



CULTIVATING PENNSYLVANIA'S GROWING LIBRARIES

TRAINING RESOURCE KIT FOR PENNSYLVANIA PUBLIC LIBRARY TRUSTEES



Imagine the library as a community garden — a place for work, pleasure, and learning. And then imagine the trustees as gardeners, well equipped with all the tools they need for sowing, cultivating, nurturing, and enriching.



Published by the Office of Commonwealth
Libraries and supported in part by the
Institute of Museum and Library Services
under the provisions of the Library
Services and Technology Act. 2005.

Commonwealth of Pennsylvania

Edward G. Rendell, Governor

Department of Education

Gerald Zahorchak, Acting Secretary

Office of Commonwealth Libraries

M. Clare Zales, Deputy Secretary
for the Office of Commonwealth Libraries

Bureau of Library Development

Barbara W. Cole, Director

The Pennsylvania Department of Education does not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. This policy is in accordance with state law, including the Pennsylvania Human Relations Act, and with federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990.

If you have any questions about this publication, or for additional copies contact: Linda A. Rohm, Education Administration Associate, Pennsylvania Department of Education, Office of Commonwealth Libraries, 333 Market Street, Harrisburg, PA 17126-1745
Voice Telephone: 717-783-5745, Text Telephone TTY: 717-783-8445, or FAX: 717-787-2117.

The following persons have been designated to handle inquiries regarding the Pennsylvania Department of Education's non-discrimination policies:

For Inquiries Concerning Non-Discrimination in Employment:
Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417
Text Telephone: (717) 783-8445
Fax: (717) 783-9348

For Inquiries Concerning Non-Discrimination in All Other
Pennsylvania Department of Education Programs and Activities:
Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750
Text Telephone: (717) 783-8445
Fax: (717) 783-6802

WHEN IN DOUBT...CHECK THE LIBRARY CODE AND THE TRUSTEE HANDBOOK.

Trustees should refer to the *Library Code, Act of June 14, 1961. P.L. 324* as amended through June 30, 2003 and *A Handbook for Library Trustees* whenever there is any question about any aspect of their work on the board

Whenever you see one of these icons, you know that more detailed information and advice is available to you in these two publications. In addition, the toolkit provides a comprehensive bibliography of resources to guide trustees in their work.



Trustees Handbook



Pennsylvania Library Code



Appendix

TABLE OF CONTENTS

INTRODUCTION

CHAPTER 1	Pennsylvania Libraries
CHAPTER 2	Board Basics
CHAPTER 3	Managing Relationships
CHAPTER 4	Board Development
CHAPTER 5	Trends
CHAPTER 6	Policy Making
CHAPTER 7	Hiring
CHAPTER 8	Planning
CHAPTER 9	Money Matters
CHAPTER 10	Advocacy
CHAPTER 11	Meetings
CHAPTER 12	Construction
CHAPTER 13	Marketing
CHAPTER 14	Public Relations

APPENDIX

INTRODUCTION

Well-managed boards and skilled trustees are critical to the success of libraries—just as libraries are critical to the future of Pennsylvania. Ideally, trustees bring to the board a passion for libraries, a keen understanding of their roles, and a thorough knowledge of board management. Unfortunately, experience has demonstrated that even the best informed trustees may have the will, but not all the “tools” at hand for effective advocacy and sound decision-making.

This toolkit is intended to serve as a ready source of direction and answers in training both novice and experienced trustees. It contains useful information about how boards are organized, how they conduct business, and the responsibilities of trustees.

“The quality of leadership more than any other factor, determines success or failure of an organization.”

—*Fred Fieldler and Martin Chemers*

THE TOOLKIT PRESENTS:

- Best practices
- Successful strategies for board management
- Aides for board discussion and decision making

Pennsylvania libraries rely on the wisdom of their 4,631 trustees. As stewards and advocates, trustees serve best when they fully understand the scope and limitations of their roles and responsibilities. Commonwealth Libraries applauds trustees as they work toward more visibility for libraries and better service for their communities.

It is to provide the skills necessary for success that this toolkit has been created.

THEY KNOW THEY DON'T KNOW

A survey conducted at the 2005 Trustee Institute indicates that even the most motivated, responsible and interested trustees believe that they lack the information that they need to perform effectively as members of their library board.

THE INFORMATION FROM THE SURVEY SHOWS:

Trustees did not understand their fiduciary responsibilities when they became a member of a library board.

Most had not received any orientation when they joined the board.

Most interact frequently with library staff.

The majority have limited interaction with elected officials.

A majority of the respondents are not familiar with the Library Code and express a desire to be better educated about many topics and issues that impact the operations of library boards.



PENNSYLVANIA LIBRARIES: HOW ARE THEY ORGANIZED AND MANAGED?

Many people, offices, and governing bodies are involved in creating, maintaining and improving library service in Pennsylvania.

The **General Assembly** establishes the legal framework for libraries, appropriates the funds for the **State Library**, and provides state aid for statewide library resource centers, district library centers, and local libraries.

The **Department of Education** oversees the **Office of Commonwealth Libraries** which includes the **Bureau of Library Development** and the **Bureau of State Library**.

The **Bureau of the State Library** is one of four statewide library resource centers named in the Library Code and as such, provides resources via interlibrary loan and reference to other libraries in the state. The State Library serves the information needs of all levels of State Government and is the destination library for materials for, by, and about Pennsylvania. It coordinates the State Document Depository Library program.

The **Bureau of Library Development** administers state aid and grants, plans and implements initiatives to improve libraries; fosters professional leadership; hosts workshops and meetings to assist librarians and trustees; manages library development statewide; and serves as a resource to all who work for the benefit of libraries.



THE DEPARTMENT OF EDUCATION

THE OFFICE OF COMMONWEALTH LIBRARIES

THE BUREAU OF STATE LIBRARY THE BUREAU OF LIBRARY DEVELOPMENT

THE ADVISORY COUNCIL ON LIBRARY DEVELOPMENT

The Advisory Council on Library Development has twelve members appointed by the Governor. Three members must be trustees of local libraries, three professional librarians and six laypersons. The Secretary Of Education and The Commissioner For Libraries serve *ex officio*. Members serve four-year terms and meet as a Council at least four times a year.

“Many of the greatest
adventurers of our
age...didn’t travel much
further than...a library.”

—Sal Rushdie

FOUR DIMENSIONS OF LIBRARY SERVICE

Statewide Resource Centers

The Carnegie Library of Pittsburgh, the Free Library of Philadelphia, the Library of Pennsylvania State University, and the State Library of Pennsylvania are statewide resource centers. Their purpose is to augment the collections of local libraries and district centers.

District Library Centers

The 29 District Library Centers are strong local libraries that assist local libraries within their District. Working with an advisor from the Bureau of Library Development, District Consultants help local libraries with long range planning; professional development; program staffing, and funding issues; and interpreting information from the State.

County Library Systems

Library systems are groups of libraries within a county that unite to improve the level of service to all users within the county, work jointly to increase financial support, plan and evaluate service, share resources, and conduct staff and trustee training.

Local Libraries

A local library provides the services most needed and requested by local citizens — basic collections which vary in quantity and quality with the size of the community and the amount of money invested. Local libraries also provide reference services, children's activities, programs for older Pennsylvanians and other similar services.



LOCAL LIBRARIES: MUNICIPALITY SUPPORT

Municipal officials may levy a special tax for libraries or make funds available from other municipal revenues. They may also issue bonds for construction or otherwise contribute to the building or renovating of a library (by referendum or on their own initiative). In addition, municipal officials may place on the ballot a question regarding establishing and/or maintaining a local library.



LOCAL LIBRARIES: WHO'S IN CHARGE?

Trustees (or the Board of Directors as they are called in the Library Code) control the affairs of the library and all funds.



THE ROLES OF LIBRARY TRUSTEES AND ELECTED OFFICIALS

TRUSTEES

- Have legal authority over the library's policies, rules, and regulations for library.
- Control all funds.
- Oversee planning, fundraising, and liability protection.
- Evaluate the library's performance.
- Hire and evaluate the library director.
- Prosecute those who steal or damage library property.
- Contract for cooperative services.
- Establish fee structures for non-resident users.
- Accumulate excess funds for library construction, enhancements, and renovation.



ELECTED OFFICIALS

- Appropriate funds for the library or levy a special library tax.
- Appoint members of the library board and fill vacancies.
- May hold property on behalf of the library.
- May exercise eminent domain on behalf of the library.
- May purchase or lease lands and/or buildings for library purposes.

Trustees have a legal responsibility to maintain a free public nonsectarian library for all residents in the library's service area. **The primary responsibility of a trustee is the well-being of the library.**

TO EACH HIS OWN

Elected and other municipal officials decide what is best for the library through the lens of what is best for the community.

Trustees focus on what's best for the community through the lens of what's best for the library.

NEITHER ELECTED OFFICIALS NOR TRUSTEES

- Manage the day-to-day business of the library.
- Hire, fire, or evaluate library personnel, apart from the director.
- Receive preferential treatment as library patrons.

GOOD TRUSTEES

- Respect the important role libraries play in the life of the community.
- Participate in orientation.
- Attend meetings regularly.
- Devote the time and attention required.
- Share their skills on committees.
- Understand the community and its needs.
- Stay current on library trends and issues.
- Exercise discretion and respect confidentiality outside board meetings.
- Bring serious issues to the library director's attention so that the director can address them.
- Put personal agendas aside when making decisions.
- Actively support the implementation of board decisions.
- Advocate for the library with elected officials and in the community.
- Avoid conflicts of interest.
- Understand their role and how it differs from the role of the library director.
- Have an open mind and respect differing viewpoints.
- Respect diversity.
- Advocate for equitable pay for library personnel.
- Understand and respect the role of the director.
- Work cooperatively with other board members.
- Focus on a secure future for the library.
- Are open to new ideas for programs and services.
- Cultivate connections that will benefit the library.
- Actively support fundraising.
- Work to raise the library's visibility and improve public library services.

THE BEST TRUSTEES

- Applaud the library's successes.
- Attend social, fundraising, educational, and other important functions in and for the library.
- Make themselves and their particular expertise available to the director, when needed.
- Are avid library users themselves!

POLITICS HAVE THEIR PLACE...BUT NOT ON THE LIBRARY BOARD!

While political bodies may appoint trustees, once trustees assume their responsibilities on the board, they cease to represent partisan political interests. As trustees, they serve solely in the best interests of the library. As champions for the library, trustees separate their decision-making from external politics except to take into account political realities as they influence the library's prospects.

RESOURCES

PaLA Bulletin of the Pennsylvania Library Association

American Libraries, official publication of the American Library Association

Public Library Trustee, official publication of the American Library Trustee Association

Annual Trustee Institute

Pennsylvania Libraries Directory

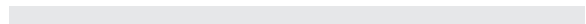
Pennsylvania Public Library Statistics

Pennsylvania Public Library Accounting Manual

WEBSITES

www.palibraries.org

www.statelibrary.state.pa.us





BOARD BASICS: ORGANIZATION

HOW ARE TRUSTEES APPOINTED?

In Pennsylvania, The Library Code stipulates that a **board of library directors is composed of not less than five nor more than seven members**, appointed by municipal officers who can also fill any vacancies that can occur for any of a variety of reasons.

Where **two or more municipalities** contribute to the support of a local library, **each municipality appoints trustees**. The supporting municipalities mutually agree to the number serving on the board, as long as the total number is not more than nine members.



WHAT ARE THE RESPONSIBILITIES OF PENNSYLVANIA LIBRARY TRUSTEES?

Maintain a free, public, nonsectarian library serving the informational, educational and recreational needs of people in the library's service area.

Provide free access to a useful collection.

Ensure that the library is staffed to provide for these needs.

HOW LONG DOES A TRUSTEE SERVE?

When a library board is first established, one-third of the trustees serve for one year, one third serve for two years, and one third serve for three years.

People who are appointed to fill the places of individuals whose terms have expired serve for **three years**. Individuals who are appointed to fill vacancies are appointed for the unexpired terms.



THE LIBRARY BOARD IS REQUIRED BY LAW:

- To elect at least a president, secretary and treasurer from among board members.
- To provide for bonding of the treasurer.
- To submit an annual report to the funding agency.
- To submit a copy of the annual report and required audit or financial review to the Office of Commonwealth Libraries.
- To make the accounts of the treasurer available for audit.
- To follow the provisions of the Sunshine Law.

In practice, library boards have many “legal” responsibilities. The rules and regulations they make may carry the force of law. Library trustees can be drawn into legal battles when an individual or group of individuals decides to test the legality of a library policy or procedure. For this reason, trustees enter into insurance arrangements, including policies for their own protection in liability cases.



ANNUALLY...WHETHER YOU NEED TO OR NOT!

An annual report includes information such as:

The year's receipts and expenditures.

A summary of the condition of the library.

Numbers of volumes, maps, etc. held, lost or withdrawn; and added.

Number of registered borrowers and readers.

Circulation information.

The distribution of their annual report can also be an opportunity to market library services and to educate the community about the library's contribution to achieving other goals, such as business and economic development, educational achievement, or services to seniors. Annual reports can integrate interesting information and facts about the library that will motivate people to read it and to become better informed about the value of their library.



BOARD BASICS: CONDUCTING BUSINESS

POLICY STATEMENT

In Pennsylvania, a library board has an important first step: to develop **a written statement to differentiate the function of the library board and that of the librarian/staff**. The clarity of this **policy statement** helps the board and the librarian to develop meeting agendas that clearly abide by the board's functions.

BYLAWS ARE A NECESSITY

Written bylaws are the **internal rules that establish board structure and operational procedures**. They map the **processes** that boards must follow; they provide guidance for **making decisions** and **conducting business**. When practice and bylaws are not in accord, both should be reviewed, and, if necessary, the bylaws can be amended. To avoid confusion and to provide a clear direction when the board is struggling with a decision, the language used when writing bylaws must be **clear and unambiguous**. Boards sometimes turn to an attorney to review their bylaws to be sure they are comprehensive and within the bounds of the board's legally ordained powers.

BYLAWS PROVIDE FOR:

- Regular and special meetings that are open to the public.
- Board officers—titles, duties, terms of office.
- Regular board members' terms of office.
- Establishing a quorum.
- Election procedures.
- Procedures for standing and special committees.
- Conduct for board meetings (Robert's Rules of Order).
- How they can be amended.

CLEAR PROCEDURES EQUALS SMOOTH FUNCTIONING

Library Boards function best if they have agreed upon procedures for conducting their business. The following should be managed consistently:

Dates, times, places for meetings and methods for changing them.

Preparation of agenda.

Format of minutes and responsibility for recording them and filing as public documents.

Titles and responsibilities of officers.

Relationship of director to board and director's role in board meetings.

Legal responsibilities and business matters that require review by legal counsel.

List of records that must be retained and how to access them.

Required and supplemental reports.

Outline of budget procedure.

Clarification of financial reports and bills that board wants to see.

Crisis management plan.

Identification of spokesperson for the board.

Committee assignments.

Statements detailing relationships between Friends of the Library and the board.

Statements pertaining to relationship between board and staff.

Statements regarding the use and coordination of volunteers.

BOARD BASICS: BUILDING A BALANCED BOARD

The most notable characteristic of a successful board is the ability of trustees to conduct business harmoniously. Add knowledge, enthusiasm, creativity, objectivity, flexibility, vision, courage, and diplomacy—and great things are possible.

