



2007 Maine Public Library Standards
Striving for Excellence

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of the
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December 2006**



Maine Library Association
331 State Street
Augusta, ME 04330

December, 2006

Dear Members of the Maine Library Community,

Those of us who love libraries and who are dedicated to the betterment of those libraries will welcome this update of the Maine Public Library Standards.

The purpose of the document is simple: the Standards set forth a model of excellence for the public libraries of our state. They provide us with a destination, and then help us plot our course.

It is said that the setting of high standards helps us achieve equally high goals. We all know how easy it is to get distracted by the events of our busy days; we spend entirely too much time handling this minor crisis and that small disaster. But if we don't look to the bigger issues, if **we** don't strive to better our libraries and thereby our communities, who will?

The Public Library Standards is the very best kind of road map, and will surely help us on our journey to excellence. My thanks go to the many people who worked so hard to revise this document.

Sincerely,

Nikki Maounis

Nikki Maounis
MLA President



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STATE LIBRARIAN
J. Gary Nichols

December 1, 2006

Dear Members of the Maine Library Community,

I commend the Maine Library Association for undertaking the challenging, critical work of revising and updating the *Maine Public Library Standards 2000*. In 2000 I used the following words to support the importance of this document:

“Maine is a state with a wealth of library resources and a population who cares about libraries and borrows more books through its libraries than most other states. Resource sharing in Maine has achieved national recognition, largely through its highly successful Regional Library System – a system built on the principle that no library can address the diverse needs of its community alone. However, each library must contribute a “fair share” toward meeting the basic needs of local residents. It is only by strengthening local resources that the collective strength of the whole can make serious contributions in addressing issues that enhance the overall education and economic fabric of the state.”

This is even truer today with the advent of MARVEL, Solar, Maine Cat and the van delivery system. One public library director recently stated that she now thinks and plans not only about serving her local patrons but about how her collection and services fit into the Maine library community as a whole. We are more than ever one Maine library community collaborating, sharing, and working together for the good of all Maine residents.

Rapidly changing technology and the evolving role of libraries in the face of competing information sources make this a critical juncture for libraries. How do we stay relevant?

What new services, programs, and technologies do we need to offer to meet current patron needs? How do our collection formats and coverage need to change? How do we offer support and services that will entice nonusers into libraries? How do we advocate our services and needs in an effective, fruitful manner?

The MLA standards offer an opportunity to support and create conditions at the local level for innovative library services to meet the needs of today’s patrons and to work toward answering the questions just posed.

Please support and advance these standards in your communities. The Maine Library Association and the Maine State Library welcome your questions, and stand ready to assist you as we all face the challenges of our rapidly changing society.

Sincerely,

Gary

J. Gary Nichols

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OVERVIEW

Much has changed in Maine's libraries since the latest revision of the Maine Public Library Standards in 2000.

Maine InfoNet (including MINERVA, SOLAR, URSUS, and other associated catalogs) has taken root and grown into a vital resource-sharing network that exemplifies the best in collaboration among Maine's libraries. The Marvel! databases are now an essential tool in meeting the information needs of Maine's citizens. Many library facilities in Maine have undergone major expansions and renovations.

Other kinds of changes to the library landscape in the last six years include the U.S. Supreme Court's upholding of the Children's Internet Protection Act (CIPA); the USA PATRIOT Act and its reauthorization in the face of a prolonged "War on Terror"; and continual threats of eroding funding for libraries and other public services (as an example, the so-called Palesky Plan defeated in the statewide election in 2004).

Google is reputedly taking over, and recent widely publicized studies have documented a supposed precipitous decline in reading among the public. The imminent demise of libraries is predicted—but most libraries in Maine have never been busier! If Maine citizens are voting with their feet, the landslide decision is that Maine's libraries still matter to their communities and are certain to continue as important cultural hubs.

The purpose of this Standards document, then, is to give libraries a tool for identifying strengths and selecting areas for improvement and in so doing provide better service to their communities. These standards—together with a mission statement, a strategic plan, and specific goals and objectives—can guide a library toward serving its community well and also give the library a credible voice before funding authorities.

This document can be used, too, as an outline for sound management practice for public libraries; as a checklist for self-evaluation; and as a planning tool to help libraries set goals and objectives, bearing in mind always the uniqueness of each library and its community.

The Standards Committee recognizes that not every library will meet every standard. We understand that smaller libraries may never have the resources to meet some of these standards, but we offer the standards as goals toward which all libraries can work.

There are some standards, however, that we believe should apply to all public libraries in Maine, regardless of location or size or financial support. We have placed an asterisk next to those standards recommended as the minimum for all libraries. Such standards offer a starting point for library boards and directors to use in planning. By meeting these minimum standards, a library establishes a baseline from which it can work toward excellence. Any community considering establishing a new public library should evaluate its ability to meet these minimum standards.

The intention of the Standards Committee is not that these standards will be used as the basis for decisions in the awarding of grants or similar funds.

Still, the Committee does recognize that some kind of criteria are needed for the apportioning of limited resources for the support of libraries. With this need in mind, the Committee focused a great deal of attention on developing a definition of a public library—the absolutely essential prerequisites which should already be in place to act as a foundation for public library service and which should ensure the best use of finite non-local funds and other types of support to enhance local library service.

The Committee defined a public library as follows:

“Public library” shall mean an entity which provides library services free of charge to all residents of its legal service area, and which receives its annual financial support in whole or in part from municipal funds. Said entity must also (1) have a paid staff person to direct the library; (2) provide a collection organized and cataloged by a standard library classification system; (3) have an annual materials budget; (4) participate in interlibrary cooperation; (5) provide access to circulating and reference materials, including access to electronic resources; and (6) be open to the public a minimum of 15 hours per week.

As pressure continues to intensify for ever more efficient use of both tax and private funding, we expect that one of the great strengths of Maine’s libraries—the spirit of cooperation—will come to the fore. Even greater interlibrary cooperative efforts than exist today will be needed to meet the public library standards of the future. Our hope is that Maine’s libraries can lead the way for public institutions in forging partnerships and finding solutions to make the best use of resources in service to Maine’s people.

In any event, we hope that this updated edition of the Standards will prove helpful to Maine’s public libraries in moving ahead into the 21st century.

ACKNOWLEDGEMENTS

The Maine Library Association Standards Committee appreciates the librarians who took time to review the public library standards drafts and provide comments through the online form provided by the MSL website. We also thank the librarians who attended one of the public forums and offered thoughtful, insightful comments on our drafts. Contributions from both groups were an invaluable asset to our work. Your suggestions have made this document a more useful tool for Maine libraries and are reflective of the collaborative, thoughtful nature of Maine librarians. Thank you to each one of you. We also thank Ellen Wood and Felicia Kennedy of the Maine State Library for their Web work on our behalf and David Warren (MSL) for collecting Public Library Standards from each state for our review.

THE PROCESS

August 18, 2005 – The Standards Committee met for the first time. It was agreed to maintain the well-thought-out format of the 2000 Standards document and to have each member assume specific responsibility for updating one of the seven chapters in the 2000 Standards document. The committee was provided access to Standards from each State Library or Commission.

September 2005 to March 2006 – The committee met to review and approve updates to each 2000 Maine Public Library Standards chapter. Once a chapter update was approved by the committee, the draft was posted on the Maine State Library web site with a feedback button in order to glean reactions from Maine librarians.

March & April 2006 – Public forums were held at Caribou Public Library, Bangor Public Library, Maine State Library, and Portland Public Library during the MLA annual meeting on May 5, 2006. The purpose of these forums was to discuss the newly revised updated standards and most importantly get feedback from attendees. At least two and often 5 or more MLA Standards Committee members were at each of these meeting.

May 30, 2006 – The Standards Committee met at Belfast Free Library for the day and carefully considered each suggestion made online and at the public forums. Addition revisions were made and the resulting document was posted on the MLA and MSL web sites.

July 7, 2006 – The 2007 Maine Public Library Standards were present to the MLA Executive Board for acceptance during a meeting held at Rockland Public Library.

September 13, 2007 – The recommended Standards were presented to the Maine Library Commission for endorsement.

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GOVERNANCE AND ADMINISTRATION

Libraries in Maine may be publicly or privately owned. Not all Maine libraries are established under the same legal format, but most are overseen by one of two types of boards: governing or advisory. Others are part of town or city government. *Please note that many standards below apply only to those libraries with a Board, but the principles involved are recommended for all.*

A governing board is responsible for setting policies for the library. An advisory board represents the community and acts only in an advisory capacity to the library director and to the local governmental body. The responsibilities and duties of any board should be clearly outlined in their by-laws, their articles of incorporation or in the public statute(s) that established the board.

In Maine, board members can be selected in a variety of ways. They may be appointed by a local governmental body, elected by the membership of the local library association or corporation, elected by public ballot, or named by the board itself in a self-appointing manner. The size of an individual board is determined by the municipal governing body, by corporation by-laws or by tradition.

Every library board, whether governing or advisory, should be a strong advocate for the library in its community. All board members have an obligation to keep informed about developments in their library, to be involved and to work with the library director to ensure that local library services are the best possible.

Governance – Responsibilities

Checklist – Governing Authorities Responsibilities

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|---|-----------------|--------------------|----------------|
| 1. *The governing authority hires the library director and delegates to the library director full professional responsibility for administering and managing the library, its policies, personnel and finances, as well as the selection of materials. | _____ | _____ | _____ |
| 2. The governing Authority annually evaluates the performance of the library director. | _____ | _____ | _____ |

Governing or Advisory Board Responsibilities

In accordance with Maine’s Open Meetings Law, the board meets regularly, with the library director in attendance, at a time and place convenient for both the board and

the community. Governing boards are responsible for the governance of the library in accordance with local, state and federal laws. All board members and library directors must have a clear understanding of the roles of the library director and the governing board. A joint review of Appendix A which lists trustee and librarian duties and a review of the Trustees' Handbook is critical and should take place for all new board members and/or annually.

