

2023 MSL TRUSTEE HANDBOOK VOLUME 2: CONTINUING ON



**MONTANA
STATE LIBRARY**
A GREATER STATE OF KNOWLEDGE

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State Librarian's Letter



Dear Library Trustee:

Thank you for serving on the Board of your public library. Along with your library staff and your community, we at the State Library appreciate your commitment to help us better serve all Montanans by meeting their information needs. As a trustee, your role is to ensure that your library meets the information needs of your community. Today, as libraries take on many different responsibilities to best serve their patrons, the role of library trustees is changing and is more challenging and rewarding than ever.

While readers of all ages still relish the hours spent with a good book, there's no doubt that technology has revolutionized how people access and use information. Books now come in print, audio, and electronic form. Patrons are much more likely to do their research online rather than using reference books. Preschoolers enhance their early literacy skills via educational computer games, and seniors are one of the fastest growing populations of new users of the Internet and social media.

Serving communities also means that libraries serve as community centers. From programming for all ages to art space, computer classes, and meeting rooms, libraries bring people together from all walks of life and all parts of our communities. But even as the demand for library services continues to grow, costs rise and the resources that traditionally support libraries are more limited than ever. So, yes, being a trustee is challenging, but it is a challenge that your community believes you can - and will - meet.

This handbook can help. If you are new to the position, this handbook can serve as your starting point to learn about your new responsibilities. If you have served as a trustee for some time, it is a source book for refreshing your knowledge and honing your skills.

We hope you will make full use of your trustee handbook as well as the rest of the support we provide. By working together, we can continue to improve library services for all Montanans.

Again, thank you for your time and your commitment to your public library.

Sincerely,

Jennie Stapp, Montana State Librarian

Overview

The State of Montana started supporting library services in 1929, when the State Library Extension Commission was created by an act of the Legislative Assembly. The Commission's job was to develop libraries in Montana, but it wasn't until 1945 that the Legislature appropriated money to finance its work. Today, Montana is home to more than one hundred public libraries, providing a range of information services to citizens free of charge.

Libraries are at the heart of sustainable communities because of the hard work and commitment of people like you. Over the years, public library trustees have put in long hours to promote public library services. In turn, they have had the satisfaction of seeing their libraries grow and their communities benefit from enhanced life-long learning and a free exchange of ideas.

The 2023 MSL Public Library Trustee Handbooks, Volumes 1 and 2, will help you continue that vital work.

In addition to describing your roles and responsibilities as a trustee, the handbook provides sample documents, checklists, and other resources you can turn to when you need information about specific topics. It also provides valuable information for your director. Because trustees and the director must work together to provide quality information services to the community, cooperation and teamwork are emphasized throughout.

This handbook was prepared as an educational resource and should not be used as a substitute for legal advice. The publication was funded in part with federal Library Services and Technology Act (LSTA) grant funds. These funds are administered through the Institute of Museum and Library Services (IMLS) and the Montana State Library Commission.

Community Relations

Marketing the Library

Marketing means different things to different people. Some think it is advertising, others planning events, while still others see it as public relations. Actually it is all those things and more. You can think of marketing as a broad range of activities that tie together the following four "Ps."

- Planning: developing an array of services (products) that the public (customers) wants
- Publicity: telling customers about the services
- Public relations: taking part in activities that help users and non-users develop a positive attitude about the library
- Politics: advocating for the library with elected officials

Trustees have a role to play in each of these areas.

Planning

All your efforts to market the library stem from the information in the long-range plan. In developing the plan, the Board has analyzed how the library can best support the needs of the community. In addition to the scheduled evaluations of the long-range plan, the Board can also informally monitor the library's "customer service." Board members might wish to take some/all these questions and walk through the library in attempt to experience the library as a customer rather than as a board member.

There are several elements of this to think about.

- How are customers greeted at the circulation desk?
- Are conversations about overdue fines handled discreetly?
- Do customers typically have to wait in line at the reference desk?
- Are policies and information materials about library services and regulations readily available to the public?
- How are users informed of policies and plans?
- Is the library in a convenient, accessible location?
- Is there adequate, clean, and safe parking?
- Is there adequate outside signage?
- Is the entrance inviting?
- Is inside directional signage adequate?
- Are materials clearly labeled?
- Are displays neat and attractive?
- Is there a community bulletin board?
- Are the restrooms clean?

- Is there a library newsletter to keep the public informed?
- How are new staff, trustees and volunteers trained in customer service?

Who Markets the Library?

The Board, individual trustees, the director, and the staff all have roles to play in marketing the library.

The Role of the Board

- Establish a written marketing and public relations policy.
- Make sure the library has a marketing plan and timetable, and evaluate it annually. Support staff training and involvement in marketing the library.
- Budget for marketing and/or assist in obtaining volunteer specialists to help.
- Encourage the development of Friends of the Library and other volunteer programs where suitable.

The Role of Individual Trustees

- Use the library.
- Talk about the library to friends and acquaintances.
- Keep county and city officials informed of library issues and of your continued interest in library matters. Participate in community activities.
- Listen to the community.
- Tell people what trustees do, who they are, when they meet, how they can be reached.
- Organize a speaker's bureau and speak to civic, business, professional and social organizations about library programs, services, and facilities.

The Role of the Director/Library Staff

- Develop the annual marketing plan and budget.
- Evaluate marketing efforts and regularly report on these to the Board. Plan staff training on marketing efforts.
- Analyze public relations needs, plans and budget Assess public attitudes toward the library.
- Develop rapport with media, community groups, writers, artists, business leaders and other libraries. Coordinate special activities with community groups.
- Actively promote the library on television, radio, in newspapers. Provide friendly service to all members of the public.
- Attend appropriate training and continuing education events. Interpret library policies, procedures, and services to the public.
- Maintain community awareness.

Publicity

Publicity can cover everything from a press release to an image advertising campaign. Whatever form it takes, it is important that the library be visible throughout the community. Trustees can be part of this by bringing the library up in conversation. Whether you are talking to your friends or having informal conversations with local officials or business people, a conversation is a good opportunity to build awareness about the library and its services.

Trustees can also give formal presentations about the library to service groups and other organizations, write letters to the editor of the local paper and even carry library literature to give out when an opportunity arises.

Develop a Fact Sheet about Your Library. Information about the library's collection, circulation, and other statistics can be found on the Public Library Survey Statistics dashboard.

How to Talk about the Library

- Speak to your listener's interests, not your own. For example, if you are speaking to someone who loves to hunt and fish, it doesn't do much good to talk about the library's collection of craft books.
- Don't give out false information. Be sure of your facts. If you don't know the answer to a question, tell the person that you'll find out and get back to them.
- Don't make assumptions about what your listener knows. Don't use library jargon.
Make sure you listen as well as talk.
- Be positive about the library. If you disagree with something that is happening at the library, talk to other trustees or the library director. Being negative about the library gives a poor impression of the Board, the library, and the trustee.

To be effective in this role, trustees need to be very familiar with the library collection and services, attend continuing education programs and visit other libraries. In addition, the trustee should know the community, participate in civic activities, and serve on local committees to gain insight into the needs of people in the community.

Public Relations

More encompassing than publicity, public relations (PR) implies two-way communication - not only do you tell the public what your library is about, you gather information as well.

A PR campaign involves four basic steps:

- Research
- Planning

- Communications
- Evaluation

First, in the research phase, the director assesses attitudes of various target groups toward the library. Next is the development of a written plan that includes a clear description of who the library wants to reach with the campaign, a timetable, short- and long-range goals of the campaign, staffing requirements, a budget and how success will be measured.

After the plan is completed, the director starts communicating the message to the identified target groups. Communication tools might include press releases, newspaper articles and photographs; radio and television public service announcements (PSAs); community group newsletters; displays, exhibits, and special events; billboard space (donated); printed materials such as bookmarks, booklists, flyers, brochures, and posters; and personal contacts. ([See How to Write a Press Release](#)).

At scheduled points during the PR campaign and at the end of the campaign, the process is evaluated using the measurement factors identified during planning.

Policies and procedures for PR programs vary, depending on the size of the library, its financial resources, the number of staff and other local circumstances. The role of the trustees in these programs, however, is consistent: be prepared to speak to the issues and participate in events.

How to Write a Press Release

Press releases are a tool for keeping your community informed about activities, special events and operational changes occurring at the library. Unfortunately, many press releases end up in the editor's wastebasket because the information isn't presented in a compelling manner or is incomplete.