DESIRABLE SKILLS

Some boards rely almost entirely on trustees for advice. Others make extensive use of consultants, advisory committees or volunteers. Effective boards are composed of committed individuals with a broad range of complementary talents, including skills in:

- Financial management
- Legal issues
- Relationship building and fundraising
- Negotiations and mediation
- Public speaking
- Public relations and marketing
- Human resource management
- Lobbying and advocacy
- Technology
- Construction

A NOTE ON DIVERSITY

Look around at the board. Is it **representative of the community**? Is it **racially and ethnically diverse**? What is the **average age** of trustees? While libraries are fortunate that retirees have the time to share their talents, it's also important to find ways to attract younger people who will bring their unique perspectives to the board. Creating a **well-balanced board** takes forethought and strategy, but the result is a board that will be well-respected in all corners of its kingdom.

Boards of Trustees should reflect the demographic profile of the general public, yet a 1997 national survey of trustees conducted by The Association of Library Trustees and Advocates (ALTA) revealed that:

- 65% are female
- 96% are white
- Most are over 50 yet most Americans are under 35
- Most trustees have at least an undergraduate education
- 41% are not employed

George M. Eberhart. The Whole Library Handbook 3. Chicago: The American Library Association, 2000. pp. 125-126.

TRUSTEES AS TALENT SCOUTS

Strategic selection and recruitment of new trustees is critical to success. A board vacancy provides the opportunity to fill out the board's **scope of capabilities**. While municipal officials are responsible for appointing trustees, the current board has the responsibility of communicating to them the **skill sets** and **qualities** they seek. A board that has managed its affairs smoothly is respected and well-positioned to influence the choice of future trustees.

In addition, qualified individuals will want to join the board if it is known to function so efficiently and professionally that board membership is known to be a satisfying experience. **A board that enjoys its work and produces excellent library services will be successful in recruiting.** It is an abiding truth that people who volunteer their time want to spend it wisely and be associated with “winning organizations.”

RECRUITING TIPS

Create a mini-strategic plan to identify the talents the board needs and best prospects.

Invite potential board members to serve on committees prior to being appointed (Friends groups can be training grounds for trustees).

Be very clear about expectations so that recruits can honestly gauge their level of commitment.

Always speak of the board as a successful and respected community organization.

A board that enjoys its work and produces excellent library services will be successful in recruiting.

SUSTAINING THE INTEREST AND COMMITMENT OF BOARD MEMBERS

Maintaining the interest and enthusiasm of board members is a challenge. Many trustees report that they did not really understand the **responsibilities** that they were assuming when they joined the board and underestimated the **level of commitment** that is required and the **amount of time** they would have to devote to library business.

To help trustees remain **focused** and **committed**, some libraries have developed an annual “contract” that they ask their trustees to sign as a reminder of their ongoing obligation to continue to serve the board and the library. This checklist provides individual trustees with a means of assessing their effectiveness and for board leadership to identify areas that need to be addressed.



BOARD BASICS: ASSIGNING ROLES

BOARD OFFICERS

All board members are equal. Officers are named for the purposes of expediting the board's work, but even the officers cannot speak for the board without permission. The bylaws should specify the general duties of officers.

President (or Chairperson)

The president **presides at meetings** of the board and, with the librarian, **prepares and mails an agenda** to members of the board in advance of the meeting. The president serves as **discussion leader** during the board meeting and encourages all members to participate. The president **signs official documents** requiring signature and **represents the board in public** and in an official capacity, as instructed by the board. The president has one vote as a member of the board.



Vice-President (or Vice Chairperson)

The vice-president **presides in the absence of the president** and performs any **other duties assigned by the board**. (This position is not required by law.)

Secretary

The secretary of the board **takes minutes** of board meetings and sees that they are mailed with the next agenda. After minutes are approved, the secretary makes a permanent and correct copy part of the **board archives**. The board determines how minutes are distributed to those other than board members. Minutes are made available for public inspection as soon as they are given to the board. The secretary may also perform other duties assigned by the board.

NOTE: Some boards name the librarian or a staff member to serve as secretary. In that case, the board member secretary should keep check-notes. The board should ask if it wants its librarian to be burdened with this job. In some cases, a tape recording is made and minutes taken from it. Verbatim minutes are used only in rare circumstances. Minutes should represent a simple record of the meeting, with clear identification of the actions taken.

Treasurer

The treasurer's **role varies** with the size of the library. In small libraries, the treasurer may keep the books, deposit funds, prepare reports and even write checks or vouchers. In larger libraries, the treasurer is a legal officer named to ensure that financial operations are being properly handled. Bylaws should outline the specific job, and the **law requires appropriate bonding**.

BOARD COMMITTEES

Most boards will at some time wish to have some detail work done by a committee. Examples of committees are: Personnel, Finance, Building, and PR-Library Awareness

Committees do not make decisions for the board, but instead prepare recommendations for the board's decision. Written reports are best and should, whenever possible, be distributed in advance of the board meeting. Because meetings of board committees may come under the Sunshine Law, it is best to follow legal requirements for calling and posting such meetings.

CODE OF ETHICS FOR LIBRARY TRUSTEES

Some libraries ask members of their board to sign and abide by a code of ethics. The following is a sample of a code that is used by many boards.

As a member of this board, I will:

Represent the interests of all people served by this library and not favor special interests.

Do nothing to violate the trust of those who elected or appointed me to the board or of those we serve.

Not use my service on this board for my own personal advantage or of my friends.

Abide by all rules and policies directed to the library director that are approved by a quorum of the board at a regular meeting. The chairman should also comply to this rule.

Keep confidential information confidential.

Not publicly criticize policies adopted by the board.

Not hold board meetings without the library director.

Observe publicity and information policies of the board and library and refer requests to the director.

Not accept complaints from the public or staff on library matters. These complaints are the director's responsibility. Continued dissatisfaction and problems should be taken up at the board meeting **ONLY** if policy revision is necessary or legal ramifications are involved.

Attend meetings regularly, or otherwise resign so that an active member can be appointed.

Signature:

Date:

*(1995 Connecticut Public Library
Trustee Handbook)*

RESOURCES

Moore, Mary Y. *The Successful Library Trustee Handbook*. Chicago: American Library Association, 2005. 102 pp.

Stoesz, Edgar. *Doing Good Better: How to Be an Effective Board Member of a Nonprofit Organization*. Good Books, 2001. 150 pp.

Stoesz, Edgar. *Common Sense for Board Members*. Good Books, 2001. 96 pp.

Young, Virginia G. *The Library Trustee: A Practical Guidebook*. Chicago: American Library Association, 1995. 256 pp.

WEBSITES

www.ala.org/alta

www.boardsource.org



MANAGING RELATIONSHIPS

The library family includes trustees, library director, library staff, Friends, and volunteers. In the best situations, all have a **clear understanding of their roles** and respect the **established guidelines** defining their relationships. However, **sorting out these responsibilities** is a challenge in many library settings, and lack of clarity can cause tension and frustration for all involved.

THE WHOLE IS GREATER THAN THE SUM

In planning, policy, and finances, the library board must function as a whole. Individual board members must not take policy action on their own. At the same time, trustees have individual roles as well—in public relations, beyond the base provided by the library, in legislation advocacy, in association participation, in political activity, in leadership, and always to articulate the library's unique role and value.

TRUSTEES AND DIRECTORS: THE ETHERAL DANCE

The board of trustees and the library director are both involved in library governance and policy development, financial management, and personnel administration. However, the type and level of involvement must be clearly differentiated in order to avoid conflict and for the library to operate professionally and effectively.

Trustees and the library director need to have a frank discussion and reach a clear understanding about their respective responsibilities at the time that a director is hired or the composition of the board changes.

PLACES, PLEASE

Library boards establish organizational policies and monitor the effectiveness of those policies. The library director manages the day-to-day functioning of the library. To put it another way, trustees should not be checking to see if the lights are on, re-arranging furniture, critiquing the job performance of a staff member, or in any other way intruding in areas of library operation that come under the auspices of the director.

GOVERNANCE AND POLICY MAKING

TRUSTEES

Engage in long range and short-term planning.

Determine the goals and objectives of the library and methods of evaluating progress.

Review goals and objectives annually and evaluate progress.

Relate the library and its programs to the community's needs, discovered through systematic study of the community and analysis of library service.

Use data from output measures in analysis.

Determine and adopt written policies to govern the operation, use and programs of the library.

Adopt bylaws for board procedures.

Seek cooperation with elected officials.

Attend all board committee meetings to which assigned.

Carry out all special assignments promptly.



DIRECTOR

Is actively involved in planning.

Provides assistance and direction to the board.

Is actively involved in planning.

Works with the board in setting goals and objectives and determining methods of evaluation.

Assists the board by knowing the needs of the community and how to respond to these needs through the library.

Participates fully in the community analysis process and in the continuing library survey.

Provides and explains output measures to board in order to analyze service.

Prepares regular reports on current progress and future needs.

Recommends needed policies to the board and supplies examples and sources of information.

Carries out policies, as adopted by the board.

Interprets policies to staff and public.

Provides the board with recommendations and materials for study.

Administers the library within the framework of the library's goals and objectives, policies and budget.

Prepares all needed library reports for the local unit of government, the system and the Office of Commonwealth Libraries; provides copies to the board and community, as required.

Attends all board and committee meetings, except those meetings or parts of meetings in which the librarian's salary and tenure are discussed.

FINANCIAL

TRUSTEES

Keep abreast of the financial status of the library and secure adequate funds.

Work with the librarian to formulate and adopt a budget to carry out the library's goals and objectives.

Present the budget to public officials and the general public; explain and defend it.

DIRECTOR

Supplies facts and figures to the board to aid in interpreting the library's financial status and need.

Prepares an annual budget in consultation with staff and board.

Keeps within the budget.

Works with the board in interpreting the library's budget and financial needs to public officials and the public.

BOTH THE BOARD AND THE LIBRARY DIRECTOR

Know local, state and national laws affecting libraries and play an active role in initiating and supporting beneficial library legislation.

Participate fully in the Pennsylvania library system and make use of the consultants of the District Library Centers and at the Office of Commonwealth Libraries.

Participate in the work of the District Advisory Council.

Attend District Library Center meetings and regional, state and national library meetings and workshops, when possible.

Join appropriate organizations working to improve libraries.

PLANNING AND EVALUATION

TRUSTEES

- Establish a planning process.
- Conduct community needs assessment.
- Determine goals and objectives of the library.
- Determine priorities and responses.
- Evaluate the plan, goals, and objectives regularly.

DIRECTOR

- Helps develop planning process.
- Helps conduct community assessment.
- Supports development of goals and objectives.
- Helps identify services responses.
- Administers the library in support of planning objectives.

IT'S A TWO WAY STREET

Library directors also bear responsibility for forging productive interactions with their boards. Successful directors are likely to:

Assume that the relationship will be positive.

Extend respect and consideration to all members.

Avoid surprises—directors should be the first to tell the board about bad news (or good news!)

Make sure that the board always has the information it needs to conduct business and make decisions.

Deal with problems expeditiously.

Generate visibility for the library and the board in the community.

Develop agendas that foster board attendance and participation.

Educate the board about the professional skills of librarians.

Educate the board about pay issues for librarians.

Educate the board about critical issues challenging libraries.

Guide the board toward thinking about the future of the library.

FRIENDS OF THE LIBRARY

TRUSTEES ARE CERTAINLY FRIENDS, BUT NOT ALL FRIENDS ARE TRUSTEES

“Friends” have been called the “caring core” of the library community. They are the citizens who recognize that a good library is central to a good community. Friends groups work with the trustees and the librarians in planning activities, but are not involved, except as interested citizens, in the governance of the library.

At the root of almost all problems that have occurred between Friends groups and trustees and library staff has been a failure to clearly define what the purpose of the Friends should be, how their activities will be funded, and how they will interact with the staff and the board.

FRIENDS:

- Raise library funds.
- Promote library awareness.
- Help expand and improve library service.
- Run special fund drives.

FRIENDS SHOULD:

- Be organized separate from the library board.
- Have their own bylaws, officers and organization.

FRIENDS OFTEN:

- Serve as a training ground for future trustees.
- Have a liaison to the library board.
- Build public support for expanding the library's program, and fundraising.
- Encourage gifts, endowments and memorials.
- Provide assistance in purchasing special items for the library, such as furniture, special collections, photographs or local art.
- Work for library legislation and appropriations.
- Inform the community of library programs and needs.
- Campaign for new facilities.
- Sponsor special programs such as book sales and art shows.
- Aid the library's public relations program in promoting library awareness.
- Volunteer to assist in the library.

VOLUNTEERS

A NOTE ON LIBRARY VOLUNTEERS:

From shelving to storytelling to creating exhibits and updating files, volunteers play a vital role in the life of libraries. As talented, skilled, reliable, and dedicated as they may be, volunteers NEVER supplant or replace established staff positions. To clarify the role of volunteers, the board should have written policies and provide regular orientation and training.

MANAGING VOLUNTEERS

Successful volunteer programs are organized with support elements in place, including:

An individual designated to coordinate the program.

An office or other location with desk and telephone.

Procedures for screening and training volunteers.

A list of jobs for volunteers to do.

A policy manual.

A recognition program.

Funds for out-of-pocket expenses.

“An organization’s real power and energy is generated through relationships.”

—Margaret Whealty

RESOURCES

Diggers, Preston and Eileen Dumas. *Managing Library Volunteers: A Practical Toolkit*. Chicago: American Library Association, 2002.

Dolnick, Sandy. *The Essential Friends of Libraries Fast Facts, Forms and Tips*. Chicago: American Library Association, 2004.

Dolnick, Sandy. *Friends of Libraries Sourcebook*. Chicago: American Library Association, 3rd edition, 1996.

Manley, Will. *For Library Directors Only: Talking about Trustees. For Library Trustees Only: Living with your Director. 2 Books in 1*. McFarland & Company, 1993.

Sirkin, Arlene Farber and Michael P. McDermott. *Keeping Members: CEO Strategies for 21st Century Success: The Myths and Realities*. American Association of Association Executives, 1995. 126p.

WEBSITES

www.folusa.com



BOARD DEVELOPMENT

Our world, country and communities are continually growing and evolving. The changing and increasing expectations of library customers require that the library and the board keep up with and anticipate their needs. The only way to do this is through continuing education.

IT IS CRUCIAL THAT BOARDS:

- Understand how their library functions
- Be current in library issues
- Focus on customer needs
- Anticipate the future
- Examine and evaluate themselves

This means keeping abreast of library professional literature, training to develop board skills, and monitoring board effectiveness.

Every Trustee should update by adding new and discarding old documents from this notebook.

INFORMATION PACKETS

The following information should be provided in a three-ring binder clearly labeled and tabbed:

Description of the role of a board member

List of board members, with their contact information and terms of office

Set of board bylaws

List and description of board committees

Library's vision and mission statement

Current strategic plan

Recent library user survey or study

All current policies and procedures

Current budget and audit report

Board minutes of the last year

Annual reports from the last five years

Organizational chart

Staff list, with titles and responsibilities

Copy of state's library laws and ethics guidelines

Copy of the open public meeting act

Copy of applicable privacy laws

Copy of the state's library trustee manual

ALA Library Bill of Rights

Description of library's services, programs and hours

Any publications or brochures about the library

TRAINING AND CONTINUING EDUCATION

ORIENTATION

New trustees benefit from a comprehensive orientation, jointly organized and conducted by the board president and the library director, on how the board and library work. The director generally contacts new trustees and sets up appointments for orientations.