Checklist – Governing or Advisory Board Responsibilities

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. *The board meets at least four times per year.	_____	_____	_____
2. All new library board members are given a comprehensive orientation by the library director, including copies of important documents, a tour of the library, discussion of library services and staffing, and a review of the library's history and trustee procedures.	_____	_____	_____
3. Library board members attend meetings regularly.	_____	_____	_____
4. At least one library board member is a member of the Maine Library Trustee Association.	_____	_____	_____
5. At least one member of the library board attends a minimum of one statewide or regional library activity each year.	_____	_____	_____
6. *The library board adopts ALA's <i>Library Bill of Rights</i>, the <i>Freedom to Read Statement</i>, the <i>Freedom to View Statement</i> and <i>Access to Electronic Resources Statement</i> (see appendices B, C, D and E.)	_____	_____	_____
7. *The library board ensures that library statistics and financial records are kept, and that both statistics and financial records are incorporated into a written annual report made to the community.	_____	_____	_____
8. The library board is guided by the <i>Maine Trustee Handbook</i> . This is available on the Maine Library Association Website at www.mainelibraries.org .	_____	_____	_____

Governance – Structure

Checklist – Governance Structure

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. There is a formal written statement approved by the local town, city, county, or state government defining the authority and responsibility of the library board.	_____	_____	_____
2. *The library board has adopted written by-laws which outline the board’s purpose, set the frequency of meetings, define the number of board members, specify the procedures for the appointment of committees, specify operational procedures and address conflict of interest issues.	_____	_____	_____
3. The by-laws are reviewed at least every three to five years.	_____	_____	_____
4. The library board has adopted written policies for operating the library, i.e. personnel, circulation, collection development, disaster management, meeting room use, patron behavior, confidentiality of patron records, internet use, exhibit space, handling of gifts, programming, safety and security.	_____	_____	_____
5. All library policies approved by the library board are printed for distribution to board members and library staff and are available to the general public.	_____	_____	_____
6. Written policies are reviewed at least every three to five years.	_____	_____	_____

Governance – Goals

Checklist – Governing or Advisory Board Goals

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library board and director have considered purchasing Directors and Officers Liability Insurance.	_____	_____	_____
2. The library board works with the library director in developing a written strategic plan that includes time frames and is reviewed and updated annually.	_____	_____	_____
3. The library board works to include the library plan in the overall municipal plan. The library board informs elected officials about library services and programs.	_____	_____	_____
4. The library board encourages the library director to be active in professional organizations and compensates the library director for membership fees in professional organizations.	_____	_____	_____
5. The library board promotes the library throughout the community.	_____	_____	_____
6. The library board involves members of the community in board committees and special projects.	_____	_____	_____
7. The library board encourages volunteers, Friends, and/or other support groups to work for the library in order to broaden library services and increase community involvement.	_____	_____	_____

FINANCES

Public libraries should be financed at a level that permits the provision of the standards of services, collection, staffing, and facilities outlined in the document. The library must follow standard accounting procedures that are consistent with state law and local government requirements in preparing, presenting, and administering its budget.

Checklist – Finances

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library receives financial support sufficient to provide a level of service, staffing, collection, and facility consistent with its strategic plan. (Please see next page for strategic plan information.)	_____	_____	_____
2. The library director prepares and annual budget request for approval by the library board (governing boards.)	_____	_____	_____
3. The library board and director present the annual budget request to the appropriate funding authority.	_____	_____	_____
4. The budget is in the following proportions:	_____	_____	_____
Salaries and benefits 60-70%			
Operations 15-20%			
Resources 15-20%			
5. The library board encourages gifts, bequests, and donations to augment the primary funding source.	_____	_____	_____
6. Governing library boards have the fiduciary responsibility to effectively manage library endowments. In order to fulfill this obligation, the board should evaluate and review investments at least semi-annually.	_____	_____	_____

Checklist – Finances – Reporting

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library’s financial record keeping follows Generally Accepted Accounting Principles (GAAP.)	_____	_____	_____
2. Financial reports are reviewed by the library board and library director on a regular basis.	_____	_____	_____

3. An audit or review of the library finances, including funds received and expended, is conducted annually by a Certified Public Accountant.

Achieved *In progress* *Planned*

PLANNING AND THE PLANNING PROCESS

Planning is an important opportunity for any organization to work together. A successful planning process produces efficient, cohesive, and effective operational results. As library board members, library directors and staff consider their priorities, they should be guided by a strategic plan that includes:

1. knowledge of the local community;
2. the library’s mission, vision and perceived roles
3. specific goals and objectives.

The planning process should include an evaluation of the library’s ability to fulfill the objectives of their strategic plan.

A good, comprehensive guide to the planning process is in the *Planning for Results : A Public Library Transformation Process*, ALA, 2001.

Checklist – Planning and the Planning Process

1. The staff and the library director annually compile an inventory of collections, facilities, programs and services of the library.

Achieved *In progress* *Planned*

2. Reports are made annually to the Maine State Library and the library’s governing authority of the following:

- a. circulation,
- b. program attendance,
- c. reference transactions,
- d. number of internet sessions,
- e. number of database queries.

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
3. Every three years the library board and staff compile a demographic profile of the community that includes population, age categories, economic levels served and educational attainment. A user survey is also conducted.	_____	_____	_____
4. * Using a formal planning process, the library board works with the library director in developing a written strategic plan that includes time frames and is reviewed and updated annually.	_____	_____	_____
5. Trustees, staff and community members are involved in the planning process.	_____	_____	_____
6. The strategic plan is reviewed and adjusted annually. The plan includes specific action steps with a timetable for achievement and assignment of staff responsible for specific segments. A proposed budget should be attached.	_____	_____	_____
7. *The library is a member of the Maine Regional Library System.	_____	_____	_____

MANAGEMENT

The library director manages the operation of the library. The library director acts within the framework of policies and guidelines established by the library board/governing authority. The library director acts as a technical advisor to the library board/governing authority and represents the library board/governing authority in dealings with the staff and, when appropriate, the community.

Checklist – Management

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. * The library director is responsible for completing and submitting an Annual Report to the Maine State Library in a format acceptable to the Maine State Library.	_____	_____	_____

2. *The library director manages the library on a daily basis. The library director plans, organizes and directs a program of library services that serves all people in the community.

Achieved In progress Planned

3. *The library director measures and evaluates the effectiveness of library services in relation to the changing needs of the community

4. The library director formulates and recommends policies to the library board and implements library procedures.

5. The library director ensures that a procedures manual is created and kept up-to-date.

6. The library director submits an annual budget to the library board.

7. The library director directs and supervises the expenditure of library funds.

8. The library director identifies and recommends new construction, repairs and alterations. The library director coordinates site selection and design of any new buildings with appropriate officials.

9. The library director oversees the maintenance of library buildings, grounds, and vehicles. The library director ensures that the library has adequate property, liability and casualty insurance.

10. The library director maintains a written plan of emergency procedures.

11. The library director recommends and administers personnel policies.

12. The library director maintains an orientation manual for new employees.

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
13. The library director organizes in-service programs for staff training and development.	_____	_____	_____
14. The library director establishes and administers procedures for the procurement and processing of library materials.	_____	_____	_____
15. The library director recommends and administers public relations and marketing activities.	_____	_____	_____
16. The library director establishes and maintains working relationships with other governmental agencies, civic and community groups and the general public.	_____	_____	_____
17. The library director informs the library board of any legislation that affects libraries.	_____	_____	_____
18. The library director is the public face of the library. The library director represents the library to the community. Public outreach includes speaking before community, civic and other groups regarding the objectives and activities of the library.	_____	_____	_____
19. The library director attends professional and other meetings.	_____	_____	_____
20. The library director holds staff meetings on a regular basis.	_____	_____	_____
21. The library director recommends security policies and procedures for both building and staff to the library board/governing authority.	_____	_____	_____

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PHYSICAL FACILITIES

Physical Facilities - The Building

Public library buildings exist to support library services needed by a community. Therefore, libraries must be designed to support a particular library's service program. No "one size fits all" building plan will meet every library's unique requirements. There are, however, some traits that all libraries should have in common: libraries should be attractive, functional, efficient, flexible, barrier-free and expandable. Further, libraries must be designed around the needs of patrons but with staff efficiency in mind since staff costs are the major expense in library operations.

Library services continually evolve. When planning a new building or expanding and remodeling an old one, the design must be flexible enough to accommodate changes in services and technology. Long-range planning that responds to identified community needs and anticipates change is an essential part of the design.

The appeal of an attractive building should not be underestimated. Libraries that are shabby, dirty, inaccessible, dated or unattractive invite library users and the larger community to dismiss them as unimportant. An open and welcoming atmosphere is part of providing excellent, modern library service. Pleasant surroundings encourage the widest possible segment of the population to use the library and to regard it as an essential part of community life. Every public library should offer patrons a compelling invitation to enter, read, listen and learn.

Physical Facilities - General

Checklist – Physical Facilities - General

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library building provides adequate space to house a full range of library services consistent with the library's comprehensive strategic plan and the standards in this document. (see the Space Needs Worksheet in appendix F.)	_____	_____	_____
2. * The library director periodically prepares a written review of the library's space needs based on community study findings and changes in use of space, services, size of collection, types of materials and staffing levels.	_____	_____	_____
3. Building plans are adaptable to meet the electrical and telecommunications requirements of tomorrow's technologies.	_____	_____	_____

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
4. *The public library building complies with building, fire, safety, sanitation and other applicable federal, state and local codes and legal requirements.	_____	_____	_____
5. *There is a budget allocation and program for the maintenance of the building and grounds.	_____	_____	_____
6. *There is a written strategic plan for addressing the capital maintenance needs of the building and for securing funds for that maintenance.	_____	_____	_____
7. The library's governing authority, in cooperation with the library director, is responsible for building maintenance and planning.	_____	_____	_____

Physical Facilities - Exterior
Checklist – Physical Facilities - Exterior

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. *The exterior of the library is well-lit. Appropriate and highly visible signs identify the library and include hours of service.	_____	_____	_____
2. The entrance to the library is clearly visible and in close proximity to the most accessible parking. The entrance is located, whenever possible, on the side of the building that most users approach.	_____	_____	_____
3. Adequate, convenient and well-lit parking is available to the library's users and staff at or close to the library. The minimum number of parking spaces required may be governed by local ordinance.	_____	_____	_____
4. A fireproof depository for the return of library materials is available when the library is closed. The depository is located in a safe, well-lit area and is accessible to people with disabilities.	_____	_____	_____

Physical Facilities - Interior
Checklist – Physical Facilities – Interior

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. Building design and layout provide for:			
A. the security of the building interior, the entrances and exits	_____	_____	_____
B. appropriate sightlines and control points for circulation security	_____	_____	_____
C. the security of patrons and staff	_____	_____	_____
D. an appropriate number of service points, balancing the size of the staff and the size of the building	_____	_____	_____
E. expansion.	_____	_____	_____
2. Interior lighting complies with the standards issued by the Illuminating Engineering Society of North America.	_____	_____	_____
3. *Professional quality signage identifies service areas and the library’s collections; e.g., Reference, Children’s Room, Large Print Books.	_____	_____	_____
4. The library has sufficient telecommunications lines to accommodate service needs.	_____	_____	_____
5. *There is at least one well-maintained public restroom.	_____	_____	_____
6. The library has meeting space available for library programming and/or for use by community groups.	_____	_____	_____
7. Space is set aside for a staff lounge.	_____	_____	_____
8. Space is set aside for a staff work area.	_____	_____	_____

Physical Facilities - Furnishings
Checklist – Physical Facilities - Furnishings

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. Sufficient seating, including study areas and lounge furniture, is provided. (see appendix F Space Needs Worksheet-step #2.)	_____	_____	_____
2. Furniture is of the type and size and in a quantity sufficient to meet the needs of the library’s various user groups.	_____	_____	_____
3. The online catalog is located as conveniently as possible for both the public and staff.	_____	_____	_____
4. The library has appropriate furnishings for using technological resources.	_____	_____	_____
5. At least one library restroom is equipped with a diaper changing table.	_____	_____	_____

Physical Facilities – Shelving and Equipment
Checklist – Physical Facilities – Shelving and Equipment

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. Shelving and storage systems are selected for: <ul style="list-style-type: none"> • conservation of the various types of items which make up the collection • easy access by patrons • attractive display of the materials 	_____	_____	_____
2. Appropriate equipment is provided and kept in good working order; e.g., microform readers, reader-printers, photocopiers, computers and printers.	_____	_____	_____
3. Mechanical and electrical systems are adequate to support library technology.	_____	_____	_____
4. There is an annual budget allocation for acquisition and maintenance of equipment.	_____	_____	_____

**Physical Facilities – Conservation and Preservation
Checklist – Physical Facilities – Conservation and Preservation**

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|--|-----------------|--------------------|----------------|
| 1. The library undergoes periodic energy audits and implements measures to improve energy efficiency. | _____ | _____ | _____ |
| 2. Adequate temperature and humidity controls are maintained throughout the year for the protection and preservation of materials, as well as for patron comfort and staff productivity. | _____ | _____ | _____ |

**Physical Facilities – Emergency Plans
Checklist – Physical Facilities – Emergency Plans**

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|--|-----------------|--------------------|----------------|
| 1. * Written Emergency plans have been developed in accordance with appropriate codes; evacuation routes, fire exits and fire extinguishers are clearly marked. | _____ | _____ | _____ |

Physical Facilities – Youth Services Areas

Architectural barriers should be eliminated in the designated children’s and young adults’ services areas and a warm, pleasant and friendly environment created.