- Be accurate with all dates, names, and places.
- Include the most important details in the first paragraph (called the lead). Try to capture the reader's interest and include the most important elements of who, what, when, where, why and how. (Some of these can be addressed in the second paragraph.)
- Include all details and information in DESCENDING order of importance. If space is short, the editor will cut the release copy from the bottom up.
- Be sure to attribute statements, announcements, and claims to some relevant person. For example, Mary Smith, Main City library director, announced that the group's annual event would be... Or, "Everyone's invited," Smith said.

- Identify all people mentioned in the press release, either by title or relationship to the subject of the release. For instance, Sally Jones, professor, department of engineering, MSU. Or, Jane Doe, library spokesperson.

In most cases, keep the press release short. One page is sufficient for most announcements. Try to avoid ever going over two pages.

[See Appendix](#) for sample press release format.

Media Relations

Typically, the director serves as the spokesperson for the library, and the Board chair serves as the spokesperson for the Board. Designating a media spokesperson can save the Board from unintentional and sometimes destructive misunderstandings.

Should a reporter call an individual at home to get a response to a particular issue, for example, redirecting the reporter to the spokesperson will ensure that the Board's agreed-upon message is the message the reporter receives. The director should keep the spokesperson informed of all potentially newsworthy issues as they develop.

Politics

Because libraries depend on public funds, politics are a fundamental part of marketing the library. As a trustee, your role is to be an advocate on behalf of the library and the citizens who use its services, extending your local public relations activities to elected officials to show them that public libraries are a factor in creating and maintaining sustainable communities.

Advocacy

When there are specific issues you ask these officials to act on, your advocacy role becomes that of a lobbyist. It is in this role that trustees become the personal face of the library. Although the library director and staff are also advocates of the library, political decision makers may view them as biased participants who have a personal, professional, and economic stake in the library. A trustee, on the other hand, has the credibility associated with being a citizen who is voluntarily providing a community service.

Advocacy involves:

- Getting to know officials at all government levels and helping them learn about the library.
- Speaking out about what libraries do for the officials' constituents.
- Assembling facts and translating them into action.
- Planning and presenting evidence of need for a law or appropriation.

Trustees can make a difference because they:

- See the library from the user's viewpoint
- Have a perspective on the full range of public services
- Represent a broad base of consumers
- Are volunteer participants in government
- Vote

As mentioned, advocacy by trustees becomes lobbying when specific issues need to be addressed. However, your role in advocating for the library to elected officials is ongoing throughout the year. Contact them on a regular basis. Invite them to special programs and ask for their input on long-range planning issues. By building relationships with officials, you can keep them informed and aware of the vital role the library plays in the community.

Community Partners

Just as the public library promotes the common good of the community, so too can the community work to promote the good of the library. Two community organizations in particular can help sustain local public libraries: Friends of the Library and a local library foundation.

Friends of the Library

In many Montana communities, citizens who support the public library have established Friends of the Library organizations. A Friends of the Library group is a nonprofit organization that voluntarily supports library causes and services. Each group has its own bylaws, board, committees, and policies, and sets its own goals.

It is important for the library Board to work closely with the Friends group to ensure that the goals of these volunteers are consistent with those of the library. The Friends' role can be enormously important, especially in small libraries with very limited budgets.

The Friends can serve as publicity agents for the library, sponsoring cultural and educational programs, as well as advocates for the library with local government. They can develop and coordinate volunteer services in cooperation with the library director and staff; organize fund-raising events; and encourage donations of materials, as well as bequests and endowments.

To prevent public confusion or misunderstanding about the role of the Friends group, the library Board needs to clearly communicate its needs and expectations of the organization. In some communities, a trustee is appointed to act as a liaison to the Friends to ensure coordination of the group's activities with library policies and goals. In turn, a member of the Friends group might be invited to attend Board meetings.

Library Foundations

Library foundations can be a valuable funding tool to encourage gifts, bequests, memorials, and other monetary donations. The foundation board and staff, if any, also represent another partnership for the Board. As with the Friends organization, a local library foundation can be of immense help but open communication is key. The Board and the foundation need to work in concert for the good of the library.

A library foundation functions as a separate entity and can attain nonprofit tax exempt status (known as 501c3) from the Internal Revenue Service, so that gifts may be tax deductible for the donors. Establishing a library foundation also opens up the potential of funds from other foundations that do not give grants to tax-supported agencies.

See Funding the Library in the [2023 Trustee Handbook, Volume 1](#), for information on other funding sources, including grant resources, that might be of interest to a library foundation.

Libraries and Library Organizations

Montana's library system has grown significantly since the state first started to support the system in 1929. Today there are 82 public libraries and 34 branch libraries serving Montana residents, about 500 elementary and high school libraries, and 27 academic libraries in post-secondary institutions. In addition, there are 6 institutional libraries and about 52 special libraries meeting the specialized needs of businesses, hospitals, and government agencies.

All of Montana's publicly funded libraries work in partnership with one another and their local communities to form information networks and provide a better return on the citizens' investment. Thanks to advanced technologies, libraries use networks to locate and borrow books and materials, fax, and email services to transfer information via telephone lines, and satellites and modems to provide ongoing educational opportunities to rural areas. With improved cooperation among different types of libraries and better access to expanding technologies, Montana libraries are improving access to information locally, regionally, and internationally.

[ASPeN, a directory of all the libraries in Montana](#), is available online on the State Library web site.

In this section, you will find some of the libraries and library support organizations that you will come in contact with as a trustee. Many of these can provide valuable support in helping you to be an effective trustee.

Montana State Library Commission

The Montana State Library Commission is the governing body for the State Library. It provides assistance and advice for all public libraries in the state, administers federal

and state grant funds made available to Montana for library purposes, provides library services for the blind and physically handicapped, and acts as a state board of professional standards and library examiners.

Montana State Librarian

The Montana State Librarian provides leadership and articulates a vision for statewide library services, recognizes divergent library objectives and develops statewide consensus among Montana's libraries. The State Librarian directs the Montana State Library, serves as executive officer of the State Library Commission, conducts strategic long-range planning and evaluation of library services, and is responsible for statewide library development and assistance to libraries. The State Librarian also advises the Governor and the Montana Legislature on the present status of library and information services and on new programs or legislation necessary for effective library service to the people of Montana.

Library Development

Library Development staff provide consulting services to libraries in Montana and assist with the improvement of library services statewide. Information and assistance are provided in technology, development of library consortia, library staff/ trustee certification program, library improvement projects, collection management, federal grant and assistance programs, legal issues, Board development, library statistics, federation activities and statewide licensing and purchasing of electronic resources.

Training and continuing education opportunities for library staff and trustees across the state are also offered.

Montana Talking Book Library (MTBL)

The Montana Talking Book Library provides free library services to Montana citizens who are blind, visually impaired, physically disabled, or learning disabled. This program is affiliated with the Library of Congress's National Library Service for the Blind and Physically Handicapped. Services provided to Montana patrons include recorded books and magazines, playback equipment, descriptive videos, and Braille books. TBL staff advises and assists individuals, other libraries, nursing homes, schools, and institutions in providing library services to eligible disabled individuals.

Montana Digital Library (MSDL)

The MSdL includes the Natural Resource Information System (NRIS) and the Library Information Services Division (LISD). Much of the information compiled today about Montana's resources and government operations is now electronically produced. The MSdL's mission, therefore, is to collect, arrange, and distribute this electronic information so that it can be easily accessed by citizens, policy-makers, and others.

As part of the MSdL, NRIS identifies, acquires, and provides access to information about Montana's natural resources for government agencies, business and industry, and private citizens. NRIS operates a clearinghouse and referral service to link users with the best sources of information and services. NRIS also provides services through the Natural Heritage Program (NHP). NHP scientists collect, manage, and disseminate biodiversity information, emphasizing those plants, animals and natural communities that are rare, declining or have outstanding qualities.

Montana Library Federations

Public libraries in Montana are organized by region into federations, groups of libraries working together to provide a broader range of resources and services than individual libraries alone can offer. These federations were developed by the Montana State Library Commission to give all Montanans access to a public library and, through it, the library resources within their area, the state, and the nation. In 1999, the Legislature expanded the law to allow other types of libraries to participate in the federations, including school, academic and special libraries.

Library Associations

Montana Library Association (MLA)

This state association works to promote library interests and development, raise the standards of library services in Montana and provide continuing education for lay people and professional growth opportunities for librarians. Through membership in MLA, trustees get to know library trustees from across the state.

MLA represents all types of libraries, public library trustees and members of Friends organizations within its divisions and interest groups. MLA standing committees work on a variety of library-related issues including government affairs, intellectual freedom, marketing, and professional development.

Montana Library Focus, the association's newsletter, is issued six times a year and is available online. In addition, MLA hosts an annual conference in the spring as well as division and interest group retreats throughout the year. MLA's electronic mailing listserv, WIRED-MT, is used by Montana librarians and others to discuss ideas and share information relevant to those subscribing to the listserv. It is open to anyone with Internet access and email.