The orientation should also include:

- A tour of the library.

- An opportunity to meet staff.

- A presentation discussing how the library is administered.

- A discussion of the library's relationship with local government.

- A discussion of the library's outreach in the community.

- A discussion of the library's interaction with the public schools.

- The director's vision for the future.

Trustees are encouraged to join the **Pennsylvania Library Association** and enthusiastically participate in the **Trustee Division**. District library meetings, regional workshops, the annual Trustee Institute, state conferences and chapter meetings of the Pennsylvania Library Association (PaLA) are opportunities to hear **new ideas** and discuss **topics of interest** with other trustees and library professionals. Trustees should bring back and share reports and handouts.

Board agendas should also include time to discuss **issues and trends in library service**.

ORGANIZATIONS WITH INFORMATION

Contact information for state and national organizations actively engaged in providing education and advocacy on trustee topics follows:

Pennsylvania Library Association
220 Cumberland Parkway, Suite 10
Mechanicsburg, PA 17055
Phone: 717-766-7663
800-622-3308 (PA only)
Fax: 717-766-5440
Web: www.palibraries.org

Pennsylvania Citizens for Better Libraries
P.O. Box 752
Camp Hill, PA 17001
Phone: 800-870-3858
Email: pcbl20002@yahoo.com
Web: www.pcblpa.org

American Library Association
American Library Trustee Association Division (ALTA)
50 East Huron St.
Chicago, IL 60611
Phone: 800-545-2433, ext. 2161
Web: www.ala.org/ala/alta/alta.htm

THE BEST BOARDS ALSO EDUCATE THEMSELVES

An effective board provides an ongoing process for learning:

Time on the agenda for a review of programs and services offered by the library.

Time on the agenda for brainstorming and exploring the backgrounds and talents of the board members (and staff).

Discussion of current state and national professional literature, as well as information and reports provided by the district library center and the Office of Commonwealth Libraries.

Visits to other libraries in and out of the state and attendance at board meetings of other libraries. (Visits and reverse-visits are especially helpful when evaluating potential new services and in planning.)

Membership in the Pennsylvania Library Association.

Attendance at district, state (such as PaLA's annual conference) and national workshops and seminars (such as the annual Trustee Institute), and other professional meetings. These conferences provide opportunities to talk to other trustees, to keep up with the library activities in Pennsylvania and to discuss mutual and developing problems. And if the subject matter isn't right or useful, trustees should plan their own workshops!

Participation in District Advisory Council meetings to learn of statewide activities and to help direct the cause of district library services for member libraries.

SELF EVALUATION

HOW WELL IS YOUR BOARD ACHIEVING ITS PURPOSES?

Self-evaluation is hard, but necessary if the board is going to be responsible to the community it serves. **Annual self-assessment** helps in **achieving strategic goals** and **evaluating priorities**. It also prevents so-called “sick” boards—those that have lost sight of their proper governing role as **stewards of the library** and are mired in the politics of personality and self-interest.

There are a number of relatively short and simple instruments available to boards from the world of non-profit organizations. Questions or indicators should address board members’ **perceptions of their own performance** in regards to **strategic goals, board dynamics,** and **communication** within the board and with the director. The library director may also participate in the evaluation.

GIVE YOUR LIBRARY BOARD THE TOTAL QUALITY CONTROL TEST

Does your board...

Make a difference in your community?

Support the delivery of quality library services?

Have visionary capable leadership?

Recommend qualified individuals to elected officials who make board appointments?

Have members who are willing to advocate for the library on funding and other critical issues?

Support equitable pay and benefits for library staff?

Provide a quality orientation experience for new board members?

Foster teamwork?

Have a long-range plan?

Provide a solid infrastructure for the delivery of library services?

Operate the library in a financially sound manner?

Forge successful collaborations with other community organizations?

Garner respect?

Value diversity and reflect the community it represents?



TRENDS DRIVING CHANGE

Many **societal and professional issues** affect public libraries. Trustees can track trends by noting key topics in national and local media and library professional publications; changes in local **demographics and economics**; and **“hot topics”** at trustee and library workshops.

A number of key trends are already having an impact on libraries in Pennsylvania.

CULTURAL DIVERSITY

Census data confirm that many communities throughout the United States are experiencing **increases in ethnic populations**, and many Pennsylvania counties have also witnessed these dramatic changes. Housing, education and job training are challenges for many people who cling to their own language, culture and religious traditions. These barriers also impede library use.

The Library's Response

Libraries that identify groups whose numbers have increased can respond by providing **foreign language materials**, **English language learning materials**, and programs and services developed in **partnership** with **ethnic social service and religious agencies**.

ASK YOURSELF

What ethnic populations are growing in your library's service area?

What are the challenges your library faces in serving these populations?

READING ADVERSITY

Reading continues to decline in America. A 2004 study by the National Endowment for the Arts reported that the **number of non-reading adults increased** by more than 17 million between 1992 and 2002. The study cited the “likely culprits” as **television, movies, and the Internet**.

The Book Industry Study Group reported in May 2005 that the number of books sold dropped by nearly 44 million between 2003 and 2004. Meanwhile, the Kaiser Family Foundation found that **children** ages 8 to 18 devoted an average **six and a half hours a day to recreational media**, such as television, Internet and video games, and **only 45 minutes to reading**.

Reflecting this trend is a decline in library book circulation and an increase in checkouts of audio and video products.

The Library's Response

Libraries are responding with increased efforts to **market and promote reading** to children, teens, and families. Merchandising of reading materials through **bookstore-like displays, book clubs and discussion groups** for all ages, summer and seasonal **reading programs** with prizes, and **partnerships** with schools and literacy organizations are popular. Many studies note that the early family environment determines lifelong reading habits, and **family-oriented reading promotions** are focused ways to combat this trend.

For More Information

Kaiser Family Foundation:
www.kff.org/entmedia/index.cfm

ASK YOURSELF

How is your library promoting reading to children and families?

What community partnerships can be formed to help promote reading?

EARLY LEARNING AND LITERACY

Recent research in brain development has changed the way we think about our very youngest. By age three a child's brain has grown to 80% of its adult size. **Children begin the path to reading at birth.** Activities that promote **talking, reading, and writing** provide children the chance to learn and practice skills that will lead to later success in school. These experiences are **social in nature** and need the **interaction of a caring adult** and the use of **books** and other literacy materials such as **pens and paper**. It is important for libraries to reach out to **parents and caregivers**, as they are the ones who spend the most time with preschoolers.

Librarians must do more than read stories to children, they must make adults aware of the important building blocks of reading. They must reach those families most at risk in their community. The library staff needs to be in contact with the early childhood community—**Head Start, child care and similar organizations**. They must spread the word to build awareness of the library's role in the early literacy development of young children. As a Trustee, you must understand this important role as well.

The Pennsylvania Library Association's Public Relations Committee has developed a marketing program entitled: **"Pennsylvania Libraries: Learning Starts Here."** Each April the Committee presents a daylong forum that showcases **library programs for young children** through Best Practice Awards. Nationally known **authors and speakers** discuss **early childhood and early literacy topics**. For more information go to: www.palibraries.org. The Office of Commonwealth Libraries has numerous resources on their website (www.statelibrary.state.pa.us) to help libraries better serve young children and their parents and caretakers.

ASK YOURSELF

Does your library offer programs for children aged birth to three?

Does your staff take advantage of professional development/continuing education opportunities offered by Commonwealth Libraries?

Do the public and local elected officials know and understand the important role your library plays in early childhood education?

Does your library have an up-to-date collection of board and picture books?

Is there an early childhood area in your children's area with puzzles, dramatic play materials, and manipulatives?

INFORMATION LITERACY/ ILLITERACY

Despite the increasing use of the Internet, users are challenged to find accurate and timely information for their needs. Worldwide, **information overload** from print and online sources is acknowledged as a **serious problem** for students, workers, and the general public. The World Wide Web is increasingly complex, commercial, and subject to great variations in the **quality and accuracy of information**.

People who are “**information literate**” are good at “**knowing** when they have a need for information, **identifying** information needed to address a given problem or issue, finding needed information, **evaluating** the information, organizing the information, [and] **using** the information effectively to address the problem or issue at hand” (American Library Association).

Unfortunately, many people, especially youth, think that the Internet contains all the information they need, although they **lack the skills to search and critique its contents** on their own.

The Library's Response

The inability to evaluate and use information with discrimination is a challenge that demands a library response. While reference question statistics are decreasing in many libraries, librarians can take the role of “**Internet search assistant**” and also provide reference assistance via online methods such as **email and instant messaging**. Many libraries are now offering basic **Internet instruction classes** to help the public understand that libraries have electronic resources that enhance the information generally available on the Internet.

ASK YOURSELF

How is your library addressing information literacy?

How can library staff improve patrons' use of the Internet?

LIFELONG LEARNING

Over the past twenty-five years, educators have increasingly adopted the outlook that learning does not begin or end with formal education, but is something that occurs at **all stages of life**. From preschooler to senior citizen, “lifelong learning” means **enrolling in courses** at any age and at a variety of institutions; **self-education** through reading; learning a **new craft or hobby**; retooling to **evolve professionally**; or other similar activities.

ASK YOURSELF

Does your library provide programs for children, teens and adults?

What gaps exist in community educational and informational programming that the library can fill?

Are there partners that can assist with program development?

How can the library offer lifelong learning opportunities for educational and cultural enrichment that will enhance your local community?

The Library's Response

Libraries are particularly well suited to providing lifelong learning opportunities to citizens of all ages by **filling gaps** in community educational opportunities and by offering open access to a variety of **no or low cost collections, lectures, and programs**.

The Library Services and Construction Act *Five Year Plan* of the Office of Commonwealth Libraries emphasizes libraries' important role in lifelong learning and encourages libraries to apply for **grants** with the concept in mind.

For More Information

The Office of Commonwealth Libraries *LSTA Five Year Plan* can be accessed by going to www.statelibrary.state.pa.us. Choose “Services and Information for Pennsylvania Libraries” from the left menu. Go to “Funding, Programs and Grants,” then to “Library Services and Technology Act (LSTA),” and then to “LSTA Five Year Plan”.

MEDIA IN LIBRARY COLLECTIONS

Library use statistics reflect the general decline in reading habits. Many libraries report decreases in checkouts of book collections while **media use is increasing**. At the same time, the **formats of media continue to change**, requiring libraries, like their retail video rental counterparts, to adapt.

DVDs are now replacing videotapes, and some major film distributors only provide releases in DVD.

Audio books are moving away from recordings on cassette to **compact disc** and, more recently, the **MP3 format** that can be stored on a computer or **portable listening device**.

Likewise, **music is found primarily in compact disc, DVD and MP3 formats**, with cassette sales in serious decline. Many people download MP3 and other audio and visual digital files via the Internet and then can **watch movies and listen to music and audio books on computers and portable devices**.

The Library's Response

Libraries must continue to **track collection use** and respond with media selections appropriate to their **community's use patterns and needs**.

In addition, **downloading of digital files from library computers should be monitored**, as the length of time needed to download audio and visual files can tax the library's system, and copyright laws may be breached.

ASK YOURSELF

How are your library collections reflecting your community's use of media?

Are library staff and trustees aware of the latest developments in audio-visual media?

TECHNOLOGY IN LIBRARIES

CHANGE IS A CONSTANT

The technology scene continues to change rapidly for public libraries. Newer and better copiers, computers, printers, connectivity, and other tools demand more and more of the library's budget. Long term strategic and financial plans should address the need to replace computers and other technology in a timely fashion, as vendors often will no longer service or support outdated hardware and software.

As they become more savvy about new technologies, patrons expect and demand that libraries keep pace. In addition, patrons who lack Internet access or technology at home and work look to the library to fill that gap. Following are some of the new popular technologies libraries employ.

SELF CHECKOUT MACHINES

With self-checkout machines now found in supermarkets and discount stores, this retail relative of the bank ATM has been available for libraries for over a decade. Library units **allow patrons to check out materials** without the assistance of a library staff person. The check-out unit also desensitizes security devices on the library materials.

Because the machines are **expensive** (around \$30,000) and must integrate with the library's existing automation and security systems, they **have not been put to widespread use** in Pennsylvania.

Although originally promoted as a way to cut staff, the machines in reality offer a valued **customer service option** to people who are in a hurry, have simple transactions, or prefer the privacy of self-checkout. They also **free librarians** to provide **personalized assistance** to customers in other ways.

ASK YOURSELF

Does your budget and strategic plan include short and long-term plans for funding technology?

What new technologies would best suit the needs of your library's community?

TECHNOLOGY IN LIBRARIES

RFID

RFID stands for **Radio Frequency Identification** and employs a tag with a microchip for library **circulation and inventory**. The RFID can be put on library materials **instead of a barcode**, enabling entire piles of materials to be checked in or out with one wave of a radio device that captures the data.

Although there are **privacy issues** that concern libraries, the book tags can be programmed to have only a minimal amount of data which does not tie back to the borrower until the library's automation is engaged. Although still a **relatively expensive** technology, it is much **faster and flexible** than barcode technology.

Large libraries such as Seattle Public Library are using RFID, (along with large retailers such as Walmart!).

For More Information

www.rfidjournal.com

WI-FI

"Hot Spots" or "Wi-Fi" (short for **wireless fidelity**) networks are springing up in coffeehouses, and parks around the world so that patrons can **use the Internet** (if their laptop, cell phone, etc. has such service) **without physically plugging in**. Wireless connectivity can be used in libraries to **network computers** as well as to provide **wireless connectivity to the Internet**.

Security concerns are an issue for libraries, but that has not stopped some from creating "Hot Spots" in their buildings.

For More Information

www.wi-fiplanet.com/ion

www.vicomsoft.com/knowledge/reference/wireless1.html

SENIOR CITIZENS

Pennsylvania's senior population is the **second highest in the nation!** Seniors' needs are more varied than past generations because of longer life spans, extended career paths, and improved health. Popular library services for seniors include **large print materials, homebound delivery, AARP tax classes**, programs about **retirement** and other topics, and activities such as Socrates' Café.

Partnerships and outreach with local senior centers and other similar groups are important links for libraries. The Office of Commonwealth Libraries' **Task Force for Older Adults** addresses statewide needs for this target group.

ASK YOURSELF

How many seniors are in the library's service area?

What services does your library now provide that are of special interest to seniors?

What additional services can be provided to seniors?

COMMUNITY PARTNERSHIP AND COLLABORATIONS

Libraries will always be subject to **funding pressures**, whether due to the instability of government funding or donor unpredictability. An important strategy for stretching dollars is to **establish partnerships and collaborations** with other community and government agencies. **Many grant applications today require partnerships** for projects and funding. Partnerships gain **visibility and credibility** for the library with other key players in the community.

Some examples of library partnerships include: **health agencies** and libraries partnering to provide consumer health information; **Head Start and early childhood programs** developing storytimes and family programs with libraries; and **local service organizations** providing volunteers for tutoring or homework help sessions at the library.

ASK YOURSELF

Does your library make an effort to regularly communicate with current or potential service partners?

Which groups are the most influential in your community?

PRIVACY AND THE PATRIOT ACT

The Patriot Act allows law enforcement and government officials investigating terrorism to have **access to library patron records**. However, there has been great concern over **alleged or suspected abuse of the act** and its conflict with Pennsylvania and other states' laws protecting **library patron privacy**. If a request for a patron's borrowing record is made under the auspices of the Patriot Act, the librarian **must keep silent** about such a request but **may seek assistance** from an attorney about the request. As of this writing, Congress is considering an **amendment** to the Patriot Act to protect book buyers and library patrons' accounts.