Checklist – Physical Facilities – Children’s Area

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|---|-----------------|--------------------|----------------|
| 1. *The library has a specific area for children’s services. | _____ | _____ | _____ |
| 2. The children’s area includes space for programs. | _____ | _____ | _____ |
| 3. The children’s area includes a restroom or restrooms for children. | _____ | _____ | _____ |
| 4. Restrooms and water fountain are close to the children’s area and are observable by staff and users. | _____ | _____ | _____ |
| 5. The children’s area includes a staff work area. | _____ | _____ | _____ |

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
6. The layout of the children's area provides for appropriate sightlines for supervision.	_____	_____	_____
7. The children's area is convenient to other library service areas.	_____	_____	_____
8. There is adequate communication with other areas of the building.	_____	_____	_____
9. Access to the children's area is easy and safe.	_____	_____	_____
10. Furnishings in the children's area safely and comfortably accommodate children of different sizes and other anticipated users of the children's area.	_____	_____	_____
11. Shelving is of an appropriate height.	_____	_____	_____
12. Appropriate display space is provided.	_____	_____	_____

Checklist - Physical Facilities –Young Adult Services Area

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library has a specific area for young adults.	_____	_____	_____
2. Furnishings in the young adult area are comfortable and age appropriate.	_____	_____	_____

**Physical Facilities – Accessibility and Use
Checklist – Physical Facilities – Accessibility and Use**

<p>1. The library monitors the areas below and works systematically and as feasible to bring each area into compliance with federal requirements for physical accessibility as found in the ADA Accessibility Guidelines for Buildings and Facilities (ADAAG).</p> <ul style="list-style-type: none"> • Elevators • Entrances, interior doors and doorways • Equipment • Floors and floor coverings • Hazards (manholes, protruding or low-hanging objects, etc.) • Lighting (both interior and exterior) • Parking lots • Public meeting rooms • Public telephones • Ramps • Restrooms • Seating, tables and work surfaces • Signage • Stairs • Switches and controls (light, heat, etc.) • Walkways, street crossings and curbs • Warning signals • Water fountains • Width of aisles 	<p><i>Achieved</i> <i>In progress</i> <i>Planned</i></p> <p>_____ _____ _____</p>
--	---

Physical Facilities – The Construction Planning Process

When a library building project begins, the library’s mission must be clearly understood, data collected and reviewed, a planning committee appointed and finally a building program developed. Two key figures in this process are the architect and the person who functions as the building consultant, whether in-house or hired for this purpose.

The role of building consultant is significant throughout the building project - for aiding in collection of data, in drafting the building program and in problem solving. The consultant helps translate the needs of the library into instructions to the architect and offers insight into the library’s service requirements in light of current methods and trends.

Special consideration should be given to selecting an architect who has experience with library projects. Previous library design experience is important, but also important is an architect’s ability to listen to and work with the building committee and library staff.

Another factor is the qualifications of any firms (interior design, for instance) that might be teamed with the architect. Information on selecting building consultants and architects can be obtained from the district library consultants and American Library Association publications. Talking with area librarians who have first-hand knowledge of building projects is also a good idea.

Checklist – Physical Facilities – Construction Planning Process

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. At the outset of a building project, there is a written building program developed by the administrator, staff, board and building committee with assistance from a qualified building consultant.	_____	_____	_____
2. The architect chosen is a member of the American Institute of Architects.	_____	_____	_____
3. There is an established process in which architects submit proposals that address the written building program.	_____	_____	_____
4. The construction project employs the services of a technology consultant or technology knowledgeable person.	_____	_____	_____
5. The new library construction project and renovations are designed according to the principles of the U.S. Green Building Council’s LEED (Leadership in Energy and Environmental Design) program. The construction project supports energy efficiency and leads to environmentally friendly and occupant-healthy buildings.	_____	_____	_____
6. The librarian, library board and/or building committee have reviewed the construction information on the Maine State Library website.	_____	_____	_____

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COLLECTIONS

The public library assembles, organizes, preserves and makes readily available to all people a variety of print materials, non-print materials and electronic access to information. Collections are the core of a library and need to be current and well balanced. Library materials should reflect the diversity of the community, and an effort should be made to ensure that the collection includes materials its patrons need and want. Collection development should reflect specific, collection- related goals and objectives.

The size of the collection is not the only criterion of measuring the effectiveness of a library's service to the community. Just as important as the number of items a library owns are the timeliness and usefulness of the materials and alternative methods of providing information. Materials need to meet the changing needs, tastes and interests of the community. Cooperative collection development is important; as are borrowing and lending via Maine Info Net and preservation of local materials in concert with historical societies.

A general collection development policy helps the library to balance its defined roles, the needs and interests of the community, the diversity of American society, the existing collection, the library's mission statement, the resources of other area library collections and the wide variety of available information formats.

A more specific selection policy provides the framework for the selection, acquisition, organization and evaluation of both current holdings and future resources and services.

Collections - Administration

Checklist – Collections – Administration

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|--|-----------------|--------------------|----------------|
| 1. * The library has a written policy for the selection and de-selection of library materials and for general collection development. This written selection policy endorses the Library Bill of Rights, Free Access to Libraries for Minors, and the Freedom to Read and Freedom to View Statements. (see appendices B, C, D and E.) | _____ | _____ | _____ |
| 2. * The materials selection policy includes a procedure for handling complaints, questions and comments about materials along with a procedure for responding to these concerns. | _____ | _____ | _____ |

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
3. The collection development and materials selection policies are reviewed by the library board and the library director every three to five years.	_____	_____	_____
4. The library has a disaster plan outlining procedures to follow in case of fire, water or other damage to the collection.	_____	_____	_____
5. The library has a preservation plan for rare book and local history collections.	_____	_____	_____

Collections - Selection, Acquisition and Evaluation

Collections – Selection, Acquisition and Evaluation - General Development

A library’s collection should contain a wide range of materials in a variety of formats, including electronic resources. Materials should be available in sufficient quantities to meet the needs of the community. Although volume per capita and other quantity goals are noted below, quantity should be balanced with quality-of-collection goals.

Checklist - Collections Selection, Acquisition and Evaluation – General Development

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library allocates sufficient funds to maintain the quality of its collection as measured by a percent of total operating expenditures _____15% _____ 20%	_____	_____	_____
2. * The library provides no fewer than 6000 volumes.	_____	_____	_____

N.B....Nonprint items are counted as volumes; periodicals are not.

3. The library provides at least as many quality volumes per capita as recommended below.

Achieved *In progress* *Planned*

Population	Volumes held per capita
-2,500	6
2,501 - 5,000	5
5,001 – 7,500	4.5
7,501 – 10,000	4
10,001 – 25,000	3.5
Over 25,000	3

N.B....Nonprint items are counted as volumes; periodicals are not.

4. The library maintains an acquisition rate of at least 5% per year based on the optimum recommended volumes per capita.

5. The library maintains a current reference collection.

6. Every three to five years every item in the collection is evaluated for retention, replacement or withdrawal to determine its usefulness according to the library's collection development policy.

7. The library has an up-to-date collection, 25% of which is circulating materials published in the last 5 years.

8. To maintain the quality of its collection, the library systematically withdraws materials no longer useful at the rate of at least 5% per year based on the optimum recommended volumes per capita.

9. The library staff spends time regularly studying and developing the collections using standard review sources, e.g., Public Library Catalog, Fiction Catalog, Children's Catalog and current review journals, e.g., Booklist, Library Journal, and etc.

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
10. Materials are selected in anticipation of, as well as in response to, requests from library users. The library provides a mechanism for patrons to suggest items for purchase or titles to be withdrawn.	_____	_____	_____
11. *The collection is continually updated to meet the changing needs, tastes and interests of the community.	_____	_____	_____
12. Orders for new materials are placed at regular intervals throughout the year to ensure a steady flow of new materials for the public.	_____	_____	_____
13. The library acquires materials representing a range of viewpoints in support of ALA's statement on Freedom to Read. (see appendix C.)	_____	_____	_____

Collections – Selection, Acquisition and Evaluation - Periodicals

Checklist - Collections Selection, Acquisition and Evaluation - Periodicals

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library provides sufficient periodicals either in print or electronic format to meet the recreational and informational needs of the community with a minimum of 20 print periodical titles.	_____	_____	_____
2. Most periodicals are indexed in print periodical indexes or electronic databases owned by the library.	_____	_____	_____
3. As obtaining current information from electronic sources becomes more common, hard copies of periodicals are chosen primarily for browsing rather than for reference use.	_____	_____	_____

Collections – Collection Measurements

Checklist – Collections - Collection Measurements

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library calculates the following measures annually as part of the evaluation of the collection:	_____	_____	_____
<ul style="list-style-type: none"> • Number of items in the collection • Number of items added to the collection • Number of items withdrawn from the collection • Circulation • Turnover rate • Percentage of operating expenditure for materials 			

Checklist – Collections - Formats and Equipment

The library anticipates and responds to user needs, providing information in a variety of formats.

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library provides or has access to the Internet and full-text electronic information resources including: MARVEL! Maine’s Virtual Library and local databases.	_____	_____	_____
2. The library serves as the memory of the community and collects and preserves materials on community history and works by local authors, illustrators and poets.	_____	_____	_____
3. The library keeps a file or database of community information including copies of local codes and ordinances.	_____	_____	_____
4. The library provides materials in formats appropriate to the needs of its special populations (talking books and large print books for sight impaired; a children’s collection; captioned videos; materials in other languages; and books for adult new readers, etc.).	_____	_____	_____
5. There is well maintained equipment to support the various formats in the collection.	_____	_____	_____

Collections – Cataloging

Cataloging makes it easy for the public to access a library’s holdings and provides control over resources. Cataloging can either be manual or automated, though preference should be given to automated cataloging systems, because of their efficiency, economy, and capacity to service patron populations beyond the library’s walls.

Checklist – Collections – Cataloging

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. *The library provides an up-to-date bibliographic card catalog or automated catalog arranged and indexed in the most useful form for patrons.	_____	_____	_____
2. The collection is cataloged and classified using the current version of AACR II for bibliographic control, the MARC electronic format and other recognized professional standards for classification and subject organization.	_____	_____	_____
3. The library inputs its bibliographic and holdings information into the statewide database through Maine Info Net.	_____	_____	_____

Collections – Interlibrary Loan Cooperation

No library, no matter how large, can satisfy all the information needs of its community. Through a variety of cooperative arrangements a library can reach beyond the titles in its own collection to meet patrons’ information needs. Interlibrary loan makes the world of information accessible to a library’s patrons.