Mountain Plains Library Association (MPLA)

MPLA is an eleven-state regional association of libraries and Friends. States include Arizona, Colorado, Kansas, Montana, Nebraska, Nevada, North Dakota, Oklahoma, South Dakota, Utah, and Wyoming. The mission of the association is to further the development of librarians, library employees and trustees, and to promote quality library service in the states of the Mountain Plains Region.

MPLA publishes the MPLA Newsletter bimonthly and meets annually in joint conference with other library associations.

Pacific Northwest Library Association (PNLA)

PNLA is a regional association that promotes regional library activities and cooperation. The association represents libraries in Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington, and is designed for people who work in, with and for libraries.

The association publishes PNLA Quarterly and holds an annual conference of its members. In addition, PNLA sponsors the annual Young Readers' Choice Award, which is the oldest children's choice award in the United States and Canada. Nominations for the YRCA are received from children, teachers, parents, and librarians of the Pacific Northwest region.

Association for Rural and Small Libraries (ARSL)

The mission of ARSL is to build strong communities through advocacy and professional development by supporting rural and small library staff. Conferences are held in different geographic areas, and feature practical sessions geared to the small and rural library audience.

Institute of Museum and Library Services (IMLS)

IMLS is the federal agency that administers the Library Services and Technology Act (LSTA) grant program. LSTA grant funds are awarded to Montana annually to improve library services.

Planning for the Future

Strategic planning is a fundamental duty of the Board. It takes some hard work, but once completed, a written plan serves as a road map to guide the Board and the library director as they make decisions about how the library can allocate resources to best meet community needs.

Although your library might be doing a good job in meeting some of the needs of your community, it is likely that other needs are going unmet. The best way to identify how the library can better serve the community is to include community members in the planning process. There are two ways to do this:

Take advantage of other planning processes. If your city or county has already gone through a planning process, look at that document to see how the library can play a role in helping the community achieve its future goals.

Ask community members to be a part of a committee involved in the planning process for the library. Consider people who represent diverse populations, such as teens, seniors, business people, blue collar workers, government officials and others.

A Board member and library staff member should also serve on the committee as representatives of the library. If possible, however, the library director should serve only as an ex-officio member. If the library director serves as a full member, committee members will likely look to her or him for guidance defeating the purpose of the committee.

The Planning Process

The work of the planning committee is to identify what the community needs and how the library can help meet those needs. The committee's role is not to set the library's goals and objectives. That is the Board's job. Involving the community in the planning process, however, will ensure that those goals and objectives are firmly rooted in the community's best interests.

Where do we want to go as a community?

The first step for the community committee is to look at the big picture. What constitutes the ideal community? What makes it successful? What does Main Street look like in a great community? How would teens define a great community? What do seniors need from the community? What do working parents need? What other groups make up the community and what do they need? At this point the discussion is about the community.

Where are we now?

Once the committee has a vision of where it thinks the community should go, it needs to step back and consider the reality of where it currently is. The easiest way to do that is to look at the strengths, weaknesses, opportunities, and threats that presently exist in

the community. What are the community's strengths and how can they be drawn on to achieve success? Conversely, what are the weaknesses that might be barriers to that achievement? Are there opportunities around the corner? What are the present and future threats to success? This section is still focusing on the community.

What are the community's needs? How can the library help?

The work done in steps one and two will reveal the work that must be done for the community to achieve its vision of the future. The committee can develop a road map detailing the steps to success. Included in that road map will be the role of the library. Although the library is represented on the committee, it will probably be helpful for the committee to meet with additional library staff and perhaps Board members to discuss how the library can best support the committee's vision.

The Library's Written Plan

After the community committee's road map is complete, the Board can prepare the library's strategic plan, setting goals and objectives for serving the community. The following elements should be included in the written plan:

A short summary of the plan highlighting what the library wants to accomplish in the next two to three years.

- The mission of the library.
- Goals and objectives.
- Implementation activities and the staff members responsible.
- Measuring success

It is important that the Board monitors the implementation of the plan and its on-going effectiveness. Given today's ever-changing communities, the goals and objectives in the plan might need to be adapted. Trustees should set a schedule for reviewing the plan that includes periodic progress reports from the library director and any committees that are implementing parts of the plan, as well as an annual review and final evaluation. ([See the Library Evaluation Primer](#) for more on the evaluation process.)

Additional Planning

After the strategic plan is in place, it becomes the basis for how the library operates. As the Board considers other elements of library services, it can use the strategic plan as the starting point for planning for facilities, technology, and public relations.

Planning for Facilities

The typical public library serves the community with a variety of programs and a diverse collection of materials. The Board needs to determine if the facility meets the current needs of the library as well as its future needs based on the plan. Will there be a need in the near future for more meeting rooms, for example? Do services focus on a

particular user population, such as children or seniors? Will that change over time? Each group has its own needs and the facility should reflect that.

After the strategic plan is developed, the Board might decide that the library facility needs to be renovated or upgraded. If so, it is vital that the public be informed. Clearly communicate how the library's plan to meet future needs of the community is changing the face of the library. More information about planning for facilities is available from the State Library.

Planning for Technology

In addition to short-term issues, such as periodic upgrades of computer equipment, the Board must also consider long-term technology issues. For example, if computer classes were identified as a community need, the Board may want to plan for the purchase of computers as well as find space for a computer lab within the facility. Or if digitization of local history was identified as a community need, the library might require a different set of technology and equipment than it currently owns. The strategic plan will be the guide for developing a technology plan that reflects the community's priorities.

Goals or Objectives?

Goals are general accomplishments that support the library mission. In general, goals are not time limited and are often not expected to be fully accomplished. A sample goal is: The library provides materials which are appropriate to the lifelong learning of its adult users.

Objectives are specific, measurable, time-limited descriptions of desired results. Achievement of objectives will be the basis for assessment of success in meeting library goals. One of many possible objectives that would relate to the above goal is: During the next fiscal year, increase turnover rate of selected sections of the adult nonfiction collection to 5 circulations per item.

Planning for Public Relations

On-going communication with the public is key to implementing the library's strategic plan. Written plans for each public relations campaign will help the library achieve its goals. The plans should include a clear description of the target audience, that is, who the library wants to reach; a timeline; short- and long-term goals of the campaign; staffing requirements; the budget; and details of how success will be measured. ([See Marketing the Library](#) for more on public relations.)

Planning for Disaster

Disaster response and prevention is essential for the continuation of library business. A written disaster plan will help ensure the health and safety of the staff, decrease the amount of time it takes to begin recovery, and increase the recovery rate for materials.

When preparing a disaster plan:

- Consider types of disasters most likely to happen, including the possibility that the entire building or collection might be destroyed.
- Consider what services would be most affected if patrons and staff did not have access to the building and its collections.
- Determine who has the decision-making authority in the case of a disaster to close the library, contact the insurance company, assign staff to the recovery effort, hire temporary staff if needed and serve as media spokesperson.

It is the director's responsibility to ensure that the staff is knowledgeable about emergency procedures, but trustees should be familiar with them as well. One of the Board members might be responsible for having a copy of the disaster plan stored at home in case the library copy is damaged or is inaccessible.

Library Evaluation Primer

Evaluation addresses two questions:

1. What progress are we making, or what difference has the library made for the people it serves?
2. What changes occurred?

Identifying Desired Outcomes

Part of the Board's responsibility in completing a strategic plan is defining its goals or desired outcomes. Outcomes result from a discussion of the critical question, "What changes or accomplishments are expected?" These can occur in the library users, the library, local agencies, and organizations, and ultimately, the community.

For library users, changes might be expected in their knowledge, behaviors, or attitudes. Examples of these changes include learning more about a specific subject, being a more informed consumer, reading more for relaxation or becoming more open to divergent viewpoints. Program attendance figures, the number of information requests and collection use statistics also can be used to indicate outcomes.

Community collaboration is another area where desired outcomes can be defined.

Setting Targets

Once the Board has defined its desired outcomes, it can set measurable or observable objectives, or targets, including timeframes for completion. For example, targets may be to increase circulation by 10 percent within a year, reduce complaints by 50 percent by the end of the fiscal year or hold three adult programs. These targets provide useful benchmarks for both the extent and quality of library services. Without clear targets, the evaluation process can only describe what was done, not what was accomplished.

"Impact stories" can be done to supplement measurement of outcomes. These are stories that illustrate how things have changed for the users, library, collaborators, or community. The process of describing impact uses quotations and observations to tell the library's story, providing a better understanding of how others are influenced by the library. They also bring multiple "voices" to the evaluation process.