For More Information

www.aclu.org and www.ala.org under "Issues and Advocacy"

ASK YOURSELF

Has law enforcement requested patron records from your library?

Do you have policies and procedures in place for such requests?

OTHER SOCIETAL AND BUSINESS TRENDS

These trends are addressed frequently in mass media and business publications, and should be considered by public libraries as they plan their services:

Customer service expectations are high in today's world. There is a demand for fast, friendly and competent service. Many libraries are conducting customer service training to establish basic customer service behaviors or trying innovative approaches such as drive-up circulation windows, self-checkout machines, and online services. Increasingly, personalization and customization are expected. At the same time, library patrons appreciate services such as automated systems that allow them to maintain reading lists or receive emails of recommended titles.

Globalization and outsourcing are affecting local economies and the way libraries do business. It is possible to outsource the entire operation of a library, or just parts of the work, such as cataloging, processing or online homework help. Sometimes outsourcing can save the library money, but there are hidden costs to consider in addition to workflow and customer service issues.

Political and religious conservatism is more visible and forceful and can sometimes work counter to the library's mission to uphold free speech. Librarians report increased instances of attempted censorship, public meeting room use restrictions, and filtering legislation.

ASK YOURSELF

What kind of customer service training is provided to library staff?

Are there any opportunities to save money by outsourcing or partnering on library tasks such as cataloging, processing, or virtual reference?

How conservative is your community?

KEEPING INFORMED

These are just some of the trends affecting public libraries. Library staff should be your starting source for information on these developments, as professional librarians have an obligation to keep current with library literature. A particularly time-saving and reliable source is *Library Hotline*, a weekly newsletter produced by the publishers of *Library Journal*. *Library Hotline* provides short summaries of key library news and developments.

An email version of parts of *Library Hotline* may be received by enrolling at:
www.libraryjournal.com/index.asp?layout=eletters/.

FOR MORE INFORMATION

Additional information about “Issues and Advocacy” is available on the website of the American Library Association:
www.ala.org

RESOURCES

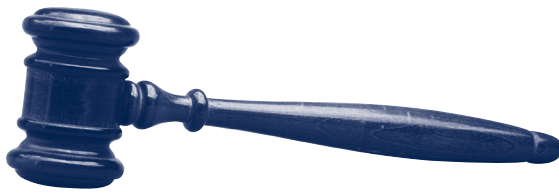
Crowther, Janet L. and Barry Trott. *Partnering with Purpose: A guide to Strategic Partnership Development for Libraries and Other Organizations*. Westport, CT: Libraries Unlimited, 2004. 142 pp.

OCLC Online Computer Library Center. *The 2003 OCLC Environmental Scan: Pattern Recognition*. Dublin, OH, 2004. 148pp.

Popcorn, Faith. *Clicking*. New York: Harper Business, 1997. 453 pp. Paperback.

Underhill, Paco. *Why We Buy: The Science of Shopping*. NY: Touchstone, 1999. 255 pp.

Woodward, Joanne. *Creating the Customer-Driven Library: Building on the Bookstore Model*. Chicago: American Library Association, 2004.



POLICY-MAKING

THE IMPORTANCE OF POLICIES

Well-crafted policies that are in compliance with local, state, and federal laws are vital to the efficient functioning of libraries.

Policies:

- Provide a **framework** that supports the mission, philosophy and vision of the library.
- Support **decision making** and strategic **planning**.
- **Guide the staff** in performing their duties and delivery of services.
- Establish what **services** the library will provide and how they will be provided.
- Help libraries **avoid conflicts and arguments**.
- Ensure that all customers are treated **fairly and equitably**.

“The three most important documents a free society gives are a birth certificate, a passport, and a library card.”

—*E.L. Doctorow*

A POLICY FOR EVERYTHING

The number of policies that libraries need continues to grow in response to increasingly complex political and social problems in our nation and in our communities.

Today, libraries need policies for:

Mission statement
Collection development
Intellectual freedom
Customer service
Internet access
Unaccompanied children
Patron behavior
Facilities use and access
Circulation
Library management
Finance
Community relations
Gifts and donations
Use of professional services



MAKING AND FOLLOWING POLICIES

Because the climate in which libraries operate is constantly changing, library boards must dedicate adequate time to **reviewing** existing policies and **implementing** new ones.

The **director and staff assist** the board in policy development by **researching** the issues that pertain to specific policies, providing **good examples of policies** that have been successfully used by other libraries, and **consulting** with the board to see that the policies they write will satisfy legal requirements. The director and staff also participate in policy development by instituting **procedures for day-to-day library operations** that make it possible to conform to the policies.

Every library should have a policy manual that is **open to the public**. Copies of all policies should be included in the orientation package for all newly appointed trustees. Staff should also be **familiar with policies** and **trained** in their appropriate application.

UNIONS IN LIBRARIES

A growing number of library staffs are becoming unionized. This means that there is a collective bargaining agreement in place that specifies issues related to working conditions, hours, grievance procedures, etc. If a library is unionized, non-represented employees will need to have a separate policy explaining the terms of the collective bargaining agreement and how they must conform to it.

A NOTE ABOUT PERSONNEL POLICIES

In all likelihood, a library's personnel policy will receive **more use** than any other library policy. Every library must have a personnel policy that is **constantly updated** so that it adheres to applicable labor laws. Employees should have **access** to the personnel policy. A comprehensive personnel policy will include:

- Job descriptions
- Library mission statement
- Organizational chart
- Performance standards
- Salary schedules for every job classification
- Information pertaining to employee recruitment, selection and hiring
- Policies for EEO, drug and alcohol free workplace, sexual harassment
- Work hours, vacation, sick leave, maternity leave, bereavement leave, jury duty, overtime
- Process for performance reviews and employee evaluation
- Employee transfers and promotion
- Employee benefits
- Grievance process
- Disciplinary action
- Reimbursements

POLICIES THAT GENERATE PUBLIC DEBATE

INTELLECTUAL FREEDOM AND LIBRARY TRUSTEES

Intellectual Freedom is the concept of **access** to many kinds of **thoughts, ideas and information**. Because the people who use libraries have **differing worldviews**, it is inevitable that some individuals may not be comfortable with or approve of all of the materials in a library collection. This difference of opinion often results in **demands to remove** certain books, magazines or other materials from the library collection. Instances of attempts to **cancel** books have risen steadily recently, forcing libraries to review and defend their **book selection policies**.

Libraries are the traditional **custodians** of history and intellectual expressions of men and women, **both popular and unpopular**. Because they believe that it is imperative to **safeguard access** to the widest possible variety of resources, libraries usually adopt and rely on the **Library Bill of Rights** and the **Freedom to Read Statement** from the American Library Association.



WHAT'S IN AND WHAT'S OUT

Despite their vigilance and determination, librarians are frequently called upon to defend their judgments regarding what should or shouldn't be in a library collection. The result is that libraries need a simple method of dealing with any selection challenges. This procedure generally includes the following recommended steps:

A policy that requires a patron to request reconsideration in writing.

Discussion by the librarian with the patron to explain the library's selection policy.

If necessary, a discussion with the board to support the director's decision.

Assistance in handling any censorship attempts can be obtained from the district library centers, the Pennsylvania Library Association Intellectual Freedom Committee or the Intellectual Freedom Office at the American Library Association.

CONFIDENTIALITY OF LIBRARY CIRCULATION RECORDS

Librarians are also committed to the idea that citizens who use their libraries are entitled to **privacy**. Information on the materials a library patron chooses to use is private. Section 428 of the Library Code **prohibits the release of records** relating to the circulation of library materials, except by a **court order** in a criminal proceeding.

However, the passage of the **Patriot Act** in 2001, gave the FBI investigative and surveillance powers that extend to **library operations**. The result is that librarians are confronted with the reality that they **can be required** to produce library records, information regarding Internet use and other information that has traditionally been considered **confidential**.



RESOURCES

Baughman, James C. *Policy Making for Public Library Trustees*. Westport, CT, Libraries Unlimited, 1993.

Bielefield, Arlene and Lawrence Cheeseman. *Trustees, Friends and the Law*. New York: Neal Schulman, 2005. 150pp.

Minow, Mary and Tomas A. Lipinski. *The Library's Legal Answer Book* Chicago: American Library Association, 2003, 361 pp.

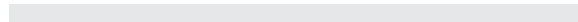
Intellectual Freedom Manual, 6th ed. Chicago: Office of Intellectual Freedom, American Library Association. 2002.

Pennsylvania Library Association's Intellectual Freedom Handbook.

WEBSITES

www.ala.org/alta

www.boardsource.org





HIRING A LIBRARY DIRECTOR

There is **no single more important task** for a board than hiring the director of the library. Selecting the right person for the job will affect **your own work, the well-being of the library, its staff, and the community** the library serves for years to come.

IT IS CRUCIAL THAT CANDIDATES BE:

- Well-qualified
- Professionally educated
- Appropriately trained and experienced

IT IS CRUCIAL THAT THE BOARD BE:

- Prepared
- Conscientious
- Thorough
- Realistic

This means the recruiting and hiring process will take **two to six months**. It is time well spent. It is better to wait and **carefully select** the right person, than to hurry and make an incorrect choice.

Don't delay in finding a new director, even if the current one is retiring and giving lots of notice. A library staff **without leadership** can **break down**, and **morale can deteriorate** quickly. If necessary, give strong consideration to hiring an **interim director** until a permanent one is hired.

THE ROLE OF THE BOARD

Depending on the size of the library organization and type of library board, the process of hiring a director will be different.

In some places, the board acts in an **advisory capacity**, and though it has influence in personnel matters, it will not plan the hiring process. In other places, a governing board will be **involved in every step** and, in small libraries in particular, **manage the entire matter**. In larger libraries or library systems, a **human resources department** will act as a **guide, full partner** or even **lead** the course of action.

Some libraries have the funds to hire a **consulting firm** to manage the **advertising and recruiting** of the applicant pool, with the board conducting the **final interviews** and ultimately **selecting the candidates**. Regardless of type of board or size of library, members of the board **need to be familiar with the complete process**.

THE PROCESS

ESTABLISH YOUR LIBRARY'S FUTURE NEEDS

These are the questions that help shape a board's vision of the style, skills, and leadership they will look for in a new director:

What will be happening in your community in the next 2–5 years that will affect library services?

What economic or social changes are in store?

What is happening in the school system?

Are there changes in numbers and characteristics of the population you serve?

Are there internal financial and personnel issues in the library that need consideration?

Are you going to need to expand or change your present space or perhaps build a new library?

What is affecting the world of your customers and how will you make that part of your library's services?

DESCRIBE YOUR IDEAL CANDIDATE

Based on your library's and community's unique resources and needs, determine the **relevant experience** and type of **leadership** you want in a director. Conduct a **brainstorming session** to share thoughts about the ideal director and involve members of the **library staff**. What is it you as a board and they as employees need?

- A skilled personnel manager?
- A strong leader in issues of diversity?
- A financial wizard?
- Someone with library construction experience?
- An expert in public relations?
- An experienced administrator?
- A savvy technology expert?
- A forward thinking visionary?
- What else?

Keep in mind that in brainstorming there are no bad or unacceptable ideas. Get everything up on flipcharts. Then start narrowing down your requirements to what is essential. Decide on the major qualifications your library needs. This will also help you formulate the interview questions.

SALARY

Did you create a **long list** of skills, abilities and necessary experience? The board may need to **seek assistance** from outside its own organization to determine if the **list matches the offered salary**.

Ask other libraries similar in staff size, collections and services to **share their salary guidelines**. Reach out to your statewide **professional librarians' organization** for their assistance. Your **reference librarian** can also research and provide **salary studies** and local **cost of living** figures.

If you cannot provide a **wage and benefit package** that is **commensurate** with the **experience** you want, you will need to **adjust the job requirements**.

NOTE REGARDING PROFESSIONAL CERTIFICATION REQUIREMENTS IN PENNSYLVANIA:

For libraries that receive incentive aid, the certification requirements for a head librarian are determined by the size of the population served by the library. These requirements should be reflected in the ad for a library director.

POPULATION CERTIFICATION LEVEL

0 – 4,999	System Certified
5,000 – 14,999	Library Assistant
15,000 – 19,999	Provisional Librarian
20,000 and Over	Professional Librarian

Note: The certification levels are not a requirement for libraries that receive quality aid only.

JOB PROFILE

Putting together a well defined, clearly written job profile with reasonable expectations will help in:

- Writing a formal job description.
- Developing a short, effective job advertisement.
- Creating criteria for evaluating applicants.
- Formulating interview questions.
- Evaluating candidates.

CREATE A REALISTIC RECRUITMENT ADVERTISEMENT

TAKE A LESSON FROM A BAD ADVERTISEMENT

WANTED: Library Director, ALA-accredited MLS, 12 years progressive experience in public libraries, with 5 years experience in administration. Willing to work evenings and weekends. Supervise staff of 12. Requirements: skilled in public relations and public speaking; experienced in implementing an integrated library system; mastery of Microsoft Office applications a must; experienced in reference and children's work. Desirable: Library building construction experience; bilingual in Spanish and English. Community of 35,000 people. Salary negotiable up to \$35,900.

Wow! Boards often want it all, but for a wage more suited to a new college graduate with only a B.A. and no experience. You may think that no board would place such an ad, but similar or worse are a common occurrence.

A MORE REALISTIC AD

WANTED: Director for a medium-sized public library in a growing, diverse town of 35,000. ALA-accredited MLS. Five years library experience with at least 2 years in a supervisory capacity. Library open 64 hours a week seeks leadership for library expansion project. Budget: \$750,000. Staff: 4 professionals, 8 support staff. Salary: Range \$48,000 – \$55,000. Excellent benefits.

POINTS TO KEEP IN MIND IN YOUR ADVERTISING:

Describe the library, its budget, and hours accurately.

Offer a realistic salary that is a living wage.

Ask only for relevant experience.

Provide name, position, address, email address, phone and fax number of the person accepting applications.

Give instructions for submitting resumé, cover letter (snail mail, email attachments, fax), and references.

PLACES TO POST THE ADVERTISEMENT:

Your library's website

Library listservs

Newspapers

In the American Library Association's "Employment Opportunities" (Both on their webpage and in their print media.)

PaLA website

Library Hotline

Library Journal

HIRING PLAN AND TIMELINE

It's a good idea to **organize** what needs to be done and thoughtfully **delegate responsibilities**. Be realistic about the **time commitment** necessary, and create a **timeline** for completion of the entire process.

SEARCH COMMITTEE

After the board has decided the library's future needs, developed a profile of the library director and written a realistic job advertisement, it is time to appoint a **search committee**. The search committee **reviews applications** and **narrows the list** to candidates the board will wish to **interview**.

In **addition to members of the board**, the search committee can be composed of:

- Representatives from the library staff
- Members of the public
- Friends of the Library
- Local government representatives
- Members of local community organizations

Increase the prospect of success by considering all stakeholders' concerns. The staff will be working with the new director every day. Change is always stressful, and the more you **communicate with and involve the staff**, the easier and more successful will be the transition. **Including representatives** of all concerned groups also **builds communication, collaboration and partnerships**—all of which are positive for the library. A well-conducted search can **engage the community** and **build commitment** to the success of the library.