Checklist – Collections - Interlibrary Loan Cooperation

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library cooperates with other local libraries to coordinate collection development and loan policies when appropriate.	_____	_____	_____
2. The library has an established interlibrary loan procedure.	_____	_____	_____

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
3. Interlibrary loan services are available to all regardless of age.	_____	_____	_____
4. The library lends as well as borrows.	_____	_____	_____
5. The library provides for its staff and patrons direct or indirect access to Maine Info Net, URSUS, SOLAR, Minerva, and other state database systems.	_____	_____	_____

Internet resources

ALA - Dealing with Challenges to Books and Other Library Materials:
<http://www.ala.org/ala/oif/challengesupport/dealing/Default1208.htm>

ALA Library Fact Sheet 15: Weeding Library Collections: A Selected Annotated Bibliography for Library Collection Evaluation
<http://www.ala.org/Template.cfm?Section=libraryfactsheet&Template=/ContentManagement/ContentDisplay.cfm&ContentID=75744>

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SERVICES

Services – Accessibility

Those responsible for delivering library services must consider issues of accessibility, information services, programming and use made of available library services. A library should provide services and materials that respond to the informational, educational, personal and cultural needs of the community it serves.

Libraries must be physically accessible and have hours of service known by its community. Libraries must offer the full range of services during public hours, as well as illustrate and enliven those services with relevant programming. To ensure the quality of those services libraries must regularly measure patron usage of its various services.

Services – Accessibility - Hours of Service

Checklist – Accessibility - Hours of Service

Achieved In progress Planned

1. * The library is open a minimum of 15 hours a week, some of which are evenings and/or weekend hours.

The following hours are recommended:

Under 1000	15 hours
1000-2,500	20 hours
2,501 – 5,000	25 hours
5,001-7,500	35 hours
7501 – 10,000	45 hours
10,000 – 25000	50 hours
Over 25,000	60 hours

2. The library’s regularly scheduled hours include morning, afternoon, evening and weekend hours based on a schedule that is convenient for both actual and potential users.

3. In towns and cities with more than one public library, libraries may coordinate their open hours to provide extended service to the community. Such libraries may consider their total cooperative service hours when meeting the number of recommended hours.

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
4. *Library hours are posted and publicized in the community.	_____	_____	_____
5. All library services are offered to all individuals during open hours.	_____	_____	_____

Services – Accessibility - Circulation

Checklist – Accessibility – Circulation

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library’s circulation policies should encourage the lending of library materials, except for those items judged to be irreplaceable or needed in the reference collection for basic informational services.	_____	_____	_____
2. Materials not immediately available may be reserved for patrons.	_____	_____	_____
3. *The library’s circulation practices and policies protect patron confidentiality.	_____	_____	_____
4. The library does not place any age restrictions on the in-house use or checkout of library materials by adults or children.	_____	_____	_____

Services – Accessibility – Physical Access

Checklist – Accessibility – Physical Access

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library is physically accessible to all people.	_____	_____	_____
2. The library has a written policy concerning the use of library facilities and display areas by community groups.	_____	_____	_____
3. *The library has a telephone and the number is listed in the telephone directory.	_____	_____	_____
4. There is a recorded message of the library’s open hours. Patrons can renew materials by telephone.	_____	_____	_____

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
5. The library provides a floor plan or directory and adequate signage to aid users in the location of materials.	_____	_____	_____
6. The library ensures communication with persons with disabilities by providing adaptive equipment and software. Materials are available in alternative service delivery.	_____	_____	_____
7. The library provides access for people with hearing disabilities (e.g. TTY/TDY and etc.)	_____	_____	_____
8. The library provides delivery service to home-bound patrons.	_____	_____	_____

Services - Information Services

One of the most important services the library offers is accurate and timely guidance in the use of its information resources. It should also provide access to information available through other libraries, networks and information services. All information requests, including interlibrary loans, should be responded to, or referral initiated, within one working day of the request. These services should be provided to all age groups—children, young adults and adults.

Checklist – Services – Information Services

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library provides reference and reader’s advisory services to residents of all ages in person and by telephone during all hours the library is open.	_____	_____	_____
2. The library prepares bibliographies, information access guides and user aids to inform residents of the availability of resources on a specific topic or issue.	_____	_____	_____
3. *The library cooperates with other libraries to provide interlibrary loan and other information services. This service is widely publicized in the library and in the community and available equally to all users regardless of age.	_____	_____	_____
4. The library cooperates with other agencies in the area to offer information services.	_____	_____	_____

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
5. All requests for information are answered, or a referral initiated, within one working day of receipt.	_____	_____	_____
6. The staff assists patrons with the effective use of technologies necessary to access non-print resources.	_____	_____	_____
7. The library provides reference services to patrons with disabilities in formats they can utilize.	_____	_____	_____
8. The library offers remote access to its automated public access catalog.	_____	_____	_____

Services - Information Services Measurements

Regular measurement of the actual reference activity of the library is a tool for providing the best use of the library's information resources.

Checklist – Accessibility – Information Services Measurements

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. Libraries should annually determine the number of reference transactions.	_____	_____	_____
2. Libraries should annually determine author, title and subject fill rates of reference transactions in order to support budget requests for additional materials to meet as many reference needs as possible.	_____	_____	_____
3. Libraries should annually determine the average length of time needed to acquire documents not owned by the library.	_____	_____	_____

Services - Programming

Programs, whether sponsored by the library or in cooperation with other community organizations, should illustrate and enliven library resources and services and provide a public forum for the exchange of ideas. Programming efforts should be directed to patrons of all ages—children, young adults and adults—and take into consideration the diversity of the community. Outreach efforts may direct that some programs be held off-site. Programs should be held in physically accessible areas.

Checklist - Services - Programming

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. Public programs are offered in physically accessible locations for children, young adults and adults.	_____	_____	_____
2. The library sets objectives for its programming activities and uses those objectives to evaluate the programs it offers, considering all of the following factors:	_____	_____	_____
<ul style="list-style-type: none"> • Community demographics • Availability of programming from other social, cultural and recreational organizations in the community • Local interest 			
3. The library widely publicizes programs and services through newspapers, radio, television, Web pages, television and community agencies and organizations.	_____	_____	_____

Services - Usage

The usage made of the library by the community it serves is an indication of how effectively the library provides library services. This usage is reported to the Maine State Library through the Annual Report.

Checklist - Services – Usage

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. *The library annually calculates at least the following performance measures:			
<ul style="list-style-type: none"> • Circulation • Library visits • Registration as a percentage of population served • Program attendance • Public workstation usage 	_____	_____	_____

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PERSONNEL

The library’s staff is its most valuable resource and should account for the largest portion of the library’s budget. Library staff is key to providing quality library service. Changes in library services and programs have increased the need for continuing education among library staff, volunteers, trustees and Friends. As a result of rapid advances in technology and increased expectations of today’s library users, library personnel need to participate in strategic planning efforts and to continually upgrade their skills.

Personnel – Qualifications

As in other professions, librarians have recognized that one means of achieving quality is through approved educational programs.

The standard for professional library education is the Master of Library Science (M.L.S or MLIS), a graduate degree in library and information science offered at colleges and universities throughout the United States. The accrediting body for these degree programs is the American Library Association (ALA) which accredits library schools, not individual librarians.

Checklist - Personnel – Qualifications

1. * The library director meets the following criteria:

Achieved In progress Planned

Library directors hired prior to 2001 are grandfathered.

**POPULATION
SERVED**

DEGREE

Under 5,000

**BA or BS in
related field**

5,000 or over

M.L.S. or MLIS

2. The library director is able to assess needs, set objectives, evaluate and measure the effectiveness of public library programs; select materials, provide guidance in the use of all library resources; work within the political and social structures of the community; communicate and work effectively with board members and staff; make use of current and emerging technologies for information and communication and continually improve their skills and attain new competencies.

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
3. The library's governing body employs competent, well-trained and adequately compensated (see guidelines in this section) personnel who will ensure technical competence and dynamic leadership.	_____	_____	_____
4. The library is staffed by people who are dedicated to service and motivated by a desire to help people regardless of age, race, sex, physical disability, sexual orientation, marital status, national origin, political opinion or religious belief. Library staff is eager to give fast, efficient and high-quality service to the community in a friendly manner.	_____	_____	_____
5. Library staff helps promote a positive image of the library and publicize its services to the community and to library patrons.	_____	_____	_____
6. Library staff is aware of all library policies and service objectives.	_____	_____	_____

Personnel – Staffing

Checklist - Personnel – Staffing

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. *The library, no matter how small, has a permanent, paid staff person who is responsible for the administration of library services.	_____	_____	_____
2. The library provides at least as many staff (excluding maintenance personnel) in Full Time Equivalents (FTE) per 1,000 population as recommended below.	_____	_____	_____

FTE is defined as a 40 hour work week.

Population	FTE (Per 1,000 population) (Full Time Equivalent excludes maintenance personnel)
------------	--

Under 25,000	.6 (But no fewer than .6 FTE total)
--------------	--

25,000 or over	.5
(Example: A library in a town of 5,000 requires 6 x .5 = 3 FTE]	

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
3. Libraries with specialized collections and/or services such as system resource libraries or libraries serving populations with unique needs may require additional staff.	_____	_____	_____
4. *For safety/security reasons, the library has at least two persons, (one may be a volunteer), scheduled at all times the library is open.	_____	_____	_____
5. The library has additional staff or contract services required for the security and maintenance of the library facilities.	_____	_____	_____
6. At least one computer technician is on call at all times the library is open (this includes MSLN circuit riders).	_____	_____	_____
7. A member of the paid staff serves as volunteer coordinator to organize, implement, and evaluate the volunteer program. The program includes volunteer acknowledgement, evaluations, training, and supervision.	_____	_____	_____

Personnel—Employment Policies

Checklist - Personnel – Employment Policies

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. At least 1% of the personnel budget is allocated to in-service training and continuing education.	_____	_____	_____
2. *The library has a written personnel policy which is reviewed annually and is in compliance with local, state and federal employment laws. (see appendix G).	_____	_____	_____
3. Salary schedules provide for regular increases at least equal to the consumer price index or follows the salary policies of municipal staff. Provisions are provided for merit increases for superior performance and continuing education recognition.	_____	_____	_____

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
4. The library director serves as the principal channel of communication between staff and the library governing body.	_____	_____	_____
5. The library offers health and retirement benefits to eligible employees.	_____	_____	_____
6. The library has job descriptions for each position, outlining duties and responsibilities, required education, experience, abilities, and reporting structure.	_____	_____	_____
7. Job descriptions are reviewed and revised as necessary on an annual basis.	_____	_____	_____
8. Copies of personnel policies and practices are made available to all staff members.	_____	_____	_____
9. A written evaluation of each employee's performance is completed at least once each year. Evaluation criteria are based on the job description and reflect the extent to which an individual has achieved written performance standards, goals and objectives. Evaluations are conducted more frequently during probationary periods. (A sample evaluation form is available in the appendices. See appendix G).	_____	_____	_____
10. The library supports the Americans with Disabilities Act in all employment policies and practices including hiring and staff development.	_____	_____	_____
11. Qualified volunteers in a planned program supplement, but do not substitute for, paid staff.	_____	_____	_____

Personnel - Salaries

The Maine Library Association supports and works for the achievement of equal salaries and opportunities for employment and promotion for men and women. The Association fully supports the concept of pay equity that aims to bring levels of pay for female-oriented occupations equal to those of male-oriented occupations; MLA therefore supports all legal and legislative efforts to achieve wages for library workers commensurate with wages in other occupations with similar qualifications, training, and responsibilities.