Evaluation Process

Once the first two steps are completed, the evaluation process is primarily a mechanical one. The Board will need to determine who will be responsible for the evaluation and the timeline. Among those involved may be library staff, volunteers, users, community partners and funders.

The Board will also need to determine how information is collected for the evaluation. Possible methods include collecting statistics, interviews, questionnaires, and structured observation. The key to choosing strategies is to consider which are the most

appropriate for the information needed to document change, while keeping in mind the time and cost of each approach.

Evaluation helps promote both the effectiveness and efficiency of the library's operations and services. The goal of the process is to use the information to improve the library, making it a learning process for all involved.

Evaluating the Board

It is a good idea for the Board to periodically take a few minutes and do a self-assessment. One way you can do this is to use the form on the next page.

First, answer the yes or no items as individuals. Then, compare the number of yes and no responses from all board members. Look at the items where there is 100% agreement and those with differing responses. Then the Board as a whole can discuss what, if any, changes are needed.

Our Board prepares to do its job by	
Conducting a thorough orientation for all new members.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Integrating new members into the team as quickly as possible.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Attending Board development workshops.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Providing monthly development activities for members.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Performing an in-depth annual self-evaluation of board operations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Providing all members with copies of the mission statement, bylaws, long-range plan, and other important documents.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Touring all facilities at least once a year.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Our Board ensures good meetings by	
Providing a comfortable meeting room conducive to business.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Convening and adjourning on time.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sticking to the prepared agenda.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Working for consensus rather than fighting for a majority.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Following a businesslike system of parliamentary rules.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Including the library director as a resource for all deliberation.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Confining all discussion to Board issues.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Allowing/encouraging all members to participate in discussion.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Adapted from **THE BOARD TEAM HANDBOOK: A COMPLETE GUIDE TO BOARDSMANSHIP BASICS FOR THE BOARD TEAM OF THE 90's**, published by the Cain Consulting Group, 1992.

Personnel

Working with the Director

How the Board interacts with the library director can have as much impact on library services as anything else the Board does. The two must work together closely, but they have very distinct areas of responsibility. Building a relationship of mutual respect and clear communication will ensure that both the Board and the director can do their jobs well.

The first thing to realize in working with the library director is that the director reports to the Board as a whole, not to individual trustees. Therefore, a trustee cannot give orders or suggestions to the director unless the action is approved by the entire Board.

While the library director reports to the Board, the Board does not supervise the director's day-to-day activities. The Board's role is to define the director's duties in a written job description and perhaps prepare an annual work plan based on the library's long-term plan ([see *Planning for the Future*](#)). It is then up to the library director to determine how she or he will perform those duties.

That said, the Board still needs to be aware of what the library director does as part of the Board's accountability to taxpayers. The Board should conduct an annual evaluation of the director's performance ([see *Evaluating the Director*](#) for detailed information) but the Board needs to have additional processes for staying current on the director's activities. For example, the Board can ask for a monthly report from the director.

By asking questions and showing an interest in what is happening at the library, the Board shows that it cares about the library and the director. As in any work situation, expressing interest and respect increases morale and productivity.

Motivation

A good employer knows how to motivate valuable employees. Although the Board and library director do not have a typical employer/employee relationship, the Board still has a role to play in keeping the director motivated to do their best job possible.

Different people are motivated by different things. The Board will have to learn what the director values and desires. For instance, do they value a challenging position above all else? Is recognition important? What about child care, additional staff members or increases in pay? After asking the library director what is important to them, and why, the Board can try to find a way to make it happen.

One simple thing that helps keep people motivated is acknowledging their accomplishments. Be specific. Rather than saying, "Good job," for example, say, "I like how you handled that angry customer. Your patience, willingness to listen and

determination to solve the problem kept the situation from escalating." By being specific, you show respect and caring.

Salary and Benefits

Compensation is often the hardest issue to deal with as a Board trustee. Although wages are a basic element in job satisfaction, low pay is a problem in the library field as a whole and particularly in rural areas where city and county budgets are tight.

Nonetheless, it is up to the Board to try to ensure that the director receives a competitive salary and benefits. The director is a key factor in the quality of services a library can provide its community, and a director who is well satisfied with the position is likely to do a much better job of serving the community than one who is unhappy.

To determine if your director's salary should be increased, compare it to that provided by other libraries of the same size as well as to the compensation paid to department heads in other public and private organizations. If the salary is too low, talk to the appropriate government officials about increasing it. Perhaps more of the budget can be allocated to the director's salary, or the budget can be increased. It may take several attempts for your efforts to bear fruit.

Once the base salary of the director is improved, the Board should address raises and benefits. Cost of living raises are standard elements of a fair compensation plan. If the library is not part of a government compensation system, health insurance and/or retirement are other benefits to consider.

If the board is considering offering health insurance the best option is to investigate joining the city or county's insurance plans. The board will be able to take advantage of being a member of a larger pool. If that is not possible the board can also offer to give employees a certain dollar amount that is to be applied towards health insurance premiums. If the library is a member of the Chamber of Commerce it may be possible to join the Chamber's health insurance pool. Contact the local chamber organization for more information.

The best option for retirement benefits is to explore being a part of Montana Public Employees Retirement System (PERS). To learn more about joining PERS please contact the Montana Public Employee Retirement Administration.

If the library simply cannot afford to offer standard raises and benefits, the Board can compensate the library director in non-monetary ways. Consider giving the director some time off with pay, for instance. Trustees can also always publicly acknowledge the director's hard work, as well as volunteer for projects that lighten the director's responsibilities.

The Board's efforts can make a big difference in the library director's working conditions. Remember: being an advocate for the library also means being an advocate for the director.

Continuing Education

Because librarianship is always changing, it is important that the library director stay informed about innovations and advancements in the profession. Continuing education is the best way to do this. In fact, the director is required to participate in continuing education under the [Public Library Standards](#), which the library must meet to be eligible for state aid. The standards state that directors must be certified through the Montana Certification Program for Library Directors, Staff and Trustees. Certification and renewal of certification both specify the number of continuing education credit required and the time allowed for earning the credits. (See [Public Library Standards in Volume 1](#), and [Hiring the Director](#) in this volume, for more on the MSL Continuing Education and Certification Program)

Because the continued education of the director is so important, the Board is strongly encouraged to support the director's efforts to attend training. This includes both approval of time off with pay to travel to workshops and conferences, and financial assistance for registration fees and other expenses. A director should not be asked to attend continuing education opportunities on personal time or at personal expense. A director who is well trained and who continues to learn about the library profession is an asset to the library and the library's patrons.

In addition, library standards revised for FY23 require library boards to receive 3 hours of CE credit each year. Working with the director to plan a series of short trainings at each board meeting will help meet this standard, as well as create an environment of learning and professional development.

Montana Continuing Education and Certification Program

The Montana State Library Commission requires that all public library directors have professional certification as defined by the Montana Certification Program for Library Directors, Staff, and Trustees. To learn more about the program visit our website to review the manual or contact the State Library. Boards are asked to work with their library director to plan for CE activities that will best serve the community and the library. When the director applies for certification the board chair will verify the director's participation in continuing education.

Local Boards may require certification of other staff as well as individual trustees. Everyone is encouraged to participate in the program as continuing education is essential for ongoing development and enhancement of library services. Boards may also want to consider recognizing staff who certify. Staff that are certified have worked

hard to achieve certification and have shown a dedication to the library, the community, and their own development. Board recognition of this accomplishment will help improve morale and give staff the proverbial "pat on the back" for a job well done.

The goals of the MSL Continuing Education and Certification program are:

1. Promote continuing education and demonstrate its impact for quality library services
2. Promote recognition for librarians who participate and libraries that encourage staff to continue learning
3. Provide continuing education opportunities that benefit library directors, staff, and trustees

When a new director is hired they should review the [MSL Continuing Education and Certification Program](#) and contact MSL staff to find out how to become certified.

Certification needs to be renewed every 4 years.

Common Missteps

There are legal limits to what the Board can ask of its library director. One of the most common mistakes made by Boards is asking the library director to work more hours than they are paid for. Many library directors go above and beyond what is required and give extensively of their personal time to the library without being asked to do so. As a Board member, not only should you not ask them to volunteer their time, you should make it a goal to see that they are paid for actual hours worked.

Some trustees will ask the library director to work holidays reasoning that the director is being paid for the day. In some cases, this is illegal. It can also be demoralizing, especially if the director already receives few benefits as is the case in many libraries in Montana.