SCREENING AND EVALUATING APPLICANTS

Applications for the job must be kept **confidential**; this can be accomplished by designating **one person** to receive them. In larger organizations, the **human resources department** would manage this; otherwise, a member of the staff or board must be chosen. Because it will take **two to six weeks** for resumes to arrive, be sure you have set a **reasonable deadline** for their submission. Internal candidates must receive **equal consideration**.

SCREENING STEPS

Receive applications.

Give copies to the search committee.

After deadline, review for qualifications.

Determine which candidates should be interviewed.

Set up dates and time for interviewing.

Invite candidates to be interviewed.

Send them the formal job description as well as additional information, i.e. strategic plan, library budget, library pamphlets and brochures.

THE INTERVIEWING PROCESS

- Plan to pay travel expenses for those selected for interviews.
- Give the same interview to all candidates.
- There should be a common set of questions and the same rating system used each time.
- Be sure all board members understand the rating system.
- Consult with your attorney or human resources office on what you can and cannot legally ask in an employment interview.
- The interview needs to be based on the job description.
- The interview should be no longer than an hour to an hour and a half.
- Ask candidates to describe specific examples in their responses.
- Pose some “what if” questions and ask them how they would handle certain situations.
- Ask open questions—those that cannot be answered with a yes or no.
- Carefully observe behavior and nonverbal reactions.
- Give time to candidates to ask questions of the board.
- Be prepared to give honest, forthright answers and describe any problems.
- Be honest about issues, but try not to dwell on the negative.
- Never “grill” a candidate.
- Avoid airing the library’s “dirty laundry”.

Note: It is important that the same members of the board interview all applicants so that reasonable comparisons can be made of the candidates.

AFTER THE INTERVIEW

After the interview, be sure **immediately to share everyone’s ratings and impressions**. This is an important step. A free and open discussion will **clear up any misunderstandings** and **clarify thinking**.

Narrow the field to two or three candidates and invite each back for a **follow-up interview**. Add a **tour** of the library and **introduce them to staff** as you walk through.

REFERENCES

Even though it has become increasingly difficult, it is important to check references. The reference check should be conducted by one of the members of the selection committee. This provides an opportunity to validate the information provided by the applicant.

If the individual has served as a director at another library, questions that are raised should focus on the quality of relationship the candidate had with the board, the staff and the community.

It is also important to determine if the candidate has strengths in specific areas that are important to the future success of your library—i.e. community outreach, services to ethnic populations, building construction, or strategic planning.

Results of the reference checks should be shared with all members of the selection committee.

HIRING AND EVALUATING THE DIRECTOR

MAKING THE OFFER

Once a candidate has been selected for a job offer, the **board president** usually conducts the **final negotiations** and **terms of employment**. The initial offer can be presented by phone, but the **final offer** must be sent to the candidate **in writing**. It is customary to give a few days for a response. The successful candidate may **accept by phone**, but should also **acknowledge the job offer in writing**. Check with the board's attorney to determine what **formal contract** or **agreement** is necessary.

Unsuccessful candidates must be informed immediately. Failure of the board to take this step is extremely unprofessional. The library world is small; this lapse in courtesy may keep qualified candidates from applying for other positions in the library.

WELCOMING THE DIRECTOR

Give the new director a complete orientation to the library, the local community and the board.

Celebrate the new director's arrival! Give a reception in his/her honor to introduce the director to the customers, staff, volunteers, Friends of the Library and other members of the community.


Remember that the role of the board is to hire and supervise the library director. It is the library director and not the board who administers the library and supervises the staff.

WHEN TO EVALUATE

Establish a **probationary period** for all employees. Depending on civil service, union or other established formal procedures, the time can be anywhere from **three to twelve months**. Don't wait before this period is over to begin your evaluation of performance—a **performance review** should start **right at the beginning** of the director's employment with a frank and open **discussion of the board's expectations**. Together, the board and director agree to **written goals and objectives** for both the director and the library. These are **reviewed** and **updated yearly**. Anticipated **results** need to be **concrete, measurable** and **based on the library's planning document**. The board and the director are a **team** whose goal is the success of the library.

HOW AND WHY TO EVALUATE

Evaluation is both a **verbal** and **written** process. A formal **written evaluation** is conducted at least **once a year** and at stated points during the probationary period. The evaluation cannot be based on personality traits, but must be **specific to job performance**. Both **positive performance** and **areas requiring improvement** are included in the written documentation which is **reviewed** with and **signed off by the director**.

Evaluation of the director is an **important part of a board's duties**. Failure to provide regular written evaluations can result in serious **legal problems**, if in the future you are **required to terminate** the director's employment. 

TERMINATING THE DIRECTOR

REASONS FOR TERMINATION

When library goals and objectives are not met, when problems are not corrected, or when the director's relationships with the community or board have irreparably broken down, it will become evident that a board and a director must part. Some reasons for termination are:

Incompetence

Insubordination

Sexual harassment

Theft

Failure to meet objectives

Termination of employment is a specific legal process with procedures that must be carefully followed. If the board decides, after due consideration, that it wishes to proceed with termination, it is wise to **consult an attorney**. Most municipal libraries will have **free access** to the city attorney. Failure to take **proper legal steps** can result in damaging litigation.

Termination of a director is the result of **failure on both the part of the director and the board**. Review **what went wrong** in order to learn **what to look for** when hiring the next director or to **correct a situation** before the new director arrives.

It can be a long and difficult process, but it is for the good of the library and the community.

RESOURCES

A Library Board's Practical Guide to Finding the Right Director. American Library Association, 2005.

Geddes, Andrew and Hess, James. *Securing a New Library Director.* (ALTA publication #1). American Library Association, 1985.



WHAT IS PLANNING?

THE STRATEGIC PLAN

Every library—large or small—needs a **strategic plan**. It is the **blueprint** that sets the **direction** for where your organization is going. Rapid changes in technology and the uncertainty of funding have caused libraries to develop **3 – 5 year plans** instead of the formerly popular ten-year plans. Sound planning requires **flexibility**, **continuous evaluation** and **review**.

THE IMPORTANCE OF PLANNING

Planning is one of the most important responsibilities of the board and the library director. Strategic plans are critical to the success of any library because they:

- Confirm and articulate the purpose of the organization.
- Provide a foundation for decision making and establish priorities.
- Provide guidance for measuring the success of the library.
- Send a signal to financial supporters that the library is managed in a business-like manner.
- Identify ways to work “smarter” and generate efficiencies.
- Ensure that all library programs, services, and operations are customer driven.
- Help the board and library staff identify opportunities and problems.

WHAT’S IN A PLAN?

Strategic plans can differ from one library to another, but there are elements common to almost all plans:

- Overview of the current status of the library.
- An assessment (environmental scan) of trends taking place in the community and community needs.
- SWOT analysis (strengths, weaknesses, opportunities and threats).
- Mission and vision statements.
- Statements of strategies, their rationale, and actions to achieve the strategies.
- Anticipated costs.
- Time line and plan for implementation.
- Guidelines for measurement and evaluation.
- Supporting data gathered during planning process.
- Acknowledgements.

WHAT STRATEGIC INITIATIVES DOES A PLAN INCLUDE?

Board and staff development and training

Funding and financial management

Facilities planning and maintenance

Collection development

Program development

Adult and children's services

Advocacy and government relations

Community outreach and partnerships

Technology planning

Services to ethnic populations

Marketing and public relations

Facilities planning

Administration and management

Note: Some libraries create separate facilities and technology plans that support their long-range plan.

ENSURING SUCCESS

Libraries sometimes report that they created a wonderful strategic plan, but there was no **follow through**. The plan now sits on a shelf, even though it represented a substantial **investment of time and effort**.

Strategic plans are most likely to have a **positive impact** if:

- The board, director, staff and other shareholders support and participate in the process.
- The board and staff are sufficiently educated about planning techniques.
- There is a willingness to explore new ideas and embrace change.
- The board is poised to take advantage of opportunities.
- The necessary resources have been allocated to accomplish the work.

A NOTE ON NEW INITIATIVES

Sometimes the planning process goes more smoothly if the members of the team develop a "litmus test" to evaluate the merits or viability of a new strategic initiative.

Does it support the mission and vision of the library?

Does it satisfy identified community needs?

Does it help market and brand the library?

Is it practical and actionable when considering library resources?

Does it address multiple goals?

Does it provide a favorable return on investment?

STRATEGIC PLANNING HAS FIVE PHASES

PHASE ONE: ORGANIZATION AND DELEGATION OF ROLES

Review the planning process with board and staff.

Evaluate the need for an outside consultant.

Gather internal information that will be used in planning.

Create a strategic planning team comprised of some trustees, staff, a representative from the Friends group, and possibly the community.

Establish a timeline with benchmarks.

Assemble demographic information about the population in the library service area.

PHASE TWO: INFORMATION GATHERING AND THE ENVIRONMENTAL SCAN

Gather information about trends or changes taking place in the community using techniques such as town meetings, focus groups, in-depth interviews with community leaders, etc.

Review plans developed by other public sector agencies such as schools, economic development, etc.

Consider gathering quantitative data using a statistically reliable survey technique that reaches both library users and non-users.

Review qualitative and quantitative data that has been gathered.

PHASE THREE: DATA ANALYSIS

Identify and prioritize needs.

Set goals and objectives.

Formulate strategies that will address identified needs.

Develop action items to implement the strategies with timeline and cost estimates.

Establish “measures of success”.

DEFINING GOALS AND OBJECTIVES

Goal:

The outcome your community will receive because the library provides programs and services related to a specific response.

Objective:

The way that the library will measure its progress in reaching a goal.

PHASE FOUR: WRITE THE NEW STRATEGIC PLAN

Write the first draft of the plan.

Submit the first draft to the board or planning committee.

Integrate all feedback and suggestions into the final version.

Submit the final version to the board for approval.

Provide copies of the plan to staff, Friends, and other individuals close to the library.

WHO WRITES THE PLAN?

The process used to create the strategic plan varies depending on the size of the library and its staff. Generally, it is a collaborative effort on the part of the director, members of the staff, and representatives of the board (sometimes the strategic planning committee). Some libraries choose to contract with a library consultant to facilitate the strategic planning process and to draft the plan.

PHASE FIVE: DISTRIBUTE THE PLAN

Share the plan with people in the community who participated in the planning process and thank them for their support.

Provide information about the plan to the media with suggestions for related articles.

Meet with elected officials to present the plan and answer questions.

Distribute the plan to other community leaders who should understand the direction the library is taking.

Place the plan on the library's website.

Make copies available to the public.

WHAT IS EVALUATION?

The plan is only the beginning! Once you commit to a plan, it must be implemented. However, because libraries and their environments are fluid and changing and because plans are not cast in stone, boards must evaluate the progress being made toward fulfilling the goals and objectives they have set for their library.

If objectives are designed to be measurable; boards can more easily determine if progress is taking place. Annual evaluation helps determine if the initial plan is indeed still valid. A good time to do this is in January, after the data from the previous year's work is available. If revision is needed, boards should not be afraid to change direction. You should plan to evaluate at least once a year.

THREE TYPES OF MEASURES FOR EVALUATION

Outcomes Measurement adds outcomes to the two traditional measures of success: inputs and outputs.

Inputs:

- Are resources devoted to or used by a program
- Collections, materials, equipment and supplies
- Staff and volunteer time and expertise, community partners
- Needs assessment findings and other background information
- Facilities, computers, online access
- Also, constraints on programs such as laws, regulations, funding requirements

Outputs:

- Answer "How many?" (extensiveness)
- Are measures of product volume (i.e. number of products provided) or evidence of service delivery (i.e. number of participants)
- Are the results of inputs (resources) and activities (programs or services)
- Are from the staff perspective
- Are objectively quantified by neutral observers

Outcomes:

- Answer "So what?" (effectiveness)
- Are measures of impact or benefit to end user, usually reported in amount of change in skills, knowledge, attitude, behavior, or condition
- Are also the results of inputs (resources) and activities (programs or services)
- Are from the participant/customer's perspective
- Are often quantified by participants' or others' perceptions (i.e. self-reports or anecdotal evidence)
- May be measured through professional assessments (e.g. testing)
- Are the success stories of outputs
- Are anticipated and planned for
- Make a project's expectations explicit
- Present assumptions of contribution to meeting a goal

Other Types of Evaluation

In addition to using outcome measurements, libraries also monitor their performance by conducting **customer satisfaction surveys**, **website user surveys**, and **evaluations of the quality of their programs**.

They also **compare their statistics** with those of similar libraries in the state and by ordering **Henen Reports** that make it possible to make comparisons with similar libraries in other parts of the country.

ADDITIONAL MEASURES

Other output measures can tell how well the library provides reference services and library materials that people want:

- Reference fill rate
- Title fill rate
- Subject and author fill rate
- Browser's fill rate
- Stock turnover rate indicates the activity of a collection.
- Document delivery measures indicate how well materials not readily available in the library are provided to patrons.

DEFINING FILL RATES

Reference fill rate:

Percentage of completed requests for answers at the reference desk.

Title, subject and author fill rate:

Percentage of requests filled by using each of these categories when searching for materials.

Browser fill rate:

Rate at which a library patron finds what they are looking for by simply browsing the shelf.

RESOURCES

Wallace, Linda. *Libraries, Mission, and Marketing: Writing Mission Statements that Work*. Chicago: American Library Association, 2000. 112 pgs.

Nelson, Sandra. *The New Planning for Results: A Streamlined Approach*. Chicago: American Library Association, 2001. 312 pp.

Van House, Nancy A. and Mary Jo Lynch and Charles R. McClure. *Output Measures for Public Libraries, Second Ed.* Chicago: American Library Association, 1987.

WEBSITES

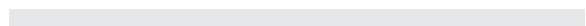
www.ims.gov

Examples of strategic plans can be found at:

<http://udp.mclinc.org/plan.pdf>

<http://trfn.pgh.pa.us/acld/home>

www.ccpa.net/cumberland/cwp/view.asp?a=1294&q=491564





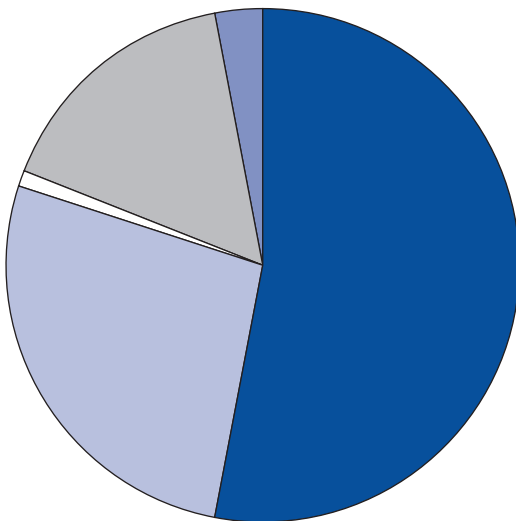
MONEY MATTERS

FUNDING SOURCES

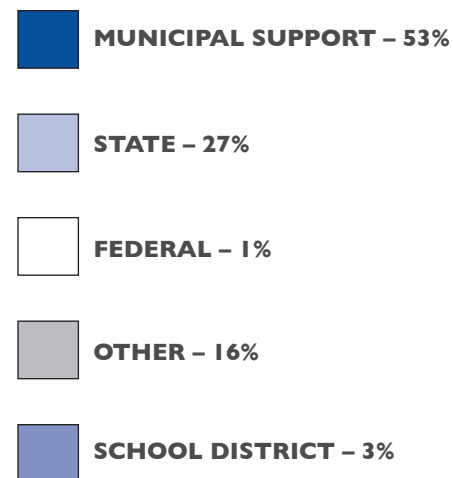
Funding for library services comes from **local, state and federal levels**. The local level has the greatest responsibility for funding, with approximately 60% of library income coming from local government resources. State funds account for about 23% of the income, and the federal government, through the Library Services and Technology Act grant program, about 1%. Other local sources account for about 16%.