Salaries should be competitive and sufficient to attract and hold qualified personnel at all levels. Salaries for each personnel category should offer a range of promotional steps sufficient to permit advancement within the job classification. The top salary in any category should overlap the beginning salary in the next higher category, in order to give recognition to the value of experience and knowledge gained on the job.

Checklist - Personnel – Salaries

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. *All Library employees are paid at least minimum wage. See minimum salary guidelines on the next page for more information.	_____	_____	_____
2. Salaries account for at least 60% of the library’s operating budget.	_____	_____	_____
3. Salary schedules provide for regular salary increases.	_____	_____	_____
4. Library staff members have salaries, hours and benefits at least comparable with other community positions requiring similar educational preparation and job assignments such as public school systems or town offices. See minimum salary guidelines on the next page for more information.	_____	_____	_____
5. Salary ranges are included in advertisements for open positions.	_____	_____	_____
6. The library meets Minimum Salary Guidelines as indicated on the next page.	_____	_____	_____

Minimum Salary Guidelines 2008

Public Library employment environments in Maine vary widely, from very small one-employee libraries to much larger organizations with many departments. While some public libraries are departments of their municipalities, others operate much like a small business under non-profit, tax-exempt designations. Some Maine library workers have collective bargaining arrangements, while others are more individually exposed to a sometimes unappreciative labor market, hence the need for salary guidelines. In such a varied professional landscape, quantifying minimum salary guidelines presents numerous challenges.

The Maine Library Association fully supports the concept of equal pay for equal work. As public libraries are A) a traditionally female profession and B) sometimes a low funding priority in their communities, the following library positions are compared with entry-level salaries for reasonable equivalents in local school systems. School salaries suggested below are as reported by the Maine School Management Association and should be considered carefully in comparison with existing library salary schedules. Adjustment for local factors in the school system is strongly suggested.

Livable Wage in Maine: According to the most recent estimates available from the Maine Center for Economic Policy, in 2006 the state-wide average livable wage for a family of four people with one wage earner was \$16.47/hour or \$34,257/year. A livable wage for a household with 2 children and 2 wage earners was \$12.46/hour(x2), or \$51,844. According to MCEP, in 2006 a single person with no dependents should have earned \$10.20/hour as a livable wage.

Library governing bodies must also strive to offer equitable benefits packages. Comparison with the local school system is also strongly suggested.

MLA State-wide minimum salary guidelines are as follows:

Position (required degree)	Compared with	Hourly entry level recommended wage	Annual entry level recommended wage
Library page	--	Minimum wage	
Clerk	--	\$10.30	\$21,424
Technician (High School diploma)	<i>Ed Tech I</i>	\$10.84	\$22,547
Technician (Associates degree)	<i>Ed Tech II</i>	\$12.01	\$24,980
Librarian (Bachelor's)	<i>Teacher with Bachelor's</i>	\$13.98	\$29,078
Librarian (MLS or equivalent)	<i>Teacher with Master's</i>	\$15.15	\$31,512
Department Head (MLS or equivalent)	<i>Assistant Principal</i>	\$16.51	\$34,340
Library Director	<i>HS Principal</i>	\$21.46	\$44,636

Staff Development

Staff should participate in professional organizations at the local, state, regional and national level. Staff development should include planned educational activities as well as day-to-day communications between supervisors and staff and among staff members themselves. It is the library director's responsibility to ensure that staff development opportunities are made available to staff on a regular basis.

Checklist - Personnel – Staff Development

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. There is a planned orientation program for all new employees.	_____	_____	_____
2. Staff members are encouraged and allowed paid time off to attend workshops, professional meetings, and other continuing education activities both in and out of state at a minimum of three days annually. Staff members are encouraged to visit other libraries, to compare procedures with colleagues or to attend work exchanges (where an employee is paid by their employer to work temporarily at another library to gain practical experience).	_____	_____	_____
3. *Funding for training/travel is an established regularly budgeted item in the library's operating budget.	_____	_____	_____
4. In-house staff development opportunities are offered on a regular basis.	_____	_____	_____
5. The library pays dues for staff members to join professional associations.	_____	_____	_____
6. The library purchases professional library materials such as Booklist, Library Journal, Kirkus Reviews, Horn Book, VOYA and Publisher's Weekly for use by library staff, volunteers and trustees.	_____	_____	_____
7. Staff receives regular training in customer service.	_____	_____	_____

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ELECTRONIC INFORMATION TECHNOLOGY

Libraries are vital links to resources on the global information network, providing convenient public access to information without regard to geographic location or socioeconomic status. With the advent of the Maine School and Library Network (MSLN) in 1995 (see <http://www.msln.maine.edu>) Maine libraries were able to move en masse into the technology age. The MSLN was developed in response to the recognition that access to electronic information through advanced telecommunications technologies has become a fundamental requirement of informed citizenship, and that libraries and schools are the most effective institutions through which to make such access available. Even with the increase in home access, there remains a large population with no electronic information access other than through a library, and an even larger group that could benefit from the informed assistance in using electronic resources that is available in a library.

Because of MSLN, Maine libraries can provide essential electronic resources to Maine residents. Over 95 % of Maine libraries are connected to this network which offers free Internet access and e-mail capacity, to each participating library or school. The Maine Educational Technology Access Fund (METAF), commonly referred to as the state e-rate, took effect in July 2001. Along with federal e-rate funds, the MTEAF funds the Maine School and Library Network. Maine Info Net, a project to create new information services and servers, was approved at bond referendum in June 1996. As Info NET use has increased throughout Maine libraries with the use of Minerva and Solar, electronic card catalogs are becoming the nerve center of the modern library. Consortia like Minerva are becoming essential in expanding patron services such as ILL.

Along with the opportunities for new and improved services, electronic information technologies offer challenges as well. The following is a partial list of new responsibilities faced by libraries:

- Learning the language and uses of electronic information and communications technology;
- Developing technology plans;
- Converting card catalogs and circulation systems to electronic format;
- Proficient use of computers generally, and of specific software packages;
- Evaluation and implementation of new hardware, software and networks in the library;
- Evaluation and selection of free-based electronic information resources available at no cost on the Internet, and those that are fee-based;
- Obtaining professional development to acquire computer skills including the requisite skills of selecting and accessing appropriate information electronically;
- Providing computer training for patrons;
- Identifying and effectively utilizing the specialized technical support needed for computer equipment and networks.

Once these challenges are accepted, the smallest library in the most geographically remote section of Maine can deliver many of the same powerful electronic information resources and communication tools as the largest libraries in the country. The Maine State Library and the University of Maine System purchase state-wide database licenses and offer these to all schools, libraries, businesses, and homes in Maine that are connected to the Internet. Under the name “MARVEL!” these databases provide 1000’s of newspaper and magazine articles as well as reference materials.

It is the hope of the Standards Revision Committee that future updates will place electronic information technology standards in the areas to which they directly relate, rather than placing them in a separate section of the standards document. We recognize that electronic information technology in and of itself is not a goal. In looking at administration, collections, programs, access to resources and all other facets of a public library’s work, the following must constantly be asked: How does adding such technology fit the mission of the library?

Checklist – Accessibility

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|--|-----------------|--------------------|----------------|
| 1. The library supports training for all patrons in the use of electronic resources, including training for persons with disabilities in the use of adaptive equipment and software. | _____ | _____ | _____ |
| 2. The library provides assistive hardware and software technology to ensure equal access to online resources for specialized populations including those with disabilities. | _____ | _____ | _____ |

Checklist – Budget

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|--|-----------------|--------------------|----------------|
| 1. The library establishes and meets a service target for materials and electronic resources expenditure per capita. Regardless of population served, total expenditures for materials including electronic resources are no less than 15-20% of operating budget. | _____ | _____ | _____ |

Checklist – Public Access Catalog

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|---|-----------------|--------------------|----------------|
| 1. Libraries that are not automated are working toward getting records of their collections into machine-readable format (full MARC) and entered into Maine Info Net’s Solar. | _____ | _____ | _____ |

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
2. The Library provides an online catalog (based on machine-readable format using the MARC standard) either as a stand-alone system or as part of a shared system that indicates holdings, location and availability of materials.	_____	_____	_____
3. All bibliographic and holdings information and retrospective conversion records are based on high quality bibliographic data sources.	_____	_____	_____
4. The catalog is available via the Internet with the use of a web browser and is accessible 24 hours per day, seven days per week via a web page.	_____	_____	_____

Checklist – Electronic Databases

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library provides and promotes public online access to MARVEL! databases and other resources.	_____	_____	_____
2. The library staff assists patrons in selecting and using online services.	_____	_____	_____
3. The library provides downloading of information from online databases both on-site and to remote locations.	_____	_____	_____

Checklist – Equipment

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library's network connection where applicable (including WiFi) supports simultaneous use by multiple library workstations.	_____	_____	_____
2. * The library has at least one public access computer workstation connected to the Internet through the MSLN or other Internet service provider and available for public use during all the hours the library is open. This public access computer is connected to a good quality printer.	_____	_____	_____
3. The Internet-connected, public access computer workstation is connected at minimum through a T-1 or DSL 3.0 or 7.0 service link.	_____	_____	_____

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
4. The library provides a sufficient number of workstations to accommodate patron demand with minimal wait times.	_____	_____	_____
5. Both the general public and library staff can simultaneously make connections to remote resources.	_____	_____	_____
6. Staff can connect to the Internet and other electronic resources without interrupting public Internet access.	_____	_____	_____
7. The library has a dedicated connection to the Internet that is available to multiple library workstations.	_____	_____	_____
8. The library has the following equipment:			
• Digital projector			
• Telephone	_____	_____	_____
• Facsimile machine			
• Equipment to inform callers of library hours when the library is closed (e.g. voice mail or web site)			

E-rate (federal)

E-rate is an outgrowth of the 1996 Telecommunications Act, which deregulated parts of the telecommunications industry. In the Act, Congress authorized the FCC to establish a program to provide subsidies to telecommunications carriers serving schools and libraries. The e-rate subsidy allows schools and libraries to receive discounts of 20-90% of the costs of telecommunications services. The subsidies appear as a discount on the carriers' bills to the schools and libraries. For e-rate information see <http://www.maine.gov/msl/erate/index.shtml> or contact the e-rate consultants at the Maine State Library.

