| IA | 541 | 106,478 | 172 | 3,037 | 92,343 | 10,926 | 0.2% | 2.9% | 86.7% | 10.3% |
| KS | 328 | 109,953 | 282 | 3,829 | 95,333 | 10,509 | 0.3% | 3.5% | 86.7% | 9.6% |
| CN | 195 | 184,380 | 126 | 2,046 | 159,857 | 22,352 | 0.1% | 1.1% | 86.7% | 12.1% |
| AR | 52 | 63,687 | 15 | 5,024 | 54,843 | 3,805 | 0.0% | 7.9% | 86.1% | 6.0% |
| AL | 210 | 96,586 | 945 | 4,431 | 82,431 | 8,778 | 1.0% | 4.6% | 85.3% | 9.1% |
| NC | 77 | 209,220 | 1,635 | 15,845 | 177,913 | 13,827 | 0.8% | 7.6% | 85.0% | 6.6% |
| ND | 85 | 13,891 | 57 | 835 | 11,790 | 1,209 | 0.4% | 6.0% | 84.9% | 8.7% |
| NY | 756 | 1,243,601 | 6,001 | 45,738 | 1,027,326 | 164,537 | 0.5% | 3.7% | 82.6% | 13.2% |
| GA | 61 | 210,252 | 227 | 35,512 | 163,649 | 10,864 | 0.1% | 16.9% | 77.8% | 5.2% |
| NV | 22 | 104,814 | 773 | 3,067 | 79,373 | 21,601 | 0.7% | 2.9% | 75.7% | 20.6% |
| ME | 269 | 40,355 | 29 | 364 | 30,188 | 9,774 | 0.1% | 0.9% | 74.8% | 24.2% |
| VT | 184 | 21,209 | 16 | - | 15,313 | 5,880 | 0.1% | 0.0% | 72.2% | 27.7% |
| MD | 24 | 273,933 | 2,772 | 34,530 | 195,077 | 41,554 | 1.0% | 12.6% | 71.2% | 15.2% |
| DE | 21 | 29,773 | 1 | 6,342 | 21,014 | 2,416 | 0.0% | 21.3% | 70.6% | 8.1% |
| MS | 50 | 48,385 | 381 | 9,107 | 33,577 | 5,321 | 0.8% | 18.8% | 69.4% | 11.0% |
| RI | 48 | 49,611 | 272 | 8,818 | 33,326 | 7,195 | 0.5% | 17.8% | 67.2% | 14.5% |
| WV | 97 | 34,659 | 235 | 9,140 | 22,374 | 2,911 | 0.7% | 26.4% | 64.6% | 8.4% |
| PA | 458 | 346,963 | 4,041 | 81,839 | 209,197 | 51,885 | 1.2% | 23.6% | 60.3% | 15.0% |
| OH | 251 | 673,684 | - | 370,164 | 223,218 | 80,303 | 0.0% | 54.9% | 33.1% | 11.9% |
| HA | 1 | 33,040 | 1,169 | 29,294 | - | 2,577 | 3.5% | 88.7% | 0.0% | 7.8% |

<http://www.imls.gov/assets/1/News/PLS2009.pdf> (109-110)