“Libraries will get you through times of no money better than money will get you through times of no libraries.”

—Anne Herberts



LIBRARY INCOME BY SOURCE



Office of Commonwealth Libraries:
2005 Pennsylvania Library Statistics

LOCAL GOVERNMENT INCOME

Pennsylvania has established the Library Code to appropriate general operating funds to the public library, which is designated to provide library service to its residents. The Library Code defines a municipality as any county, city, borough, town, township or school district.

The library board must secure this financial support through requests to local officials. Such requests should include a budget representing the needs of the library and description of services the community receives from local government support.



STATE FUNDS

The Statewide Card Program of ACCESS PENNSYLVANIA compensates participating libraries for extending borrowing privileges to Pennsylvania residents who live in direct service areas of other participating libraries.

WHEN IT'S JUST NOT ENOUGH

When local support and state aid are not sufficient to maintain good library services, it is the responsibility of the trustees to work for a better local base and increased state funding.

STATE SUBSIDY TO PUBLIC LIBRARIES

The Library Code establishes a system of state aid for public library service. The Library Code Section 303 describes categories of aid:

Quality Libraries

Aid granted to a local library or library system on a per capita basis, as provided in Sections 303(2) and 303(3) of The Library Code.

Incentive for Excellence Aid

Aid granted to a local library or library system that meets additional qualifications as provided in Sections 303(4) and 303(5) of The Library Code.

County Coordination Aid

Aid granted to a county library or county library system as a percentage of the county appropriation as provided in Section 303(7) of The Library Code.

District Library Center Aid

Aid granted to the 29 libraries designated as district library centers as provided in Section 303(8) of The Library Code.

Statewide Library Resource Center Aid

Aid granted to the four libraries designated as statewide library resource centers as provided in Section 303(9) of The Library Code.

Equal Distribution Grant

Grants of equal amounts paid to each qualifying library, branch and bookmobile as provided in Section 303(11) of The Library Code.

Equalization Aid

Aid paid to a library serving economically distressed municipalities as provided in Section 303(10) of The Library Code.



LOCAL FINANCIAL EFFORT

The **State Subsidy to Public Libraries** program is designed to **stimulate local financial support** of public libraries and to provide a **reliable level of quality public library service** across the Commonwealth. The State Subsidy augments the basic services a library provides through local support.

Participation in the State Subsidy program requires a **minimum commitment in local funds of \$5.00 *per capita*** of the library's service area population.

MAINTENANCE OF LOCAL EFFORT

It is the intent of the State Subsidy program to **supplement** local dollars, **not replace** them with state dollars. By law, **the annual expenditure of local dollars must equal or surpass the amount spent in the previous year**, for those libraries that earn Incentive for Excellence Aid. Also, local government income **cannot decrease** from the previous year.

STANDARDS

Libraries must meet a set of **service standards**, which are set out in the Library Code and the Pennsylvania Code. These standards address service aspects such as **collection size, hours of service, certification, and staff training and development**.

It is essential for library trustees to approve and support an annual budget that will assure that the library is in compliance with applicable standards, and will satisfy the maintenance of local effort requirement.



COUNTY COORDINATION AID

A library or library system designated by the county to provide **free library service** throughout the county is eligible to earn **County Coordination Aid**. This aid is paid on a percentage of the county appropriation according to the class of county. The county library or library system must complete an annual **countywide plan for service**.

CLASS OF COUNTY	% OF AID CALCULATED ON COUNTY LIBRARY APPROPRIATION
2	5%
2A & 3	30%
4	50%
5	50%
6	100%
7	100%
8	100%

OTHER SOURCES OF REVENUE

There isn't a library that wouldn't like to have more money than it receives from local and state funding! Some library advocates argue that our public libraries should be financed solely by taxes. However, there is a trend towards libraries developing alternate sources of revenue. These options include applying for **grants**, soliciting **corporate under-writing**, and conducting **fundraising campaigns** either to build a new library or to support other special projects.

GRANTS

LSTA—The Federal Contribution

Federal support for libraries began in 1956 as the Library Services Act, which was designed to provide public library services to rural areas and to improve the quality of services offered. In 1963, it was renamed the Library Services and Construction Act and was extended to include urban areas. In 1996, it was renamed LSTA, replacing the word "Construction" with "Technology" to emphasize this growing means of obtaining information.

Through Congressional allocations, funds have been distributed to each state for purposes deemed important in that state. The Federal Institute of Museum and Library Services (IMLS) distributes these funds, based on a population formula, to meet IMLS goals.

To receive funds, each state develops an LSTA Five-Year Plan for IMLS approval. The Office of Commonwealth Libraries' Five Year Plan for 2003–2007 emphasizes four basic goals:

1. Pennsylvanians of all ages have increased access to information, services for learning and educational resources in a variety of formats, from all types of libraries.
2. Library services will provide all users access to information via electronic networks, as well as electronic and other linkages among and between all types of libraries.
3. All Pennsylvanians, regardless of geographic, cultural, socioeconomic background, disability, or limited functional literacy or information skills will have opportunity and equitable access to library information and collections.
4. State-level leadership and services will strengthen and improve library services.

These goals are the basis upon which competitive grants are awarded and state directed programs are implemented.

Libraries that demonstrate a need to implement projects that will meet one or more of the goals are most likely to receive LSTA funds.

Information on how to apply for Pennsylvania's LSTA funds is sent to all libraries annually by the Office of Commonwealth Libraries. Additional information is available from the district library centers and on the State Library's web site at www.statelibrary.state.pa.us. (This website can also be checked for updates to the Five Year Plan.)



PHILANTHROPIC SOURCES

In addition to federally funded grants such as LSTA, there are numerous philanthropic organizations throughout the United States that support libraries and other non-profit organizations. Researching and identifying those most to receptive to libraries can be a daunting task.

Pennsylvania has 10 cooperating collections that are affiliated with the **Foundation Center of New York City**. These centers will provide information on foundations that may be sources for funding for a special project. Contact www.fdncenter.org for a current list of participating libraries. In addition, copies of **The Pennsylvania Foundation Directory** are available from your district library center.

The National Endowment for the Humanities and **The Pennsylvania Humanities Council** also have funds available for certain types projects and programs in the humanities.

FUND DEVELOPMENT

A chronic shortage of adequate financial resources motivates many libraries to launch a fundraising campaign. Fund Development is both **an art and a science** that requires a huge commitment on the part of the board. Libraries frequently contract with a **fundraising consultant** to educate them about the process and create a blueprint for their campaigns.

However, even if a consultant is hired, in order for a fundraising project to be successful, trustees must also be prepared to:

- Support the campaign by giving their time, energy and money.
- Provide leadership.
- Leverage their community contacts.
- Help develop the plan and establish goals.
- Establish a separate campaign committee.

COMPONENTS OF A FUND DEVELOPMENT CAMPAIGN

Establish a campaign committee and identify chairperson.

Identify a need and develop a case statement that justifies the need.

Conduct prospect research and identify major donors.

Create a giving tree with projections for the number of contributions at each level.

Decide the appropriate use of solicitation techniques including person to person (major donors), direct mail, special events, and telemarketing.

Design public relations program to build support for the campaign.

Establish an infrastructure to manage and acknowledge donations.

Create campaign solicitation and acknowledgement materials.

Create a stewardship program to sustain lasting relationships with supporters.



DEVELOPING A BUDGET

Library boards are responsible for developing a **realistic budget** to reflect the needs of the library. This budget should then be presented to the local government as part of the board's responsibility for **securing financial support**. When funds are scarce, many librarians simply rework the previous budget, adjust some items and hang on!

Building a budget can be exciting, instructional and productive. Trustees can make the budget process what it should be—a **realistic spending plan** for a year of advancement toward the goals and objectives of the library.

Using the budget form is the final step in budget development—after all the discussion, dreaming, wrangling and decision-making. The form will not reveal the **depth of debate**, the **weighing of priorities** and the **difficult dropping of good ideas**. The board's records should show some of the process of reducing plans to figures.

A SUGGESTED PROCEDURE FOR DEVELOPING THE BUDGET

Begin well in advance of deadlines related to your fiscal year.

Evaluate the old budget. Did it “buy” what the public needed? Did it support the plans of the board? How much was needed and for what reasons?

Be sure to include your library director in a discussion about the budget. Your director may propose new programs, services and initiatives to improve the library.

Set up several meetings to talk about the library's progress and how it is related to the next budget. Look at new programs, estimate costs and let them compete with older services.

Talk about salaries early in the process. Make the basic decisions so you will know how much money is really available.

Look at every item as though it were to be purchased by a user. How essential is a new water fountain compared to extra copies of popular fiction? Is a new parking lot essential to convenient use of the library? Are nonreaders well served through programs and events?

Earmark a small sum for a new program that a staff member may want to try.

Compare your budget decisions to your library's plan and its goals and objectives.

Project next year's problems. If you must have more money, from where will it come from? Does the need for a new building become suddenly pressing? Is it going to be possible to increase staff? or to open the library longer hours?

Review the completed document for its “selling points”. Be prepared to explain and interpret it in terms of community needs and expectations.

Don't hide the budget. Tell the community what the budget will accomplish. Remind them how difficult it is to arrive at a balanced budget when there are so many activities and services the library is expected to do, and wants to do.

Every year, make a professional budget presentation to your funding authorities. Be sure to get on their agenda early, before they plan the budget for their annual allocations. Talk with appropriate officials before the meeting. Be prepared with facts, figures and justifications. Be organized and to the point.

Prepare for next year. Do you need an earlier start? Are there better ways to consult staff and public? Should projects be studied throughout the year so they can be plugged in as funds are available?

Consider the extra time well spent; trustees now have a better understanding of money matters; staff is happy to have been involved; and the picture of services is clearer.

Don't wait until budget time to talk with your funding authorities. Let them hear from you all year long about how well you're spending their money.

WHAT ARE STANDARDS?

In Pennsylvania, standards are minimal levels of service that libraries must provide in order to qualify for state aid. They were designed to suggest a base from which libraries can grow.

The Library Code charges the State Library and the State Librarian "...to counsel local libraries on minimum standards for **number and quality of library staff, resources of books and other materials, location of new libraries, hours and physical facilities.**" The Code charges the Governor's Advisory Council "to promulgate rules and regulations for the approval of plans for the use of state funds."

In accordance with The Code, standards have been established for local libraries, district centers and library systems. The **standards relate to library governance, materials, expenditures, staff, service, facilities and participation in the Pennsylvania library plan.** The standards are minimal, and libraries are encouraged to be attentive and work toward meeting the needs of their communities.

Overall, **the standards establish a floor for library service** across the commonwealth. Attaching eligibility for state aid to the achievement of standards ensures minimal local support and service in order to be supplemented by state funds. State aid is not intended, nor can it be used, to replace local support.

Detailed and up-to-date information about all aspects of these standards are available from your District Library Center and the Bureau of Library Development.



PUBLIC LIBRARY AUDITS

A new regulation took effect in 1993 requiring public libraries, as part of their proof of eligibility for State Aid, to file audits with the Office of Commonwealth Libraries. The audits must be performed by independent auditors someone who is not on the library board or a member of the staff and in accordance with Generally Accepted Auditing Standards (GAAS). Depending on the amount of state income, some public libraries are required to file audits every year; others, every third year with financial review in intervening years. The chart below demonstrates how frequently an audit is required.

ANNUAL STATE INCOME	AUDIT REQUIREMENT
Under \$50,000	Audit every third year; financial review in intervening years
\$50,000 and over	Every year



ADVOCACY AND THE ROLE OF TRUSTEES

LOBBYING IS NOT A DIRTY WORD

Lobbying is a type of advocacy. At its finest, lobbying is **communicating** and **sharing information** with elected officials who are in the position to make important decisions pertaining to the welfare of libraries. Lobbying involves **assembling the facts** and **translating them into action**. It is researching plans and presenting them as evidence of need for a law or an appropriation.

TRUSTEES ARE WELL POSITIONED TO LOBBY FOR LIBRARIES

They see the library from the user's viewpoint.

They have perspective on the full range of public services.

They speak for the consumer.

They represent the interests and understand the needs of their communities.

They have connections with individuals who can help the library's cause.

They have the right to be heard and exercise their opinion about an issue.

“One American in ten tells
the other nine how to vote,
where to eat, and what to buy.
They are the influentials.”

—Ed Keller and Jon Berry

LOBBYING FOR LIBRARIES

Legislative Days are organized lobbying efforts for library advocates to meet with legislators. As a trustee, you may be asked to participate in **Legislative Day** activities sponsored by The Pennsylvania Library Association, The Pennsylvania Citizens for Better Libraries or The American Library Association. Your participation is essential to their success!

Lobbying also means:

- Grassroots letter writing, email and telephone campaigns.
- Rallies, fundraising and other special events.
- Forming relationships with other organizations likely to support the library.
- Direct contacts between trustees and individuals who make legislative decisions or are close to those individuals.

THE RESEARCH TELLS US: THEY DON'T KNOW THAT THEY DON'T KNOW!

Elected officials already have their hands full, and, when it comes time to make an important library decision, they are often hampered by limited knowledge, dated perceptions, and downright misperceptions.

Discussions with elected officials frequently reveal that many:

Haven't been in a library since leaving school.

Don't fully understand what libraries do and for whom.

Don't know how libraries are funded.

Underestimate the importance the public attaches to libraries.

Understand snow removal and trash collection better than library services.

Resist any decision that raises taxes.

Don't focus on libraries because they never hear a complaint.

Can feel pressured by ultra-conservative agendas.

May be enticed by the promises of privatization.

CULTIVATING RELATIONSHIPS AND COMMUNICATING EFFECTIVELY

TRUSTEES CAN EDUCATE ELECTED OFFICIALS ABOUT:

- The value of investing in library services.
- The relationship between academic achievement and library services.
- How libraries contribute to economic development.
- How much their communities love their libraries!

IN ORDER TO BE EFFECTIVE ADVOCATES, TRUSTEES MUST:

Be well versed on all aspects of library service and library funding.

Support the director—avoid placing him or her in an antagonistic position that can appear self-serving.

Understand the local power structure.

Accept accountability for the public funds your library receives.

Hone listening skills to hear what officials are really saying.

Align library services with the personal agendas of elected officials and community needs.

Avoid appearing political.

Discuss the library in business terms, such as “return on investment”.

Shift the focus from “nice-to-have” to “necessity” and from “cost” to “benefit”.

Develop relationships with the “gatekeepers” and a stewardship program for “influentials” and key decision-makers.

Talk about issues other than money by communicating good news often.

Keep elected officials “in the loop”; their experience, skills, and knowledge can be the library’s greatest assets.

Avoid library jargon and complicated statistics.

Personalize the library experience: collect and retell patron stories.

WHY DON'T LIBRARIES GET THEIR FAIR SHARE?

Libraries have historically been challenged to maintain good relations with government officials and to receive adequate funding at budget time. Librarians are shortchanged because they:

Downplay the importance of political connections.

Are not well-informed about legislative or budget processes.