Checklist – E-Rate

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library takes advantage of the Federal e-rate to deliver the most comprehensive and effective telecommunications capabilities possible to library users and library staff.	_____	_____	_____

Checklist -- Facilities

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. Any construction projects employ the services of a technology consultant or technology knowledgeable person.	_____	_____	_____
2. A suitably located and wired telecommunications room/closet is provided to manage incoming cabling and house routers, hubs, and other telecommunications equipment for the distribution of electronic communication throughout the library.	_____	_____	_____
3. Sufficient space is provided to accommodate the multiplicity of public electronic workstations and associated services (e.g. laptops). Computer workstations require 50 sq. feet each.	_____	_____	_____
4. High-quality video and audio connections are provided for distance learning and video conferencing using ATM or new Internet protocols.	_____	_____	_____
5. The library collaborates with educational institutions in support of distance learning.	_____	_____	_____

Checklist – Technology – Info Net

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. The library participates in the Maine Info Net project at a level appropriate to its needs and capacities.	_____	_____	_____
2. If the library has electronic records for items in its collection, the library contributes those records to the Maine Info Net statewide library catalog, and contributes updates at least four times per year, or utilizes other methods of updating holdings information.	_____	_____	_____

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|---|-----------------|--------------------|----------------|
| 3. The library utilizes the electronic requesting capability of Maine Info Net to improve interlibrary loan service, in accordance with statewide ILL policies. | _____ | _____ | _____ |
| 4. The library provides and promotes public access to the Maine InfoNET statewide database from within the library. | _____ | _____ | _____ |

Checklist – Acceptable Use Policy

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|--|-----------------|--------------------|----------------|
| 1. * The library has a written acceptable use policy that addresses access by minors. | _____ | _____ | _____ |

Checklist – MSLN

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|---|-----------------|--------------------|----------------|
| 1. The library takes full advantage of MSLN services and resources in providing high quality electronic information access services to the library’s patrons. | _____ | _____ | _____ |

Checklist – Staff

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|---|-----------------|--------------------|----------------|
| 1. * At least one library staff member subscribes to a statewide listserv, MELIBS-L and/or MEINFO-L and other professional listservs. | _____ | _____ | _____ |
| 2. A staff member is trained to troubleshoot network and equipment problems and communicate with computer support technicians. | _____ | _____ | _____ |
| 3. A staff member periodically evaluates costs and benefits of implementation of high-quality video and audio connections for distance learning and video conferencing using ATM or new Internet protocols. | _____ | _____ | _____ |

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
4. The library collections and reports statistics related to the availability and use of electronic resources.	_____	_____	_____
5. A trained staff member or consultant is available to assist in hardware installation and maintenance.	_____	_____	_____
6. MSLN circuit riders are called upon when appropriate. (see http://circrider.msln.net/).	_____	_____	_____

Checklist -- Technology Plans

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. * The library has a technology plan that is reviewed annually and submitted to the Maine State Library as required by federal e-rate rules or other state/national regulations.	_____	_____	_____

Checklist -- Websites

	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
1. An up-to-date, accessible web page is maintained by the library or in conjunction with another entity (e.g. town) that includes library hours, phone numbers, services, and other basic information.	_____	_____	_____
2. The library provides web pages with organized web links pointing to useful and reliable local, regional, state, national and international Internet resources.	_____	_____	_____
3. The library contributes to a database of community information that includes basic information on local government entities, local organizations, other area libraries, museums, historical societies, public service agencies, and educational institutions.	_____	_____	_____

Achieved In progress Planned

4. The library contributes content and/or linkages to networked electronic information sources in the community (e.g. bulletin Boards, community web sites).

5. The library encourages electronic links to the library from networked information sources in the community.

GLOSSARY OF TECHNICAL TERMS

Acceptable Use Policy:

An AUP (Acceptable Use Policy) contains guidelines for the appropriate use of computer networks. These guidelines state the terms and conditions of Internet use including rules of online behavior and access privileges.

Bandwidth: The rate at which data is transmitted based on the capacity of the line.

56 k line can carry 56 kilobits per sec.

T-1 line can carry 1.54 megabits per second

DS3 (or T-3) has the capacity of 45 megabits per second

OC3 line has the capacity to 155 megabits per second

DSL 3.0

DSL 7.0

Computer workstation: An area with equipment for the performance of a specialized task usually by a single individual. A computer workstation includes, as a minimum, a keyboard, a monitor, and a mouse. It may or may not be connected to a network or various hard, floppy or CD-ROM drives.

Coaxial cable: A kind of cable with a solid central conductor surrounded by insulator, in turn surrounded by a cylindrical shield woven from the fine wires. It is used to carry high frequency signals such as video or radio and transmits a digital signal at rates between T1 and dial up.

Dial up: An Internet connection over a standard telephone line that transmits data at 56 thousand bits per second.

DSL (Digital Subscriber Line): This service allows high speed data communication over the existing telephone lines. It transmits a digital signal at rates between T-3 and dial up. (Upload and download speeds are different).

Integrated Library Automation System: – ILAS is a computer system designed around a database of machine readable bibliographic records for all types of library material. The system operates through integrated data processing functions and the data serves multiple functions and multiple uses for the public and the staff. These functions may include acquisitions, cataloging, serials control, circulation and public access catalogs.

MINERVA: Minerva is a consortium of more than 85 Maine libraries, including public, academic, school, and special libraries. Creating a statewide "library without walls" that eliminates geographic and socio-economic barriers, Minerva provides access to more than six million library items. Minerva improves library services for participating libraries and their patrons through automation and collaborative projects.

Minerva was originally an initiative of the Maine Info Net Project, approved by Maine voters in the June 1996 bond referendum, to support improved library cooperation for the benefit of Maine citizens. Minerva is a key participant in the Maine Info Net Statewide Catalog, which includes the Maine State Library, University of Maine libraries, Portland Public Library, Bangor Public Library, the SOLAR libraries, and Bates, Bowdoin, and Colby Colleges.

MTEAF:

35-A M.R.S.A. § 7104-B, directed the Public Utilities Commission to establish a Telecommunications Education Access Fund (MTEAF). The MTEAF would be used to continue the work begun by the MSLN funding. The MTEAF would be funded by 0.5% of telephone carriers' intrastate revenues. The Commission would determine the level of the assessment. All eligible sites would apply for Federal E-Rate discounts.

OPAC: On-line Public Access Catalog

SOLAR: SOLAR enables libraries to make their holdings visible online and participate in online requesting and lending through the Maine Info Net Statewide Catalog. By submitting one's holdings electronically to SOLAR any Maine library may become an active participant in the statewide database of Maine library collections.

T-1 line: This is a digital carrier facility used to transmit a digital signal at 1.5 million bits per second. (Has identical upload and download speeds)

T3 line: A digital carrier facility used to transmit a digital signal at 45 million bits per second. (Has identical upload and download speeds)

WEB ADRESSES

American Library Association <http://www.ala.org>

E-rate <http://www.state.me.us/msl/erate.htm>

Maine Memo <http://mainelibraries.org/mainememo2.html>

Maine State Library <http://www.maine.gov/msl/>

Maine Library Association (MLA) <http://mainelibraires.org>

Maine Association of School Libraries (MASL) <http://www.MASLibraries.org>

MARKETING / ADVOCACY

Marketing, or the process of tailoring specific products or services to meet customer needs and wants, has long been important to business. It is increasingly important to public services providers in a world of both more competition for financial support and greater expectations on the part of service receivers.

Classical marketing can be broken down into five elements:

1. **Research.** The basic component of marketing is market research, or the process of collecting information about the needs and wants of actual and potential customers.
2. **Products and Services.** Library products include the mix of materials in the collections, services such as reference and reader's advisory and the programs offered both in house and through outreach.
3. **Price.** The cost of services is not usually a talking point in libraries, but price is a factor in such practices as overdue fines, charges for photocopies, interlibrary loan services and indirect cost to the user (government funding.) Today's libraries are also beginning to consider fee-based services – e.g. databases searching or specialized services to specific customers.
4. **Place.** In a library setting, place considerations include location of library facilities, as well as the method of delivery of materials such as deposit collections, materials by mail, or answering reference queries by fax or email.
5. **Promotion.** Libraries promote themselves by communicating with customers to encourage them to use the library's products and services.

A library marketing program should be guided by the following considerations:

- Determination of the library's strengths and limitations.
- Identification of the wants and needs of actual and potential library users.
- Finding of matches between library strengths and actual and /or potential usage.
- Selection of a role or roles that match library strengths with community needs and wants.

Checklist – Marketing/Advocacy

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|---|-----------------|--------------------|----------------|
| 1. There is a written marketing policy that reflects the library's goals, objectives and defined roles. | _____ | _____ | _____ |
| 2. The annual budget allocates funds for the marketing program. | _____ | _____ | _____ |

Marketing/Advocacy – Market Research

Checklist – Marketing/Advocacy – Market Research

- | | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
|--|-----------------|--------------------|----------------|
| 1. The library annually collects data on its performance and uses other measures needed to make management decisions. | _____ | _____ | _____ |
| 2. The library conducts a community survey every five years to determine local awareness of, and support for, the library's roles. The survey is designed to measure the community's knowledge of library services and identify community information needs and wants. Demographic analysis and community input is included in the survey. | _____ | _____ | _____ |
| 3. The library uses a planning tool such as the <i>New PLA Planning for Results : A Public Library Transformation Process</i> to assess the ability of the library to meet the needs of its potential and actual patron population. | _____ | _____ | _____ |
| 4. The library develops a marketing plan using the research from the community assessment. | _____ | _____ | _____ |

Marketing/Advocacy – Products and Services

Products and services, as elements of marketing are addressed in the Collections and Services Chapters of this document.

Marketing/Advocacy – Price

Libraries need to periodically evaluate the prices they charge for services. The evaluation includes determining the actual cost of providing the services and the potential of charging user fees to underwrite the cost of providing services.

Checklist – Marketing/Advocacy—Price

- | | | | |
|--|-----------------|--------------------|----------------|
| 1. An annual evaluation of fines and fees is conducted to determine if they should be raised, lowered or discontinued. | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
| | _____ | _____ | _____ |

Marketing/Advocacy – Place

The place component of a library’s marketing program includes where and how the library’s materials and services are distributed. Place includes considerations such as the best location of library facilities, layout of the library facility’s interior and alternative delivery modes such as items by mail, as well as response to patrons by email and fax.

Checklist – Marketing/Advocacy—Place

- | | | | |
|--|-----------------|--------------------|----------------|
| 1. The library is located on a well-traveled street accessible by car and public transportation. | <i>Achieved</i> | <i>In progress</i> | <i>Planned</i> |
| | _____ | _____ | _____ |
| 2. *The library has an exterior sign which clearly identifies it as a library. | | | |
| | _____ | _____ | _____ |
| 3. Materials are displayed in an attractive and inviting manner. Face-out shelving is used where practical. | | | |
| | _____ | _____ | _____ |
| 4. Frequent, attractive displays feature various library services and resources. | | | |
| | _____ | _____ | _____ |
| 5. The library has a well-designed signage system which identifies different sections of the building and clearly labels the collection. | | | |
| | _____ | _____ | _____ |
| 6. In determining services, the library actively considers alternatives to walk-in services, such as reference transactions by phone/email/fax, deposit collections, homebound delivery, remote access, and etc. | | | |
| | _____ | _____ | _____ |

7. ***The building is clean, safe, uncluttered and easy to use. The library staff and library board conduct and annual walkthrough of the library facility to assess the image the library projects. (see appendix H)**

Achieved In progress Planned

Marketing/Advocacy – Promotion/Public Relations

A public relations program is a chance to tell the community of the library’s ability to meet local needs through materials, services and programs. The purpose of public relations is to have the community use the library.

It is important to remember that everyone in the library contributes to the success of the public relations program. The work of the maintenance staff directly affects the customer’s first impression of the library. The work of the technical services staff sends a message to the customers about the ease of finding materials. The work of the public services staff affects the environment and creates the relationships with patrons that encourage frequent usage.

Checklist – Marketing/Advocacy—Promotion/Public Relations

1. All new library staff members receive an orientation on how job performance and behavior contribute to good public relations.