Finally, don't micromanage. After the Board and the library director have agreed on the director's job responsibilities, the Board must let the director take the lead. Problems need to be addressed, but even in these cases, the situation needs to be handled with respect. Step back and ask yourself if there really is a problem or if the situation is just a difference of opinion or style. There are different ways to reach the same goal of providing the community with excellent library services.

Evaluating the Director

Trustees evaluate the director all the time by what they see in the library, what they hear from the public and what they perceive as the library's reputation in the community. But that informal consideration does not take the place of a formal review of the director's performance.

There are several good reasons for an annual evaluation. It:

- Provides the director with a clear understanding of the Board's expectations and its perceptions of how those expectations are being met.
- Identifies the Board's concerns and initiates a procedure for actions to be taken.
- Creates an opportunity to review and acknowledge the director's accomplishments as well as to establish a record of unsatisfactory performance if there is ever cause to terminate employment.
- Demonstrates sound management and accountability to community officials and the public.
- Gives the director an idea of where to focus future efforts
- Satisfies the director's desire to know how s/he is doing

Boards often delegate the task of developing a preliminary evaluation of the director to the personnel committee or a specially appointed committee especially if particular trustees have experience in human resource management. The key is to be consistent and decide ahead of time who will take part. Although a special committee can do the preliminary evaluation process, the entire Board should review, discuss, and approve the final written evaluation.

To be effective, the evaluation process needs to match the specific local situation. The current trend in employee evaluations is toward clearly stated performance goals and measured outcomes. The clearer the expectations, the easier the process will be.

The Basis for the Review

Although your specific library situation will determine what you will consider when evaluating the director's performance, the starting point should always be the director's written job description. This document must be kept up to date so that it is a realistic statement of the work that the Board expects the director to do. A director should never be faulted for failing to do something that was not agreed upon at the time of hire or at a later Board meeting.

During the evaluation, the director and Board can agree on a list of objectives that can be used as a basis for evaluation the following year. The list should be closely related to the library's long-range plan ([See Planning for the Future](#)). It is important to remember that it might not be possible for the director to meet all the objectives and that failing to do so does not necessarily indicate poor job performance. More important to consider when evaluating objectives are the progress, initiative, and willingness of the director to expand the limits of his or her work and understanding.

Other important parts of the review are the success of the library in carrying out service programs and resource management. Monthly financial statements, statistical reports and other management documents offer a more reliable assessment of the library director's performance than do subjective comments from individuals.

As part of the performance evaluation, it can be helpful to have the library director fill out a copy of the evaluation form as a self-assessment. Comparison of the director's form and the committee or Board's completed form will establish areas of agreement and indicate work to be done in resolving differences. The Board can decide if the director's self-assessment is to be considered part of the permanent record. Either way, the director should have the opportunity to respond in writing to reviews if they choose to do so. No performance review should ever be placed in a personnel file without the knowledge of the director.

All discussions of the director's job performance should be carried out in legally posted and conducted meetings. ([See Volume 1 Montana Laws](#) for more information about the Open Meeting Law.)

Prevent Surprises During the Annual Performance Evaluation

- Work with the director to resolve performance problems when they occur.
- Be willing to discuss the issue and offer solutions.
- Acknowledge good work and accomplishments.

Review Criteria

The following review questions can be adapted to your library situation and your director's written job description. It gives you some points to consider in creating an evaluation process as well as a starting point for a list of objectives for the coming year.

The board may wish to choose 2-3 of these areas each year as a primary focus. The key is for the board and director to agree on which areas will be the main focus before the annual evaluation. The director needs to know what areas they will be evaluated on in the coming year. For example, if the library is going through a long-range planning process the board might identify that area as one to evaluate at the end of the year.

These review criteria can be turned into a form with either yes/no responses or something more subtle like does not meet, meets, or exceeds expectations. The board may also wish to review what other libraries use for an evaluation form, and it may also be helpful to look at evaluation forms from your local government entity.

Preparing and managing the budget

- Is all the necessary staff work completed in a timely manner prior to presentation to the Board?
- Does the budget cover all necessary expenses?
- Are funds allocated or reserved for unanticipated contingencies?
Are the funds effectively allocated?
- Are midcourse corrections minimized?

Managing the staff

- Are positive management/staff relations maintained?
- Are fair and equitable policies proposed for Board adoption and then fairly administered?
- Have grievances been filed? If so, what is their nature?

Professional state-of-the-art awareness

- Are innovative methods of service delivery, technical processes, etc., studied thoroughly; implemented only after they fit the needs of the institution and are proven to be cost effective?
- Does the director maintain an adequate knowledge of the current state-of-the-art?
- Is the staff encouraged and assisted in maintaining an awareness of technological advances in the profession?
Conversely, how prone is the director to adopting change for change's sake?

Collection management

- How adequate is the library's program of determining user needs/wants and translating these into acquisitions and services?
- Have adequate criteria been established to enable the library to react systematically to materials budget cuts?
- Implementation of Board decisions
- Are Board decisions implemented on a timely basis?
- Once a decision has been made, does the director fully and enthusiastically back Board decisions or are they sometimes presented to staff in an apologetic or deprecatory manner?

Use of the library

- How effectively are library services communicated to the public?
- Is a realistic balance established between promotion of services and budget constraints?
- Are circulation trends and in-house use adequately analyzed and are there appropriate reactions to the results of such analyses?
- How well is information on new services communicated to the public?

Development of staff

- Are potential managers encouraged to develop career goals?

- Are internal candidates for promotion competitive with outside candidates for management positions?
- Does the director adequately justify the need for, actively campaign and adequately account for staff development funds?
- Is cross-training leveraged to provide service to the public?

Utilization of staff

- Is there a clear separation of professional and clerical tasks for staff guidance? Have peak service hours been identified and staff deployed accordingly?
- Are functions analyzed periodically with the objective of combining, eliminating and/or creating new positions?

Community development

- How active is the director in the community?
- Is the director "visible" to large segments of the population?
- Is the director available for speaking engagements in the community?

Activity in professional organizations

- Does the director actively participate in MLA, MPLA, PNLA, etc.?
- Does the director hold office in professional organizations?

Policy recommendations to Board

- Is adequate staff work completed prior to presentation to the Board?
Are reasonable alternatives recommended?
- Are policy recommendations generally proactive rather than reactive?
- Are policy recommendations usually necessary and appropriate to the efficient operation of the library?

Friends of the Library

- Has the director actively promoted the formation and/or maintenance of a Friends group?
- Does the director provide adequate support to the organization?
- Has the director helped define the role of the Friends group?

Maintenance and construction of physical plants

- Within the imposed budgetary constraints, are the buildings and grounds adequately maintained?

- If applicable, does the director provide adequate information on the need for new and/or remodeled facilities?

Establishing priorities

- Are the director's recommended priorities in concert with the library's mission as defined by the Board?
Do these priorities appropriately reflect community needs?
- Are priorities established proactively or reactively?

Staff selection

- Is staff selection accomplished at appropriate supervisory levels and with adequate use of staff resources?
- Is adequate emphasis placed on equal opportunity employer/affirmative action and is the director's commitment to these principles communicated to the staff?
- Is the selection process designed to ensure the selection of the best person for the job?

Short- and long-range planning

- Do the director's short- and long-range plans reflect Board priorities?
- Are the short- and long-range plans updated on a continuous basis to reflect changing circumstances?
Are the director's accomplishments in sync with the short- and long-range plans?
- Are the short- and long-range plans flexible enough to allow for changing circumstances?
- Does the director provide adequate information to the Board on the implementation, revision, etc., of short- and long-range planning?

Miscellaneous rating factors

- Are "hard decisions" made and implemented or are they deferred or ignored?
Does the director display adequate initiative or rather merely react to necessities?
- Is the director objective in making the necessary decision or do personal prejudices intrude too often?
- Is the director consistent in decisions that affect the staff and/or public?
- Is the director open with the Board or does a "hidden" agenda intrude too often in the relationship?
- Does the director set an example for the staff through professional conduct, high principles, business-like approach, good work habits, etc.?

Director Turnover

Hiring the Director

One of the Board's most important responsibilities is hiring the director.

The needs of your library and your community will determine who will be the best person to fill the position. One Board may decide that imagination and energy are the most important characteristics the new director needs to have. Another Board might put more emphasis on administrative experience, while still others on education and library experience. Whatever combination of expertise and vision your Board determines is needed, the guiding directive should be that the Board is responsible for hiring the best candidate possible to direct the library.

The process of hiring a new director begins long before recruitment advertisements are placed. Although only local trustees and officials can determine the type of person they want and need as a director, Boards must organize their search and gather the needed information to conduct a legal and productive recruiting campaign.

Below are suggested guidelines to assist the Board in hiring the director.