Fail to communicate the value of their professional capabilities.

Suffer from lingering negative perceptions and stereotypes.

Are negotiating with non-librarians.

Believe that everyone thinks that libraries are good.

Make it easy for politicians to cut library budgets without consequences.

Don't want to get involved in politics.

Tend to be team players, consensus builders.

Compete with more politically astute organizations, other worthy organizations and causes.

TRUSTEES AS PART OF THE POLITICAL PROCESS

Library board trustees should remember that, **in a sense, they are legislators**, for they **make decisions and pass on policies**, which have the effect of controlling and directing aspects of the library. Trustees, like legislators, are **public officials**, seeking and accepting responsibility for public institutions and funds.

Trustees encounter **the political process** once that same process has given them seats on a board. Most trustees will think of the legislative process as beginning with the state legislature, where laws are enacted, and where state support is determined. In Pennsylvania, the board must work with various layers of control—**municipal, county, and other officials**—who have certain powers in the process through which libraries gain support, especially financial support.

Trustees need to cultivate **frank and open relationships** with these officials, working with them to produce the best possible climate for libraries. Getting to know how that political process works is fascinating and absolutely necessary for an effective trustee.

Tip: Go to your library and bone up on how a bill becomes a law and how a budget gets passed.

RESOURCES

Avner, Marcia. *The Nonprofit Board Members Guide to Lobbying and Advocacy*. St. Paul: The Wilder Foundation, 2004.

Keller, Ed and Jon Berry. *The Influentials*. New York: The Free Press, 2003.

McCook, Kathleen de la Pena. *A Place at the Table*. Chicago: American Library Association, 2000. 118pp. Paperback.

Reed, Sally Garner. *Saving Your Library: A Guide to Getting, Using and Keeping the Power You Need*. Jefferson, North Carolina, McFarland Co., 1992. 133pp. *A must for every library that wants feedback and information from their public. Non-technical and helpful in every aspect, from question design to samples.*

Siess, Judith A. *The Visible Librarian: Asserting Your Value with Marketing and Advocacy*. Chicago: American Library Association, 2003. 154p.



EFFECTIVE MEETINGS

OPEN PUBLIC MEETINGS

Public library boards usually hold **monthly meetings**, and law mandates that they be **open to the public** and **publicly announced**. Meeting notices must be advertised in the **newspaper** at least **three days prior** to the meeting and also be **posted** at the main office of the library or wherever the meeting will take place. Additionally, announcements can also be made on **local radio** or **TV broadcasts** and on your library's **website**.

Pennsylvania's "**Sunshine Law**" specifies when and how such notice for meetings is required. The **public and the press may attend**, and arrangements must be made for **space** and their **seating**. They are entitled to have **copies of the agenda**, and the agenda must contain a time where they can **make comments or ask questions** of the board.

To review the exact requirements of the Pennsylvania Sunshine Law, go to: www.newpa.com.

EXECUTIVE SESSIONS

Law allows executive sessions or private meetings of the board. These are not open to the public. Your bylaws should specify when and how private meetings are held. Though the actual meeting is conducted in private, it should be publicly announced, and the subject for discussion also be made public. Executive sessions are usually held to discuss personnel matters.

EXECUTIVE MEETING NOTICE

The Pennsylvania law on open meetings (the so-called "Sunshine Law"), Act 84 of 1986, requires public libraries which municipalities have designated as their agencies to make meetings of the boards of directors open to the public. Meeting notices must be advertised in the newspaper at least three days prior to the meeting and also be posted at the principal office of the agency, or wherever the meeting will take place.



MEETING DOS AND DON'TS

THE BOARD'S BUSINESS

A Handbook for Public Library Trustees states that “a library board has an important first step: to develop a written statement to differentiate the function of the library board and that of the librarian/staff.” The *Handbook* goes on to list what the business of the board should be at its regular meetings:

- To discuss and decide policy issues.
- To carry out legal responsibilities.
- To hear and ask questions about what the library is accomplishing in the day-to-day functions.
- To assist the librarian in solving problems, especially those which relate to community needs and opinions.
- To review financial progress and the implementation of the budget.
- To work toward excellent library services.



THE DIRECTOR'S BUSINESS

The director and library staff **prepare all supporting materials** as needed for a meeting. On some boards, it is the director who takes the minutes, but it is recommended that an administrative assistant be given that job. This allows the director to focus on participating in the meeting. The director submits a **written monthly report**, participates in **discussions**, **adds explanations** where needed, and **answers any questions** posed by board members. The director also provides materials that contribute to **the education of the board** in current library issues. Most importantly, the director **informs the board** and leads the discussion on **the future growth of the library**, addressing how the organization will change in order to satisfy the future needs of the people who live and work in the community.

MAKING MEETINGS PRODUCTIVE

- Be on time and do not leave early.
- Arrive prepared.
- Keep to the points on the agenda.
- Contribute ideas.
- Avoid dominating the discussions.
- Listen and do not interrupt.
- Speak succinctly.
- Be open and positive.

By adhering to the behaviors in the above list, you will earn the gratitude and respect of all and have the satisfaction of attending productive meetings that accomplish the library's goals.

SETTING THE AGENDA

The board president and the director jointly develop the agenda. The topics come from the business at hand and from suggestions of board members and staff. The order of business follows a template used for each meeting. It is prepared in advance and mailed, emailed or otherwise distributed before the meeting, along with any written reports. The board packet should be in board members' hands at least one week prior to the meeting.

CONDUCTING THE MEETING

Often called “parliamentary procedure”, **rules of order** help a meeting to run smoothly. *Robert's Rules of Order*—the classic guide—is available at any bookstore.

The meeting must **start and end on time**. The president or chairperson of the board is designated to lead the meeting, with the vice-president or vice-chair acting in his/her absence. Calling the meeting to order, the chairperson **sets the tone**. Using the prepared agenda, he/she is the meeting's **facilitator**, helping the group focus on the **agenda items**, keeping everyone **on track**, encouraging **participation**, and remaining **neutral**. The chairperson **closes the meeting** and manages the meeting's **follow-up tasks**.

BOARD PACKETS MAY INCLUDE:

- A request for confirmation of attendance
- Contact person's information
- Start and end times
- Suggestions for how to prepare for the meeting
- Anticipated outcomes
- List of action items
- Timeframes for each item and who will lead the discussion

MAKING DECISIONS

Bylaws should state how decisions are made. Are they made by **majority rule** or by **consensus**? If bylaws don't state which method, it would be a good idea to have a discussion on voting practice. There are many different kinds of **decision-making methods**.

One six-step model your board may wish to consider is:

1. Define the issue and determine if it needs action.
2. Gather all the facts.
3. Think about options and solutions.
4. Consider pros and cons.
5. Select the best option.
6. Discuss how the board will explain the decision to any stakeholders.

DIFFERENCES OF OPINION

What happens if you don't agree with a decision that the board has made? You are free to disagree, and a courteous airing of different points of view keeps things open and honest. As a duly appointed member of the board, your opinion needs to be heard. Your point of view may not have carried this time, but there will be many other decisions that need to be made.

ASSESS YOUR BOARD'S DECISION-MAKING

Are discussions lively?

Are dialogue and different points of view encouraged?

Do I feel free to join in the discussion?

Are the chairperson and other board members receptive to comments?

Are everybody's points acknowledged?

Can I live with the decision?

Was it the process or the decision that I didn't like?

If the answer to all of the above questions is "no", then you may have to consider resigning from the board.

PUBLIC COMMENT

There are many issues that can spark controversy and arouse strong emotions. **Free speech**, **censorship** of materials, **Internet access**, **use of meeting space**, **funding** and **building construction** are just a few. There will always be someone who disagrees with library policies or actions.

Having a place on the agenda for **public comment** and courteous consideration of all who do speak will go a long way towards **earning the respect of the community**. Opportunities to hear public comment also ensure the board knows what the **"hot buttons"** are and **where the community stands**.

RESOURCES

Moore, Mary Y. *The Successful Library Trustee Handbook*. Chicago: American Library Association, 2005. 102 pp.

Stoesz, Edgar. *Doing Good Better: How to Be an Effective Board Member of a Nonprofit Organization*. Good Books, 2001. 150 pp.

Stoesz, Edgar. *Common Sense for Board Members*. Good Books, 2001. 96 pp.

Young, Virginia G. *The Library Trustee: A Practical Guidebook*. Chicago: American Library Association, 1995. 256 pp.

WEBSITES

www.ala.org/alta

www.boardsource.org



TO BUILD OR NOT TO BUILD?

FACILITIES CONSTRUCTION AND RENOVATION

THE INEVITABILITY OF CONSTRUCTION AND RENOVATION

In a predictable period of time, a successful library will **outgrow its space**, and the library board will be confronted by the choice of **renovating or enlarging the existing facility, searching for space to convert, or building a new facility on a new site**. The decision to build or renovate is one of the most important faced by library trustees and can be a true test of board relationships and organizational commitment.

The need for additional space in a library should never come as a surprise. Long before it is time to start construction, the board and the library director should be monitoring key indicators such as:

Population growth and demographic change

Increased library usage

Addition of new library services

Increased acquisitions

Aging facilities

Lifestyle changes and community trends

“My good opinion of a town or village was based largely on the existence of two facilities for its inhabitants and visitors: public libraries and public conveniences.”

—Emmanuel Shinnwall

KEY QUESTIONS

A building project has enormous ramifications, and library trustees need to approach the decision in an informed, disciplined, and non-emotional manner. **A library should never expand or build until all options have been considered and key questions answered.**

The fundamental issues are:

- What impact will current demand and projected use have on space, size, design and location?
- Is a new or improved facility required to accommodate new/expanded services?
- Does the existing facility meet standards for serving the projected population?
- Would a redesign of the existing space solve our problem?
- Is the library facility in the proper location when considering traffic patterns, population shifts, parking, etc.?
- What are the space requirements for public, administrative and support services?
- A new building means at least twice (often more times) the patron usage. Is the library financially capable of increasing the library budget to cover additional staffing and other operating expenses? (A new building may also mean additional furniture/shelving and increased user expectations.)

THE ROLE OF TRUSTEES IN BUILDING PROJECTS

Trustee commitment is essential to the success a building project. The responsibilities of the board include:

Reviewing and understanding all information that will influence the decision to build.

Establishing a building committee.

If fundraising is required, establishing a campaign committee.

Securing the support of municipal officials and community leaders.

Selecting consultants.

Actively participating in fundraising.

Issuing bids and selecting contractors.

Collaborating with the director to develop the building plan and monitor progress.

Supporting the director through the process.

THE ROLE OF THE DIRECTOR

The ability of the director to orchestrate the construction project is integral to the ultimate success of the building initiative. A director is responsible for:

Predicting the need for a new facility well in advance of construction.

Assisting the board in establishing a timetable for building.

Planning for continuation of library services during construction or determining how limiting services will impact library in areas such as funding.

Providing the board with the information that it needs to make a well-considered decision.

Coordinating the development of the building plan.

Supporting the ongoing work of the building and fundraising committee.

Researching building consultants, architects, and contractors.

Working with architect, space planner, and the contractor.

Cheering the board on!

LIBRARY CONSTRUCTION AND RENOVATION CAN CAUSE PUBLIC DEBATE

Library Boards contemplating the construction or renovation of a library facility should **never underestimate the public outcry that can ensue**. Communities are often very **attached to their existing public library**. Their sentiments are particularly strong if the building is a **beloved community landmark**. Especially if the only way to build a new facility is to relocate it **outside the community**, residents can also respond very negatively. Basically, **no community ever wants to “lose” its library**—even if it involves moving to a site a mile away.

In order to avoid heated and unpleasant public debate, trustees should **take the pulse of the community** to determine the level of public support for the proposed building project. This can be accomplished by **conducting research and initiating discussions with municipal authorities and opinion makers** to learn how much opposition trustees can expect when they publicize the details about the building project.

WHAT KIND OF HELP WILL YOU NEED?

WORKING WITH A BUILDING CONSULTANT

Many libraries turn to a building consultant—a librarian who has experience in building projects. Names of qualified consultants are available through the district library center.

If the board decides to contract with a building consultant, it should reach a clear understanding regarding the scope of services, work product and fees. A building consultant could be asked to provide:

- A study of the present library and its space needs and service requirements.
- An analysis of the study with recommendations for the size of a new library.
- Recommendations on the allocation of space.
- Input from board and staff on service expansions.
- Estimates of square foot costs of the new space. (If additions, conversions, etc. are involved, a consultant will evaluate these solution as well.)
- Studies of access to the library, including location and parking.
- Consultation with the board on available options to gain space.
- Making certain the library will be in compliance with the Americans with Disabilities Act (ADA).

Facilities Assessments and Building Programs: What's the Difference?

A facilities assessment is a review of a library building's condition and major systems. It can also take into consideration functionality and the appropriate allocation of space. Strategic plans sometimes integrate or are supported by separate facilities assessments.

A building program is a formal document prepared by a building consultant for the architect to use in designing a new building or expanding an existing one. It makes recommendations pertaining to the size and type of space that should be built, spatial relationships, and major features, such as parking, lighting, and HVAC.

TAKE A FIELD TRIP

The trustees and the library director will learn a great deal by visiting new libraries in Pennsylvania or in neighboring states. These trips provide insights into the latest trends in library design and the opportunity to get excited about your new library building.

When reviewing the credentials of architects and contractors, it is wise to tour other facilities they have designed and constructed. Always check the credentials of building consultants, architects, contractors and interior designers to confirm that previous clients have been more than satisfied with their performance.

WHERE WILL THE MONEY COME FROM?

KEYSTONE GRANTS

The **Keystone Recreation, Park and Conservation Grant** was established in 1993, and is maintained through the Realty Transfer Tax.

Two types of grants are available: **Mini Grants and Major Projects**. Mini Grants provide grants of \$50,000 and below to make libraries accessible to persons with disabilities and for non-routine maintenance such as replacement of leaking roofs. Major Projects provide larger grants to assist in the construction of new buildings and major renovations or additions to existing buildings.

Grants can provide **up to 50% of the costs of eligible projects**. Municipalities and public libraries must demonstrate local funds are available to pay the remaining 50% or more of project costs,

Libraries considering applying for Keystone Grants should check with the **District Consultant** from their District Library Center.

CAPITAL CAMPAIGNS

If a library concludes that the only way to raise the money that it will need for a new facility is to conduct a capital campaign, it will have to establish a **campaign committee** and possibly hire a **professional fundraising consultant**. The consultant can conduct a **feasibility study**, which will help determine the amount of funds that can be raised and can also test possible campaign themes. The **District Consultant** can help you find names of reputable firms.

Capital campaigns require **extensive board support**, and can take **several years** to complete, depending on the amount of money to be raised, and require **meticulous organization**.

HOW IS A BUILDING PROGRAM ORGANIZED?

BUILDING PROGRAM STEPS

Once the source of funds is determined, the board can proceed with firm planning. Usual steps for a building program include:

- Crafting a statement of how a new facility will improve services and benefit the community.
- Translating the building statement into an architectural plan.
- Conducting meetings with board and staff until consensus is developed.
- Securing the support of the municipality.
- Drawing up firm plans and specifications for the building.
- Putting the plans out for bid, following legal requirements.
- Accepting bids, signing contracts and authorizing the start of the construction.
- Monitoring the progress of construction under the supervision of the architect and such other personnel as needed. Construction managers are useful here!
- Making decisions pertaining to space allocation, interior design and landscaping, and soliciting and awarding related bids.
- Scheduling final inspections, moving day and the delivery of equipment, furniture and services.
- Planning dedication ceremonies and public relations.
- Paying final bills and auditing records.
- Celebrating success!