Achieved In progress Planned

2. The library staff and library trustees speak to community groups about library services.

3. The library staff keeps the community informed of noteworthy events through the news media.

4. The library staff makes a special effort to extend library services to municipal officials, local businesses and other identifiable segments of the community.

5. ***The library distributes a brochure describing the library’s facilities, resources, services hours and rules.**

6. The library staff maintains a mailing list of community leaders, interest groups and agencies. These contacts regularly receive promotional and informational materials.	<i>Achieved</i>	<i>In progress</i>	<i>Planned</i>
	_____	_____	_____

7. In addition to the media, direct mail, library brochures and Friends of the Library groups, the following methods of communication with the community about library resources, services and programs are used:			
	_____	_____	_____

- Annual report,
- Bibliographies,
- Bookmarks,
- Displays,
- Newsletter,
- Participation in the community,
- Posters/flyers for events, and
- Webpage.

8. The library ensures the professional quality of all printed materials and graphics.			
	_____	_____	_____

9. *The public’s interests come first when evaluating and developing library policies and procedures.			
	_____	_____	_____

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Marketing Library Services Newsletter:

<http://www.infoday.com/mls/default.shtml>

PLA Advocacy Issues:

www.ala.org/ala/pla/plaissues/issuesadvocacy.htm

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Minimum Public Library Standards Achieving Quality Library Service in Maine

Governance and Administration

The governing authority hires the library director and delegates to the library director full professional responsibility for administering and managing the library, its policies, personnel and finances, as well as the selection of materials.

The library board meets at least four times a year.

The library board adopts ALA's *Library Bill of Rights*, the *Freedom to Read Statement*, the *Freedom to View Statement* and *Access to Electronic Resources*. (see appendices B, C, D and E.)

The library board ensures that library statistics and financial records are kept, and that both statistics and financial records are incorporated into a written annual report made to the community.

The library board has adopted written by-laws which outline the board's purpose, set the frequency of meetings, define the number of board members, specify the procedures for the appointment of committees, specify operational procedures and address conflict of interest issues.

Using a formal planning process, the library board works with the library director in developing a written strategic plan that includes time frames and is reviewed and updated annually.

The library is a member of the Maine Regional Library System.

The library director is responsible for completing and submitting an Annual Report to the Maine State Library in a format acceptable to the Maine State Library.

The library director manages the library on a daily basis. The library director plans, organizes and directs a program of library services that serve all people in the community.

The library director measures and evaluates the effectiveness of library services in relation to the changing needs of the community.

Physical Facilities

The library director periodically prepares a written review of the library's space needs based on community study findings and changes in use of space, services, size of collection, types of materials and staffing levels.

The public library building complies with building, fire, safety, sanitation and other applicable federal, state and local codes and legal requirements.

There is a budget allocation and program for the maintenance of the building and grounds.

There is a written strategic plan for addressing the capital maintenance needs of the building and for securing funds for that maintenance.

The exterior of the library is well lit. Appropriate and highly visible signs identify the library and include hours of service.

Professional quality signage identifies service areas and the library's collections; e.g., Reference, Children's Room, Large Print Books.

There is at least one well maintained public restroom

Written emergency plans have been developed in accordance with appropriate codes; evacuation routes, fire exits and fire extinguishers are clearly marked.

The library has a specific area for children's services.

Collections

The library has a written policy for the selection and de-selection of library materials and for general collection development. This written selection policy endorses the Library Bill of Rights, the Free Access to Libraries for Minors Statement, the Freedom to Read Statement, and the Freedom to View Statement. (see appendices B, C, D and E.)

The materials selection policy includes a procedure for handling complaints, questions and comments about materials along with a procedure for responding to these concerns.

The library provides no fewer than 6000 volumes.

NB Non-print items are counted as volumes; periodicals are not.

The collection is continually updated to meet the changing needs, tastes and interests of the community.

The library provides an up-to-date bibliographic card catalog or automated catalog arranged and indexed in the most useful form for patrons.

Services

The library is open a minimum of 15 hours a week, some of which are evenings and/or weekend hours.

Library hours are posted and publicized in the community.

The library's circulation practices and policies protect patron confidentiality.

The library has a telephone and the number is listed in the telephone directory.

The library cooperates with other libraries to provide interlibrary loan and other information services. This service is widely publicized in the library and in the community and available equally to all users regardless of age.

The library annually calculates at least the following performance measures:

- Circulation
- Library visits
- Registration as a percentage of population served
- Program attendance
- Public workstation usage

Personnel

Library directors meet the following criteria.

(This minimum standard applies to Library Directors hired after 2000.)

POPULATION SERVED	DEGREE
Under 5,000	B.A. or B.S in related field
5,000 or over	M.L.S. or MLIS

The library, no matter how small, has a permanent, paid staff person who is responsible for the administration of library services.

For safety/security reasons, the library has at least two persons (one may be a volunteer) scheduled at all times the library is open.

The library has a written personnel policy which is reviewed annually and is in compliance with local, state and federal employment laws. (see appendix G.)

All library employees are paid at least minimum wage.

Funding for training/travel is an established regularly budgeted item in the library's operating budget.

Electronic Information Technology

The library has at least one public access computer workstation connected to the Internet through the MSLN or other Internet service provider. This public access computer is connected to a good quality printer.

The library has a written acceptable use policy that addresses access by minors.

At least one library staff member subscribes to a statewide listserv, MELIBS-L and/or MEINFO-L and other professional listservs.

The library has a technology plan that is reviewed annually and submitted to the Maine State Library as required by federal e-rate rules or other state/national regulations.

Marketing / Advocacy

The library has an exterior sign which clearly identifies the building as a library.

The building is clean, safe, uncluttered and easy to use. The library staff and library board conduct an annual walkthrough of library facilities to assess the image the library projects. (see appendix H.)

The library distributes a brochure describing the library's facilities, resources, services, hours and rules.

Appendix A

Role of the Trustee vs. The Role of the Library Director

The distinction should be clear that the role of the Trustees is to make policy and the role of the Director is to implement policy. The roles of each are further outlined below.

The Trustee's Role

1. Writes, reviews, and approves the bylaws of the library and the library board of trustees.
2. Writes, reviews, and approves policies for operating the library.
3. Hires, evaluates, disciplines, or dismisses the library director.
4. Defines personnel policies including job descriptions, salary structures, grievance procedures, and benefits.
5. Ensures that the library receives its fair share of available resources from its funding authority.
6. Conducts fund-raising activities beyond the public support from tax revenue.
7. Sets and approves along with the library director the annual budget.
8. Manages library funds and evaluates and reviews investments at least on a semi-annual basis.
9. Works with the library director to establish long-range plans for services and operations for the library.
10. Works with the library director in developing library partnerships, cooperatives, and networks on the local, regional, state and national level.
11. Promotes the library throughout the community and develops a planned public relations program.
12. Knows local and state laws and actively supports library legislation at the state and national levels.
13. Attends regional, state, and national trustee meetings and workshops and affiliates with professional organizations.
14. Keeps on top of library standards and library trends.

The Library Director's Role

1. Plans, organizes and directs a balanced program of library services to serve all people in the community.
2. Formulates and recommends policies to the library board and acts as technical advisor to the board.
3. Hires, fires, evaluates and disciplines all staff members.
4. Supervises staff, manages personnel duties and time, and implements policy.
5. Maintains the physical facilities.
6. Prepares an annual budget for the library in consultation with the board.
7. Makes the day-to-day decisions on how the budgeted money is to be spent.
8. Recommends and administers public relations and marketing programs.
9. Represents the library and speaks before community, civic and other groups regarding the objectives and activities of the library.
10. Affiliates with state and national professional organizations and attends meetings and workshops.
11. Provides professional development opportunities for staff.
12. Prepares regular reports detailing current progress and future needs of the library.

Appendix B

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Appendix C

The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can*

demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

Appendix D

Freedom to View Statement

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

Appendix E

Access to Electronic Information, Services, and Networks

An Interpretation of the LIBRARY BILL OF RIGHTS

Introduction

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information.¹ Libraries and librarians protect and promote these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

The American Library Association expresses these basic principles of librarianship in its [Code of Ethics](#) and in the [Library Bill of Rights](#) and its Interpretations. These serve to guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to electronic information, services, and networks.

Libraries empower users by providing access to the broadest range of information. Electronic resources, including information available via the Internet, allow libraries to fulfill this responsibility better than ever before.

Issues arising from digital generation, distribution, and retrieval of information need to be approached and regularly reviewed from a context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are not swept away.

Electronic information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it. Even so, many people lack access or capability to use electronic information effectively.

In making decisions about how to offer access to electronic information, each library should consider its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users

All library system and network policies, procedures, or regulations relating to electronic information and services should be scrutinized for potential violation of user rights.

User policies should be developed according to the policies and guidelines established by the American Library Association, including Guidelines for the Development and

Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities.

Users' access should not be restricted or denied for expressing or receiving constitutionally protected speech. If access is restricted or denied for behavioral or other reasons, users should be provided due process, including, but not limited to, formal notice and a means of appeal.

Information retrieved or utilized electronically is constitutionally protected unless determined otherwise by a court of law with appropriate jurisdiction. These rights extend to minors as well as adults (Free Access to Libraries for Minors; Access to Resources and Services in the School Library Media Program; Access for Children and Young Adults to Nonprint Materials).²

Libraries should use technology to enhance, not deny, access to information. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Libraries should provide library users the training and assistance necessary to find, evaluate, and use information effectively.

Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice in accordance with Privacy: An Interpretation of the Library Bill of Rights.

Equity of Access

The Internet provides expanding opportunities for everyone to participate in the information society, but too many individuals face serious barriers to access. Libraries play a critical role in bridging information access gaps for these individuals. Libraries also ensure that the public can find content of interest and learn the necessary skills to use information successfully.

Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive their major support from public funds (50.3 Free Access to Information; 53.1.14 Economic Barriers to Information Access; 60.1.1 Minority Concerns Policy Objectives; 61.1 Library Services for the Poor Policy Objectives). All libraries should develop policies concerning access to electronic information that are consistent with ALA's policy statements, including Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights, Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities, and Resolution on Access to the Use of Libraries and Information by Individuals with Physical or Mental Impairment.

Information Resources and Access

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Determining the accuracy or authenticity of electronic information may present special problems. Some information accessed electronically may not meet a library's selection or collection development policy. It is, therefore, left to each user to determine what is appropriate. Parents and legal guardians who are concerned about their children's use of electronic resources should provide guidance to their own children.

Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user, regardless of the user's age or the content of the material. In order to preserve the cultural record and to prevent the loss of information, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically. Libraries have an obligation to provide access to government information available in electronic format.

Libraries and librarians should not deny or limit access to electronic information because of its allegedly controversial content or because of the librarian's personal beliefs or fear of confrontation. Furthermore, libraries and librarians should not deny access to electronic information solely on the grounds that it is perceived to lack value.

Publicly funded libraries have a legal obligation to provide access to constitutionally protected information. Federal, state, county, municipal, local, or library governing bodies sometimes require the use of Internet filters or other technological measures that block access to constitutionally protected information, contrary to the Library Bill of Rights (ALA Policy Manual, 53.1.17, Resolution on the Use of Filtering Software in Libraries). If a library uses a technological measure that blocks access to information, it should be set at the least restrictive level in order to minimize the blocking of constitutionally protected speech. Adults retain the right to access all constitutionally protected information and to ask for the technological measure to be disabled in a timely manner. Minors also retain the right to access constitutionally protected information and, at the minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely manner. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.³

Electronic resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to electronic resources no less than they do to the more traditional sources of information in libraries (Diversity in Collection Development).