Know the law

Before recruiting and hiring a director, the Board should learn about federal and state laws concerning equal opportunity, affirmative action and the issues of confidentiality, public information, and documentation as they apply to the hiring process. The city or county human resources department can help the Board with this as well as with the hiring process as a whole.

The Board can also ask the city or county attorney to provide information about the legal aspects of hiring. Ask the attorney to give a short presentation to the Board, with time for questions. Understanding these issues is vital to conducting a legal recruitment and hiring.

Develop a recruitment timeline

The search committee can prepare the details of the schedule, once it is appointed, but the Board should determine the timeline for the hiring process. Realistically, the entire process will take from two to five months.

If the Board has plenty of advance notice (as in the case of a planned retirement, for instance), it is often possible to have a new director begin the day the previous director leaves. If the current director is leaving within a month of giving notice, the Board will

need to appoint an acting director to serve while the recruitment process is under way. In this case, the Board needs to decide:

- Does it matter if the acting director will also likely be an applicant for the position?
- If the acting director is a current staff member, is he or she expected to handle the responsibilities of both positions?
- What is a fair salary for the acting director?
- How long do you anticipate the need for an acting director?

Develop a realistic budget

In developing a budget for the recruitment and hiring process, the Board needs to consider if and how much money is available to spend on:

- the acting director's salary advertisements (where and how often)
- out-of-town applicants' travel expenses for final interviews interviewing expenses, such as lunch with the Board
- long-distance telephone expenses for verifying applicant's employment history, level of education and reference

Write a job description

Before recruitment begins, the Board needs to determine what exactly the director is to do and what qualifications are required. If the library has a job description for director on file, the Board should review this with the current director and update or revise it as necessary. If one is not on file talk to regional public library directors and boards, review the descriptions they may offer, or search the Internet for sample job descriptions.

Librarianship is a technical, professional career. Even in the smallest library, the level of service, financial management, public relations activities and organization and selection of books and other materials all require some specialized knowledge and skill. Sometimes this expertise can be obtained through experience, but usually it is gained through formal education and training, leading to a master's degree in library and information science.

Determine salary range and benefits

Salary and benefits for the position of library director vary across Montana, depending on the resources of each community. The Board has the legal right to set the director's salary and benefits. Considerations may include any or all of the following:

- Library budget
- Current director's salary and benefits
- Existing personnel policy and salary scales

- Policy and practices of the governing body (if applicable)

Comparison of the salary structure of other local government employees with similar responsibilities and qualifications. Negotiation, if necessary, with funding bodies to obtain the necessary funds to allow the library to pay an equitable salary for the level of expertise required

Establish a search committee

A search committee allows the community to become involved in the selection process. The size of the committee depends on the community, but seven or eight members allows representation of various segments of the community that have an interest in the library. Possible members are:

- at least two trustees
- a library staff member
- a city council member or county commissioner, depending on the governing structure of the library
- the president of the Friends of the Library and/or a member of the library foundation board, should those organizations exist in your community
- a school board member or school administrator
- one or two members of the community at large, such as a parent of a preschool library user and a representative from the chamber of commerce

The goal is to have good community and political involvement in the hiring process. That said, the Board needs to give clear guidance to the committee when the members are appointed. The Board chairperson often serves as the chair of the search committee.

The role of the committee is to do the planning, recruiting and initial screening of applicants. The Board should decide before the committee is appointed how much involvement it wants the committee to have in the selection of finalists. The committee could be asked to interview finalists and make recommendations to the Board for first, second and possibly third choices.

Once formed, the search committee's tasks are as follows:

Round out the job description and qualification requirements

A good place for the committee to start is by listing characteristics. For example:

Personal qualities: What kind of person do we want?

- willingness to work hard enthusiasm
- cooperative attitude service attitude friendliness leadership skills

Administrative skills: What kind of experience as an administrator and what kind of management training do we want applicants to have?

- budget preparation and administration personnel and volunteer management
- good communicator, with public speaking abilities and good writing skills
- time management skills
- computer skills facility management

Professional competencies: What does the director need to be able to do?

- Explain and implement the philosophy of public library service, including the concepts associated with intellectual freedom, as expressed in the Montana Library Commission's Statement on the Freedom to Read.
- Understand and practice the principles of material selection and acquisition for library material in a variety of formats.
- Implement the cataloging and classification scheme used by the library (usually the Dewey Decimal Classification).
- Provide information service to the patrons of the library through an understanding of the reference interview process and the use of standard information or reference sources.
- Organize and conduct programs for adults, students, and preschool children, as needed by the library.

Develop a detailed timeline

Be realistic in preparing this timeline and then maintain the schedule if at all possible. If unforeseen delays do occur, the schedule should be revised and the public informed.

Include in the timeline:

- Dates for recruitment advertising
- Date and time of application deadline
- Dates of application review period and recommendations made to the Board
Approximate interview dates (at least "the week of ")
- Target start date for new director
- Dates and times for search committee meetings (meetings should be scheduled well in advance so members can be available to accomplish the various tasks of the process)

Establish review criteria

Establish the process and criteria by which the applications will be initially reviewed, based on the requirements determined in completing the job description. The Board can contact the city or county human resources department or attorney for assistance in

developing review criteria. Some of the basic criteria used to screen applications might include:

- Submitted within the advertised deadline Inclusion of both resume and cover letter
- Completed application form (if form is necessary, be certain that it meets current legal requirements; for example, it cannot include questions about age, race, children, marital status, etc.)
- Basic educational requirements met and verified by the committee chair or a designated committee member
- Basic experience and reference requirements met and verified (This process is often conducted by calling each previous employer and reference, and asking specific, pre-determined questions. Replies should be noted on a form for each applicant.)

Establish ranking criteria

Applicants meeting the basic review criteria will then be ranked by the committee, so the process and criteria for ranking must also be developed. At the very least, score sheets should be prepared for committee members to use to evaluate each applicant's ability to meet the requirements in library and management ability, experience, and knowledge.

Implement initial recruiting process

After completing the previous steps, the search committee advertises the position, checks the basic qualifications, and ranks the applicants according to the plan. It then meets and shares its rankings or scoring of the applicants, arriving at a consensus concerning its recommendations for finalists to be interviewed by the Board.

On occasion, the search committee might find that too few, or even none, applicants meet enough of the criteria for the committee to comfortably recommend finalists to the Board. If that is the case, the committee may want to recommend that the Board establish a new timeline and re-open the search with the same criteria and salary/benefits as before.

Or perhaps the search committee might recommend that the Board review the job description and qualifications in light of the salary offered. The Board might need to take one of the following actions:

Find a way to increase the salary and benefits to attract individuals qualified for the position.

Reduce the qualifications to allow consideration of less-experienced or less-educated applicants. If the Board takes this course of action, it needs to rank-in order of

importance—the skills, knowledge, and qualifications it originally desired to avoid compromising in vital areas of need.

Determine if it is possible to compromise on some of the qualifications if an applicant was willing to be hired as a trainee for a period of time, during which the individual would acquire specific skills or knowledge through formal classes, workshops, or individual learning.

Notify candidates and set up interviews

After the search committee gives its recommendations for finalists to the Board, it then notifies the candidates and schedules interviews. The committee will also structure the interview process. It should always include:

- structured questions prepared ahead of time and asked of all candidates, to ensure they are all treated consistently
- standard evaluation sheet and scoring scheme
- adequate time for discussion, as the interview is a mutual evaluation process
- brief tour of the library

In addition, the search committee might arrange for some or all of the following activities to be part of the interview.

- Assessment exercises (use the library collection)
- Interview with the search committee (with a report and recommendations to be made by the committee to the Board)
- A social event such as a reception with local officials or simply lunch or dinner with the Board
- Tour of the community

Conduct the interviews

Once the search committee schedules and structures the interviews with the finalists, the Board conducts them.

As a trustee, you need to be knowledgeable about what you can and cannot ask during an employment interview. Your questions must be related to the job description and how the applicant will perform the job. For example, you may ask why the applicant left former places of employment and what kind of references the applicant would receive from former employers. You can also ask if there are hours or days that the applicant would be unavailable to work. But you cannot ask questions such as the applicant's age ([see The Wrong Question](#)).

Given the legal regulations affecting employment interviews, it is important that trustees follow the prepared questions when interviewing director finalists. Trustees are

encouraged to consult with the city or county attorney or human resources department for additional interview guidelines.

Select the new director

The Board selects the new director through discussion and by ranking the candidates based on the predetermined selection criteria. In addition to reaching a consensus on their first choice, trustees should also determine their second and third choices at this point, in event that the selected candidate turns down the Board's offer or the Board and candidate cannot reach an agreement about the terms of employment.