CHECKLIST FOR A SUCCESSFUL BUILDING PROJECT

Has the board:

Secured the commitment of all its members?

Reached an informed decision to build?

Developed a viable plan for securing funds?

Ensured that finances for an adequate operating budget are available?

Generated community support?

Reviewed the building plan?

Complied with all local ordinances?

Adhered to state public contracts law and regulations?

Planned how and where services will be provided during the construction process (if it's necessary to adjust them)?

Reviewed bids carefully and objectively?

Planned for a community room, along with the library, to meet program needs?

Issued requests for amended bids if necessary?

Established a committee or team?

Provided a process for issuing change orders?

Demanded excellence?

Tracked the expenditure of funds responsibly?

Leveraged the public relations opportunities of a new facility?

Met frequently to keep all trustees informed?

Created a detailed plan for moving into the facility?

Thanked the director?

RESOURCES

Brawner, Lee B. and Donald K. Beck. *Determining Your Public Library's Future Size: A Needs Assessment Model*. Chicago: American Library Association, 1996.

Brown, Carol R. *Interior Design for Libraries: Drawing on Function and Appeal*. Chicago: American Library Association, 2002.

Lushington, Nolan. *Libraries Designed for Users: A 21st Century Guide*. New York: Neal Schumann, 2002.

Sannwald, William W. *Checklist of Library Building Design Considerations, 4th Edition*. Chicago: American Library Association, 2001.

Woodward, Jeanette. *Countdown to a New Library: Managing the Building Project*. Chicago: American Library Association, 2000.



BRANDING AND MARKETING

APPLY BUSINESS LESSONS TO LIBRARIES

Increasingly, libraries are taking the best lessons from businesses and applying them to their particular challenges. Taking its cue from the for-profit world, a library will find that **a disciplined, research-based, consistent program of branding and marketing attracts support and increases use.**

BRANDING IS:

The promise that the library will live up to the expectations that it has created with its customers.

The experience the customers have with all aspects of the library.

The “buzz” about the library experience.

“The aim of marketing is to know and understand the customer so the product or service fits him and sells itself.”

—Peter Drucker

MARKETING IS IMPORTANT FOR LIBRARIES BECAUSE IT:

- Generates strategic thinking.
- Uses up-to-date research.
- Considers trends in library service.
- Forces library leaders to look closely at what people need and want.
- Matches customer needs to the libraries’ collections to ensure that no customer base is overlooked.

BRANDING IS IMPORTANT FOR LIBRARIES BECAUSE IT:

- Builds a positive image, visibility, and familiarity.
- Supports libraries as they face increased competition from retailers and the Internet.
- Is an important way to reach out to all potential customers and build loyalty and respect.
- Reinforces the importance of libraries to elected officials.
- Communicates to supporters that they are giving money to a successful organization.

TOGETHER, MARKETING AND BRANDING:

Project professionalism.

Communicate the library's value to the community.

Build staff and supporter morale.

THE DIFFERENCE BETWEEN BRANDING AND MARKETING IS:

One of emphasis, but they are inseparable.

Branding infuses all aspects of a library's operations and communications.

Marketing focuses on strategies that ensure the library is meeting the needs of all internal and external "segments".

NOTE: Public relations is not a substitute for branding or marketing. This is the most common mistake made by libraries!

"The world does not automatically beat a path to the man with a better mousetrap."

—Theodore Levitt

MARKETING ASKS:

- Whom are we targeting in the marketplace?
- What are we offering them?
- What drives their decisions to use (or not use) the library?
- What is their experience when they use the library?
- What could we do better?
- What should we stop trying to do?
- How can we better communicate with them?

ANSWER QUESTIONS WITH PRIMARY RESEARCH

Focus groups are effective for learning what a small group of people think about the library.

Surveys are a more accurate method of learning what library users and non-users in your community know and most people in a distinct group think about the library.

VISUAL BRANDING

Visual branding is the **disciplined presentation** of logo, tagline, graphics features, etc. in all publications, advertising, public relations, and special events.

LOGO

A **logo** is a strong, compact **visual representation** of the qualities that the library wishes to communicate; a logo presents the library's exact name and can incorporate branch name and tagline.

TAGLINE

A **tagline** is a **succinct statement** of those distinguishing qualities and values the library wishes to communicate: "Answers for Everyone About Everything" "Where the County Learns" "Information on Demand", etc. Strong taglines are often derived from research with library users and potential users.

GRAPHIC STANDARDS

Graphics standards may include information on the **proper use** of the tagline and logo, color system, approved formats, papers, etc. Graphics standards manuals are preferably **formal, detailed documents** or, more frequently with libraries, informal instructions on the appropriate presentation of the logo.

STEPS TO SUCCESSFUL MARKETING

1. SEGMENT YOUR MARKET

Marketing segmentation asks:

- Whom is the library currently serving?
- Whom could the library serve better?

When you consider answers to these questions, you may consider separating out “**external**” and “**internal**” groups, depending on their perspectives of the library.

EXAMPLES OF “EXTERNAL” MARKET SEGMENTS ARE:

Senior citizens
Families with young children
Non-English speakers
Teenagers who seek homework assistance
Small business owners
Elected officials
The media

EXAMPLES OF “INTERNAL” MARKET SEGMENTS ARE:

Current library users
Friends of the Library
Trustees
Vendors
Financial supporters
Staff

2. TAILOR YOUR MESSAGE

What do libraries have for sale? A great deal beyond books!

Research shows that the public has a very **limited understanding** of what products and services the library makes available. The result is that **many resources are underutilized**.

A goal of marketing activities should be to **increase the awareness of the impressive menu of library products and capabilities** they can access when they visit the library including:

- Information experts
- Answers to questions
- Electronic resources
- DVDs, CDs and videos
- Resources for school and educational classes
- Place to study
- Meeting rooms
- Government documents
- Maps
- Materials that help children read and learn
- Resources for businesses
- Programs for children and adults
- Large print materials

3. COMMUNICATE VIA THE APPROPRIATE MEDIUM

Most libraries do not have the funds to pay for conventional advertising in newspapers and magazines. However, there are a wide variety of marketing materials that they can use.

The trick is to market the right products and services to the right market segment using the most effective marketing distribution channels.

To current library users

- Internal signage
- Posters and flyers
- Bookmarks
- Newsletters
- Banners
- Promotional items

To non-users

- Website
- Radio PSAs
- Brochures
- Church bulletins
- Community events
- Bumper stickers

THE BEST MARKETING PRACTICES:

Reflect research

Support mission and vision

Support the brand

Maximize resources

Are strategic

Are targeted

Are consistent

Are professional, clear, and appealing

Are measurable

Communicate at all levels

Are supported with quality customer service

RESOURCES

Beckwith, Harry. *Selling the Invisible*. NY, Warner, 1997.
Explores the challenges faced by businesses and organization that market services.

Espy, Siri N. *Marketing Strategies for Nonprofit Organizations*. Chicago: Lyceum, 1993. 165 pp. Paperback.

McLeish, Barry J. *Successful Marketing Strategies for Nonprofit Organizations*. New York: Wiley, 1995. 294 pp.

Stern, Gary J. *Marketing Workbook for Nonprofit Organizations*. St. Paul, Minnesota: Amherst H. Wilder Foundation, 1990. 132 pp.



RELATING TO THE PUBLIC

Public Relations (PR) is the **public recognition** that an institution earns for being a respected organization that provides quality products and services. PR is also the term used to describe the **relationship between an organization and the public**. The most common mistake that libraries make is to assume that PR is a substitute for marketing. **A well-crafted and executed public relations program supports the library's strategic and marketing plan—but never replaces it.**

Public relations is a communications tool that can **favorably influence public opinion, enhance an organization's image and protect that image** in a moment of crisis. In a library, **PR is an integral component of advocacy.**

TRUSTEES CAN AND SHOULD SUPPORT PUBLIC RELATIONS

Trustees are library ambassadors in their communities. In this capacity, they need to:

Be well-informed about the library and its services.

Listen to hear what residents know or don't know about the library.

Make presentations to community groups about the library.

Convey information about important issues such as budgets and construction projects.

Maintain dialogues with community leaders to evaluate their support for the library.

Identify “information gaps” about the library and help address them.

Identify themselves as library trustees and provide information about how they can be contacted.

Be vocal and visible library advocates.

ENSURING PUBLIC RELATIONS SUCCESS

AS A GROUP, LIBRARY TRUSTEES SERVING AS A BOARD HAVE A RESPONSIBILITY TO:

- Help develop a proactive PR plan (especially for crisis situations)
- Fund the PR program
- Participate in the library's public relations plan
- Evaluate the impact of PR

BAD THINGS HAPPEN TO GOOD ORGANIZATIONS!

Unfortunately, even the best-managed libraries can experience a public relations crisis. A public relations crisis is any situation that can adversely affect the library and its reputation. Most of these negative situations center on:

- Business practices and ethics
- Financial problems
- False advertising
- Disasters
- Safety, health and environmental problems
- Product and service failures
- Worker misconduct
- Legal issues
- Sex, pornography

PR TOOLS OF THE TRADE

Press kit

Feature stories

Special events

Press releases

Public relations calendar

Media training

Interviews

Presentations

Community relations

Government relations

Media relations/contacts and lists

Publicity

Letters to the editor

WHY LIBRARIES?

Unfortunately, libraries across the state can and sometimes do become the victims of **adverse publicity**. There are a number of reasons that good people trying to do the right thing become the subject of newspaper headlines. Libraries are **highly visible public institutions**. The public has a **sense of ownership**. Libraries often lack the resources and the expertise to **cultivate the press** and **head off negative publicity**. They are challenged to serve **diverse constituencies** with widely differing agendas.

All of the **social issues** that impact the community at-large find their way into public libraries. These include:

- Mental illness
- Sexual harassment
- Discrimination
- Health and safety
- Individuals with disabilities
- Child abuse and neglect
- Homelessness
- Internet access
- Censorship
- Privacy and confidentiality
- Individual rights and freedom

AVOID A CRISIS WHENEVER POSSIBLE!

Well-managed libraries and effective library boards anticipate problems and take steps to avoid them or minimize them with:

- Written policies that meet legal standards.
- Training for staff and trustees.
- Information about issues that are causing problems in libraries.
- Proactive rather than reactive strategies.
- A crisis management plan.
- A designated spokesperson.
- Positive relationships with media.

COMPONENTS OF A CRISIS MANAGEMENT PLAN

An effective crisis management plan includes:

A team authorized to make decisions.

Guidelines for making a problem a priority.

Protocols for contacting key individuals.

Training for front line staff.

A designated spokesperson.

Procedures for producing and disseminating information.

Communication with internal and external audiences.

A checklist of questions that media will ask.

Up-to-date copies of policies.

Written policies regarding the roles of attorneys and of communications staff.

Procedures for monitoring public response to the event.

Postcrisis analysis and report.

Sample scenarios for trial runs.

THE ROLE OF THE DESIGNATED SPOKESPERSON

Unfortunately, PR situations are often made worse because the media is getting **mixed messages** and **conflicting information** from **more than one source**. This situation can be avoided if **one individual** at the library is designated to speak for the library. This individual should be **trained to manage difficult media situations**, and everyone in the library should know **who that person is** and **refer all questions and requests for information** to him/her.

Depending on the situation and the issue under discussion, the spokesperson might be the **director**, the **head of the board** or **another person from library administration** such as the **director of public or community relations**.

THE ROLE OF THE SPOKESPERSON IS TO:

- Understand crisis management.
- Control information.
- Be well versed on the problem.
- Fill in information gaps.
- Educate and translate library jargon.
- Understand how the media works.
- Know how to handle the tough questions.
- Be credible/quotable.
- Disseminate only appropriate information.
- Assure consistency.
- Assure conformance with policies and procedures.
- Provide for prompt follow-up with press.
- Inform internal stakeholders at critical points.

CRISIS MANAGEMENT 101

When trouble occurs, trustees, the director, and staff should remember:

- Never cover up a problem.
- Do nothing that will make the situation worse.
- Be open and honest.
- Admit a mistake and explain how you will fix it.
- Demonstrate concern.
- Be responsive/avoid delays.
- Crises sometimes present opportunities.

WHAT DO TRUSTEES NEED TO KNOW TO MAKE A DECISION?

As an event or crisis evolves, it is important to ask:

What happened?

What information do we have?

What information do we need?

Who has that information?

Who knows about the situation?

Who needs to know?

What are the short-term consequences?

What are the long-term implications?

RESOURCES

Henry, Rene A. *You'd Better Have a Hose if You Want to Put Out the Fire*. Gollywobbler Productions 2000.

Ihrig, Alice. *Public Relations as a Library Trustee's Responsibility, Not New—Just Different*. (ALTA Publication #10.) Chicago: American Library Association, 1990.

Yaverbaum, Eric. *Public Relations Kit for Dummies*. New York: Wiley Publishing, 2001

GOOD LIBRARIES

WE ALL WANT GOOD LIBRARIES!

It's very simple. The goal of all Pennsylvanians involved in delivering public library services is to ensure that our communities have good libraries. But what characteristics define a "good library"? How do you know a library measures up?

GIVE YOUR LIBRARY THE TEST BY ASKING:

Does my library provide easy access to a well-organized collection of materials and quality services?

Does my library satisfy state standards?

Does competent and qualified staff manage my library?

Does my library enjoy the support of its community?

Does my library understand and satisfy the needs of our community for information, recreation, and enrichment?

Is my library adjusting to the changes taking place in our community?

Does my library make maximum use of the resources that are available?

Does my library facilitate a planning process that solicits input from the community?

Does my library encourage the broadest possible use of its materials and services?

Does my library have a committed and effective board?

Is my community a better place to live and work because of my library?

LIBRARIANSHIP LAWS



FIVE NEW LAWS OF LIBRARIANSHIP

Libraries serve humanity.

Respect all forms by which knowledge is communicated.

Use technology intelligently to ensure service.

Protect free access to knowledge.

Honor the past and create the future.

LIBRARY BENEFITS



LIBRARIES ARE GOOD FOR THE COMMONWEALTH BECAUSE THEY...

- Inform citizens
- Break down barriers
- Level the playing field
- Value the individual
- Nourish creativity
- Open kids' minds
- Return high dividends
- Build communities
- Make families friendlier
- Offend everyone
- Offer sanctuary
- Preserve the past

WOULD YOU BELIEVE?

Pennsylvanians check out an average of more than five books a year.

They spend \$23.11 a year for public library services—less than the average retail cost of one hardcover book at a bookstore.

According to “2003 Pennsylvania Library Statistics”, state-aided public libraries circulated 61,919,634 items in a one year period.

Librarians estimate that the average cost of an item that is checked out is \$15.15.
(This means that the citizens of Pennsylvania would have had to pay \$938,083,455.10—or almost one billion dollars—if they had to purchase the items that our libraries circulate!)

99.8% of Pennsylvania public libraries provide access to the Internet. Libraries make available 6,883 Internet terminals for public use.

Public libraries outnumber McDonald's in Pennsylvania—a total of 681, including branches.

Interlibrary loan services circulate 1,594,401 items annually—each at the request of a resident of the Commonwealth.

756,740 Pennsylvanians visit a public library during an average week. Standing single file, the line of visitors would stretch from Philadelphia to Erie.