³Martin v. Struthers, 319 U.S. 141 (1943); [Lamont v. Postmaster General](#), 381 U.S. 301 (1965); Susan Nevelow Mart, [The Right to Receive Information](#) (PDF), 95 Law Library Journal 2 (2003).

²Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969); Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853, (1982); American Amusement Machine Association v. Teri Kendrick, 244 F.3d 954 (7th Cir. 2001); cert.denied, 534 U.S. 994 (2001)

³"If some libraries do not have the capacity to unblock specific Web sites or to disable the filter or if it is shown that an adult user's election to view constitutionally protected Internet material is burdened in some other substantial way, that would be the subject for an as-applied challenge, not the facial challenge made in this case." [United States, et al. v. American Library Association](#) (PDF), 539 U.S. 194 (2003) (Justice Kennedy, concurring).

See Also: Questions and Answers on Access to Electronic Information, Services and Networks: an Interpretation of the Library Bill of Rights.

Adopted January 24, 1996, by the ALA Council; amended January 19, 2005.

Space Needs Worksheet

Design population

- a. Current population of the municipality / primary service area: _____
- b. Projected population of the municipality / primary service area: _____
- c. Estimate of nonresident service population: _____
- d. Design population (b+c) _____

Step 1: Collection space

- a. Books _____ volumes ÷ 10 _____ sq.ft.
- b. Periodical (display) _____ titles ÷ 1 _____ sq.ft.
- c. Periodical (back issues) _____ titles x 0.50 x ___ yrs. retained _____ sq.ft.
- d. Nonprint _____ items ÷ 10 _____ sq.ft.
- e. Digital resources _____ terminals x 50 _____ sq.ft.
- f. Total (a+b+c+d+e) _____ sq.ft.

Step 2: Reader seating space

- a. _____ seats x 30 _____ sq.ft.

Step 3: Staff work space

- a. _____ stations x 150 _____ sq.ft.

Step 4: Meeting room space

- a. General meeting space _____ seats x 10 (plus 100 sq.ft. for speaker) _____ sq.ft.
- b. Conference room space _____ seats x 25 _____ sq.ft.
- c. Storytime space _____ seats x 10 (plus 50 sq.ft. for speaker) _____ sq.ft.
- d. Total (a+b+c) _____ sq.ft.

Step 5: Special use space

- a. Collection space (from 1.f) _____ sq.ft.
- Reader seating space (from 2.a) _____ sq.ft.
- Staff work space (from 3.a) _____ sq.ft.
- Meeting room space (from 4.d) _____ sq.ft.
- b. SUBTOTAL 1 _____ sq.ft.

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Space Needs Worksheet (con't)

- c. Divide Subtotal 1 by 6 (for a minimum allocation), by 5 (for a _____ sq.ft moderate allocation), or by 4 (for an optimum allocation).

Step 6: Nonassignable space

- a. Subtotal 1 (from 5.b) _____ sq.ft.
- Special use space (from 5.c) _____ sq.ft.
- b. SUBTOTAL 2 _____ sq.ft.
- c. Divide Subtotal 2 by 4 (for a minimum allocation, or by 3 _____ sq.ft. for an optimum allocation)

Step 7: Putting it all together

- a. Collection space (from 1.f) _____sq.ft.
- b. Reader seating space (from 2.a) _____sq.ft.
- c. Staff work space (from 3.a) _____sq.ft.
- d. Meeting room space (from 4.d) _____sq.ft.
- e. Special use space (from 5.c) _____sq.ft.
- f. Nonassignable space (from 6.c) _____sq.ft.
- g. GROSS AREA NEEDED (a+b+c+d+e+f) _____sq.ft

Wisconsin Department of Public Instruction, Public Library Space Needs: a Planning Outline 1998, by Anders C. Dahlgren

Appendix G
Personnel – Personnel Policy Issues

Personnel policies must address the following statements:

a. Personnel procedures

Recruitment	Selection
Appointment	Performance evaluation
Promotions/demotions	Grievance procedures
Personnel records	Resignation and dismissals
Retirement	Outside employment/dual employment
Volunteer program	
Probationary period	
Discipline	

b. Salaries and position classifications

Job descriptions	Salary schedules
Organization chart	Pay periods

c. Benefits

Insurance (health, life, disability)	Retirement plan (Social Security, state,
Employee Assistance Programs	private)
Worker's Compensation	Credit Union

d. Conditions of Work

Hours	Political activity
Substance abuse calls/email	Personal telephone
Attendance	Use of library equipment
Confidential records	Harassment
Emergency closings	Drug free environment
Family at work	Smoke free environment
Personal appearance	Safety

e. Staff Development

Orientation	In-service training
Formal education opportunities	Continuing education
Professional affiliations and meetings	Travel expenses

f. Vacation and leave

Vacation	Sick leave
Personal day	Disability leave
Leave without pay	Holidays

Personal leave

Jury duty

Emergency/funeral leave
leave

Unauthorized leave

Compensatory time

Professional and education
leave

Reserve military duty

Maternity and paternity

Bereavement

Overtime

Family medical leave

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

IV. We recognize and respect intellectual property rights.

V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted by the ALA Council, June 28, 1995

Employee Performance Evaluation¹

Employee Name:

Job Title:

Period Covered:

From: **To:** **Evaluation Date:**

This is a:

Scheduled Evaluation

Unscheduled evaluation by request of employee

Unscheduled by request of supervisor

1. List Below Primary Job Responsibilities. Comment on each area of responsibility. Assign one of the five evaluation terms (Unacceptable, Marginal, Satisfactory, Commendable, Superior) to each area of responsibility.

Use of Instructions and Constructive Criticism:

Does employee readily accept and use suggestions, instructions and constructive criticism to improve performance?

PERFORMANCE EVALUATION FACTORS

1. **Knowledge of Work:** Necessary knowledge of the elements of work assignments. Demonstration: Learns, understands and retains the elements of work assignments. Remembers instructions of job task without repeated orders from supervisor.

Unacceptable () ; Marginal () ; Satisfactory () ; Commendable () ; Superior ()

¹Adapted from Stueart, Robert D & Barbara B. Moran, Library and Information Center Management, 5th ed., 1998 Libraries Unlimited

Comments and evaluation:

2. **Quantity of Work**: The progress made on tasks that result in the expected quantity of work. Demonstration: Meets the established standards for required quantity of work. Uses time effectively and efficiently.

Unacceptable (); Marginal (); Satisfactory (); Commendable (); Superior ()

Comments and evaluation:

3. **Quality of Work**: The extent to which work meets the required standards for quality. Demonstration: Organizes and checks work to meet required standards or objectives. Thoroughly and accurately accomplishes job duties. Results are consistently dependable.

Unacceptable (); Marginal (); Satisfactory (); Commendable (); Superior ()

Comments and evaluation:

4. **Adaptability**: The capacity to adapt to new situations. Demonstration: Readily copes and adapts to changes in routines, work load, work assignments and new situations.

Unacceptable (); Marginal (); Satisfactory (); Commendable (); Superior ()

Comments and evaluation:

5. **Initiative**: The capacity to undertake and perform job duties independently but with appropriate and responsible usage of supervisory support. Demonstration: is a self-starter but also seeks supervisory assistance and guidance when necessary. Contributes new ideas or improved methods to the work process.

Unacceptable (); Marginal (); Satisfactory (); Commendable (); Superior ()

Comments and evaluation:

6. **Dependability**: Reliability in following assigned work schedules and attendance standards. Demonstration: Regularly follows assigned schedules, meets attendance standards and satisfactorily completes assignments in a timely manner. Can be relied upon.

Unacceptable (); Marginal (); Satisfactory (); Commendable (); Superior ()

Comments and evaluation:

7. **Personal Conduct**: The standards of personal behavior established to maintain effective job performance including contributing to a safe and healthful work environment. Demonstration: Regularly complies with the standards of personal behavior including a satisfactory working relationship with others. Is safety conscious.

Unacceptable (); Marginal (); Satisfactory (); Commendable (); Superior ()

Comments and evaluation:

Director's Summary comments:

Recommendations for accomplishment of development needs and training:

Mutually established performance goals and objectives:

Library Director's signature:

Date:

Employee's Summary Comments: Carefully consider all the factors before giving your comments on the performance evaluation received.

Your signature indicates that you have discussed this evaluation with your supervisor. It does not necessarily indicate agreement with content.

Employee Signature:

Date:

Appendix H.

Library Image Checklist

A library image checklist is an audit of the library's internal and external image including printed materials, signs, customer service, grounds and community perceptions. The following checklist includes basic elements in any such audit.

Outside of Building

- ___ Is the shrubbery or grass well maintained?
- ___ Are there areas in which flower beds could be created? If beds are there, are they maintained regularly?
- ___ Are the signs for the library in good condition? Can you read them? Are they large enough? Do they need repainting? Do they need to be lit?
- ___ Is there trash on the grounds? Are trash containers available? Are containers available outside for smokers to extinguish cigarettes?
- ___ Is visitor parking prominently marked and plentiful?
- ___ Is the entrance to the building clearly marked?
- ___ Where are directional signs to the library located in the community? Are the directions well marked and easy to understand?

Inside of Building

- ___ What does someone see when he/she enters the building?
- ___ Where is the main desk? Is it well marked with signs? Is it cluttered or neat? Is it staffed at all times?
- ___ Is there a place such as a bulletin board to post special information? Is it attractively displayed? Is everything current? Is it regularly cleaned?
- ___ Are the hours of operation posted clearly?
- ___ Are all areas of the library kept neat with books, magazines and other materials shelved or attractively arranged?
- ___ Is the furniture in good repair?

- ___ Are the floors or carpet cleaned frequently?
- ___ Are trash containers strategically placed throughout the library?
- ___ Are restrooms clearly marked and kept clean?

Other Items

- ___ How is the library listed in the telephone book? Is the listing in all relevant areas of the book?
- ___ Do key information points such as the Chamber of Commerce, Town Hall, schools and local service stations know where your library is?
- ___ What do you do to help patrons with special needs?
- ___ Are the specific areas of the library easy to reach and well marked?
- ___ Do all patrons, regardless of needs or reasons for visiting the library, feel welcome?
- ___ Does the staff understand the importance of good customer service to the library?
- ___ Does the staff understand the role they play in developing and maintaining a positive image for the library?
- ___ Is customer service regularly promoted to the staff?
- ___ What do patrons see first when entering the library?
- ___ How attractive and inviting are the main desk, bulletin board, stacks, reading area, office and etc.?
- ___ Is the staff neat in appearance?
- ___ Is the staff knowledgeable about their specific area as well as the library in general?
- ___ Does the staff respond promptly and courteously to patron requests?
- ___ Do staff and board speak positively about the library and promote its services to civic, church and business groups?

Graphic and Printed Materials

- Do you have letterhead and envelopes for the library?
- Do your printed materials have a special format?
- Are signs in the library easily read? Are they neatly done?
- Are printed materials grammatically correct and spell checked?
- Does the library have a logo?
- Is it easily recognizable?
- Is it current and does it reflect the image you want of your library?