This phase of the hiring process includes the following steps.

Make a verbal offer to the selected candidate, including salary, benefits, anticipated starting date and length of the probationary period, if any, followed by a verification of the offer in writing. If the candidate accepts the offer, ask for written confirmation of acceptance and the specific terms.

If the first candidate declines the offer, offer the position to the second candidate, or consider options such as re-opening the position or reviewing the salary and qualification requirements.

After receiving written confirmation of acceptance from the candidate, write to all other candidates to thank them and inform them of your decision.

Officially thank the search committee and all those involved in the hiring process.

Take care of practical arrangements, such as providing assistance with the new director's relocation to your community, if applicable.

Welcome the new director and introduce the individual to staff, local government officials and others in the community.

Notify the public

Before the new director begins work, the Board should send news releases to the local media and other appropriate organizations. The State Library should also be contacted.

Monitor the probationary period

A probationary period of six months to a year is common practice for new directors. The Board should informally evaluate the director's performance midway during this period, and then do a formal evaluation at the end of the probationary period to determine whether to retain or dismiss the director. Future evaluations should be done on an annual basis ([see *Evaluating the Director*](#)).

The Wrong Question

Due to federal law, certain questions cannot be asked of job candidates. Questions to avoid when interviewing candidates include:

- Age
- Date of birth
- Religion or church affiliation
- Father's surname or mother's maiden name
- Marital status
- What languages they speak (unless it is a job requirement)
- How many children they have, their children's ages and who will care for the children while applicant is working
- Financial information not related to compensation
- If they served in the military of any foreign country

Working with the Library Staff

Although decisions by the Board affect working conditions, salaries, and other aspects of typical employer/employee relationships, you as a trustee need to understand and respect the chain of command in which the director reports to the Board and the staff reports to the director. The law does give the Board the authority to hire, discharge, set salaries, and prescribe duties of the library staff, and in many cases a director may value the input of the Board when hiring. However once someone is hired the relationship between the board, director, and staff is a delicate one. It may become confusing for staff on who to answer to if the board is involved in the day-to-day operations of the library. This might lead to a decrease in productivity. The best practice would be for the Board to delegate hiring, supervising, and evaluation of the library staff to the library director. This can be done through Board bylaws or a decision/motion from the Board. This is considered to be best practice because the director is the one overseeing day-to-day operations and is probably the best person to identify what skills and abilities are needed for a particular position as well as to give constructive feedback to staff when there are problems. This also helps create a clearer chain of command which is helpful for staff.

Chain of Command

If the Board chooses to delegate this duty to the director, it has no direct responsibility for day-to-day supervision of staff other than overseeing the director.

Board members

- have no authority to issue orders to staff or make demands of them except through the director.

- has no direct responsibility for assessing staff performance other than that of the director. The director is expected to give the Board regular reports about staff performance.
- does not usually act on complaints from the staff.

Should a staff member ignore the command structure and take concerns and complaints to a trustee or the entire Board it is the trustee(s)' responsibility to remind the individual about the proper procedure.

This command structure is designed to make things work, not to hinder communication. Failure by any trustee to adhere to this structure can result in organizational problems. Not only is the director's authority compromised, so too is the director's job performance. The Board will not be able to hold the director accountable for staff performance if trustees get involved in staff management.

In addition, staff morale will be damaged. Staff will not have a clear understanding of who is in charge and to whom they will be accountable. And once the precedent is set, staff will believe they can go to the Board with every issue, resulting in the director becoming an ineffective figurehead without real authority.

Developing a Grievance Process

Staff should follow the chain of command if they have concerns, but on occasion staff may need to talk to board members about an issue involving the library director. The Board may wish to look at the city or county's grievance process and either adopt it or develop one for the library board. A grievance process is usually a multi-step process that staff follows in order to address a problem. Generally it starts with the library director and then if the problem is not resolved staff take their concern to the library board. Deciding on what type of grievance process the board would like to use may save the board some trouble in the future.

A Team Effort

Acceptance of the command structure does not mean that a wall is placed between the Board and the library staff. The Board, director and staff need to view themselves as part of the same team, with the same mission: service.

Board members may often work with the library director and staff members on committee work. All are involved in long-range planning and building community awareness and support.

As a trustee, you should show concern for the well-being of the staff. The Board should be concerned about retention of good staff, especially as it relates to budgeting pay and

benefits. In addition, the Board should work with the director to recognize and acknowledge good performance and say thanks to staff through specific Board action.

Adapted from *The Board Team Handbook: A Complete Guide to Boardsmanship Basics for the Board Team of the 90's*, published by the Cain Consulting Group, 1992.

Appendix 1

Sample Director Evaluation Forms

Sample 1

Name:	
Evaluation Period:	
Responsibilities:	
Expectations and Goals:	
Comments:	
Overall Performance:	
Comments:	
Performance Rating:	<input type="checkbox"/> Above satisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/> Below satisfactory
Employee:	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Signature	Date

Sample 2

Criteria for Director's Evaluation	
Budgeting and Financial Management	<ul style="list-style-type: none"> <input type="checkbox"/> Manages the library's resources appropriately <input type="checkbox"/> Involves Board members appropriately in managing library resources <input type="checkbox"/> Prepares budgets and oversees preparation of financial statements so Board members can understand them
Communications	<ul style="list-style-type: none"> <input type="checkbox"/> Attends all Board meetings and participates appropriately <input type="checkbox"/> Writes well-written reports and proposals, containing enough information to help Board members make informed decisions without being wordy or lacking in essential details <input type="checkbox"/> Represents the library at important state, regional and national meetings, and reports on significant happenings <input type="checkbox"/> Communicates appropriately with elected officials, Friends of the Library, patrons, and others <input type="checkbox"/> Is responsible for public relations, effectively communicating library services to the public
Physical Plant	<ul style="list-style-type: none"> <input type="checkbox"/> Supervises the general maintenance of buildings and grounds <input type="checkbox"/> Informs Board of the status of building and grounds
Policies and Guidelines	<ul style="list-style-type: none"> <input type="checkbox"/> Recommends policy changes as needed, with suggested wording <input type="checkbox"/> Implements Board policy and guidelines appropriately
Staff Recruiting and Supervision	<ul style="list-style-type: none"> <input type="checkbox"/> Keeps the Board informed about staff changes <input type="checkbox"/> Administers salaries, involving the Board appropriately <input type="checkbox"/> Delegates responsibility and authority to staff members in a way that empowers them to do their jobs well and accomplish the mission of the library

Criteria for Director's Evaluation	
Staff Training	<input type="checkbox"/> Prepares and presents training opportunities for staff members and trustees <input type="checkbox"/> Attends appropriate continuing education opportunities
Library Director Performance Appraisal Goal Setting	<p>The following are goals agreed upon by the director and the trustees for the director to accomplish during the next twelve months:</p> <p>Goal 1</p> <p>Goal 2</p> <p>Goal 3</p>
Comments	
Noteworthy accomplishments of the director during the past year have been:	
Situations that might have been handled differently were:	
Additional comments:	

From Richards Free Library, Newport Regional Library, Newport, New Hampshire, 2005

Sample3

Library Director Evaluation	
Job Title:	Library Director
Name:	
Date:	
Reason for Evaluation:	<input type="checkbox"/> End of probation <input type="checkbox"/> Annual <input type="checkbox"/> Final <input type="checkbox"/> Other
Administrative Services Duties	<input type="checkbox"/> Act as the Board's executive officer. <input type="checkbox"/> Serve as the technical adviser to the Board. <input type="checkbox"/> Implement the policies of the library as established by the Board. <input type="checkbox"/> Prepare the draft of the annual library budget for Board discussion and approval. Participate in the presentation of the adopted budget to local officials. <input type="checkbox"/> Receive and expend library funds according to established guidelines and maintain accurate and up-to-date records showing the status of library finances. <input type="checkbox"/> Recruit, select, hire, supervise, evaluate, and terminate, if necessary, library staff in conformity with library policy and state and federal law (and any applicable local civil service regulations and/or union contracts). <input type="checkbox"/> Prepare Board meeting agendas and necessary reports in cooperation with the Board president, and notify Board members of scheduled meetings. <input type="checkbox"/> Prepare state annual report for review and approval by the Board. <input type="checkbox"/> Inform and advise the Board as to local, regional, state, and national developments in the library field and work to maintain communication with other area libraries and the library system.
Choose Rating:	Excellent (5 4 3 2 1) Poor

Library Director Evaluation	
Narrative evaluation and assessment of effort in achievement of annual objectives:	
Collection Management Duties	<ul style="list-style-type: none"> <input type="checkbox"/> Select or direct the selection of materials for all media and all age groups, based on the library's approved collection development policy. <input type="checkbox"/> Catalog and classify library materials according to accepted standards and maintain the public catalog. Process materials to provide appeal, protection, and control. <input type="checkbox"/> Develop and maintain a regular weeding schedule. <input type="checkbox"/> Periodically review the collection development policy and make recommendations to the Board for revisions. <input type="checkbox"/> Oversee the shelving and organization of materials. <input type="checkbox"/> Prepare and distribute overdue notices to users with overdue or lost materials. <input type="checkbox"/> Maintain an accurate and up-to-date database of user registrations and activities, including information adequate to support reimbursement requests for nonresident borrowing.
Choose Rating	Excellent (5 4 3 2 1) Poor
Service and Service Promotion Duties	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and execute an array of service programs to address the various needs of users and to make the library more accessible to all. <input type="checkbox"/> Provide friendly and efficient direct assistance to users checking out materials, requesting directional or community information or seeking materials or information on specific topics. <input type="checkbox"/> Prepare news releases and submissions to the media to announce new or special services and events that spot- light the library.

Library Director Evaluation	
	<ul style="list-style-type: none"> <input type="checkbox"/> Assist and guide local volunteer groups (e.g., Friends of the Library) who wish to help with library promotion, fundraising, and enhancement of services. <input type="checkbox"/> Prepare grant applications, when grant opportunities are offered, to supplement local funding of library operations and development. <input type="checkbox"/> Maintain records showing all programs offered and number of attendees at each. <input type="checkbox"/> Continually investigate the value, costs, and logistics of adding library services, new media, and new technologies to keep the library current and proactive in its service provision to the public. <input type="checkbox"/> Conduct on-going evaluations of existing library programs, services, policies, and procedures, and submit recommendations for improvements to the Board.
Rating:	Excellent (5 4 3 2 1) Poor
Narrative evaluation and assessment of effort in achievement of annual objectives:	
Facilities Management Duties	<p>Oversee care and maintenance of the library building and grounds.</p> <p>Oversee the work of custodial staff.</p> <p>Regularly review building needs and advise the Board in its planning for future expansion or development.</p> <p>Assess the adequacy of existing facilities in regard to the provision of automated services.</p>
Rating:	Excellent (5 4 3 2 1) Poor
Narrative evaluation and assessment of effort in	

Library Director Evaluation	
achievement of annual objectives.	
Director's objectives for the coming year (agreed to by Board and director):	1. [Insert annual goal] 2. [Insert annual goal] 3. [Insert annual goal] 4. [Insert annual goal]
Certification Status	<input type="checkbox"/> Working Toward Initial Certification <input type="checkbox"/> Initial Certification Complete <input type="checkbox"/> Renewal Certification Complete <input type="checkbox"/> Expired
Board President's Signature and Date:	
Library Director's Signature and Date:	

From Trustee Essentials: A Handbook for Wisconsin Public Library Trustees prepared by the DLTCL with the assistance of the Trustee Handbook Revision Task Force. Copyright 2002 Wisconsin Department of Public Instruction.

Sample 4

Form Instructions

Each Board member should individually respond to this form.

To help in completing the form, Board members can refer to past Board minutes, usage statistics, program results and other information sources from the year.

Return the completed form to the Board President for inclusion in the Summation Form that will be used during the face-to-face meeting with the director.

Scale: E = excellent S = satisfactory N = needs improvement U = unknown

Area of Organizational Health	
Customer Service & Community Relations (CSCR)	
Level of patron satisfaction	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Customer service received by patrons	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Consistent application of policies that affect the public	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Services are communicated to the public effectively	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Working relationships and cooperative arrangements with government officials, community groups and organizations	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown

Area of Organizational Health	
Awareness of community needs	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Mechanisms are in place to hear from patrons and the community at large	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Library is being marketed to the community	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Comments	
CS&CR TOTALS:	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Organizational Growth (OG)	
The library is making progress on its long-range plan (LRP)	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Services to meet the goals and objectives of the LRP are carried out with staff and trustee involvement Goals and objectives are evaluated regularly	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Creativity and initiative are demonstrated in creating new services and programs Collection is responsive to changes in the community	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown

Area of Organizational Health	
The library is responsive to changes in the community	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Staff are aware of library's long-range plan, policies, and activities	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
There is a working knowledge of significant developments and trends in the field.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Building and grounds are kept up, and needed repairs and maintenance are done on a timely basis Comments:	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Comments	
OG TOTALS:	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Administration and Human Resource Management (A&HRM)	
Work is effectively assigned, appropriate levels of freedom and authority are delegated.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown

Area of Organizational Health	
Job descriptions are developed; regular performance evaluations are held and documented.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Personnel policies and state and federal regulations on workplaces and employment are effectively implemented.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Policies and procedures are in place to maximize volunteer efforts.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Staff development and education are encouraged.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Staff understand how their role at the library relates to the mission.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Library climate attracts, keeps, and motivates a diverse staff of top-quality people Comments:	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Comments	
A&HRM TOTALS:	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown

Area of Organizational Health	
Financial Management/Legal Compliance/Fund-raising (FM/LC/F)	
Adequate control and accounting of all funds takes place; library uses sound financial practices.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Budget is prepared with input from staff and trustees; the library operates within budget guidelines.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Official records and documents are maintained; library is in compliance with federal, state, and local regulations and reporting requirements (such as annual report, payroll withholding and reporting, etc.)	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Positive relationships with government, foundation and corporate funders are in place	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Funds are disbursed in accordance with budget, contract/grant requirements and donor designations Comments:	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Comments	

Area of Organizational Health	
FM/LC/F TOTALS:	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Board of Trustee Relationship (BTR)	
Appropriate, adequate, and timely information is provided to the Board.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Support is provided to the Board.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
The Board is informed on the condition of the organization and all important factors influencing it.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
The Board works effectively.	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown
Comments:	
BTR TOTALS:	<input type="checkbox"/> E = excellent <input type="checkbox"/> S = satisfactory <input type="checkbox"/> N = needs improvement <input type="checkbox"/> U = unknown

Mid-Hudson Library System, Poughkeepsie, New York, 2006.

Appendix 2

Sample Press Release Format

Format

- Use short sentences and simple words.
- Double-space the copy.
- Include a release date or the words FOR IMMEDIATE RELEASE at the top of the first page.
 - RELEASE DATE: (Specific date or "For Immediate Release")
- Include a contact with a name and phone number at the top.
 - CONTACT: (Name, title, telephone number)
- Put (MORE) at the bottom of the first page if the article continues to a second page.
- At the top of the second page, put one or two key words and the page number. For example: CHILDREN'S HOUR - Add 1 (or Page 2).
- Put # # # or - 30 - at the end of the story.

Tips

The first paragraph should catch readers' attention and give essential elements of the press release. Remember to tell who, what, when, where, why and how.

Continue main points in second paragraph.

Remember to give information in descending order of importance. Editors will cut copy from the bottom up.

When quoting individuals, identify them with professional title and/or relationship to the subject of the press release.

Sample Press Release

For Immediate Release

Contact: Genevieve Lighthiser, Administrative Specialist, at (406) 444-3384

2023 Public Library Standards Task Force To Meet Online

(HELENA)--- The 2023 Public Library Standards Task Force will meet on Zoom on Friday, September 22, 2023, at 9:00 a.m. The public is invited to attend. For an agenda, meeting materials, and information about how to join the online meeting, visit:

https://mslservices.mt.gov/ASPeN/Events/Event_Detail.aspx?Event_ID=24865

The Task Force will consider action on:

- Approving the minutes from the previous meeting
- Reviewing the public comment on recommendations to the task force made in August
- Updating formula under 10.102.4003 to account for accredited tribal college libraries and to account for the distribution of funds if no tribal college libraries apply
- Amending 10.102.1160 (7) – Library directors serving populations over 25,000 must have a Master of Library Science or equivalent degree

Members of the public who wish to share written comments with the Task Force must submit the comment no later than two (2) business days before the start of the public meeting. Comments may be submitted here: <https://forms.office.com/g/ktVL1KKgJ5>

The Montana State Library makes reasonable accommodation for persons with known disabilities that may interfere with a person's ability to participate in the meeting. Persons needing accommodation must notify the State Library prior to the meeting. To make your request known, call (406) 444-3384 or the Montana Relay at 711.

The Montana State Library helps all organizations, communities, and Montanans thrive through excellent library resources and services. For more information about the Montana State Library, visit <http://msl.mt.gov>. For more information about the Task Force meeting, contact Genevieve Lighthiser, Administrative Specialist, at (406) 444-3384 or via e-mail at: glichthiser@mt.gov.

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